EDUCATION FINANCING AND QUALITY OF EDUCATION IN UPE SCHOOLS IN MBALE DISTRICT IN EASTERN UGANDA

ANNAH KITUYI

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DECLARATION

I, Anna Kituyi, hereby declare that this research dissertation on Education Financing and Quality of Education in UPE schools in Mbale District in eastern Uganda is my own work and that, to the best of my knowledge, it has not been presented to any institution of university for any award.

Signed: ..... Date: 18/09/2025.....

Anna Kituyi

J18/MUC/MED/011

APPROVAL

This research dissertation on Education Financing and Quality of Education in UPE schools in Mbale District in eastern Uganda was done under my supervision and is now ready for submission for examination with my approval as a supervisor.

Signature:  Date: 18/09/2025

Can. Dr. Moses G. Nambale

Supervisor

DEDICATION

This piece of work is dedicated to all the members of my Family.

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Anna Kituyi

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LIST OF ABBREVIATIONS

ANOVA	-	Analysis of Variance
CPD	-	Continuous Professional Development
CVI	-	Content Validity Index
DEO	-	District Education Officer
DHT	-	Deputy Headteacher
ESSP	-	Education Sector Strategic Plan
LG	-	Local Government
MoES	-	Ministry of Education and Sports
NAPE	-	National Assessment of Progress in Education
PLE	-	Primary Leaving Examinations
PTA	-	Parents-Teachers' Association
SFG	-	School Facilitation Grant
SIP	-	School Improvement Plan
SDG	-	Sustainable Development Goal
UNEB	-	Uganda National Examinations Board
UNICEF	-	United Nations International Children's Fund
UPE	-	Universal Primary Education
VVOB	-	The Flemish Association for Development Cooperation and Technical Assistance

ABSTRACT

This study on the effect of Education Financing and Quality of Education in UPE schools was carried out in government-aided primary schools in Mbale District. The specific objectives of the study were to: establish the effect of government financing of education on the quality of education; assess the effect of parent financing of education on the quality of education; and find out the effect of guardian financing of education on the quality of education in UPE schools in Mbale District. The study adopted the descriptive survey research design in which both qualitative and quantitative approaches were used to gather data from a sample of 212 respondents consisting of staff of the District Education Office, Headteachers Deputy Headteachers and teachers. The data was collected using validated and pre-tested questionnaires and interview guides. The collected data was analyzed using descriptive and inferential statistics generated through use of the Statistical Package for Social Scientists (SPSS) for quantitative data while the qualitative data was analyzed using content analysis. The findings revealed that at R Square .562; p=.000 < .05 meaning that government financing of education accounted for 56.2% of improvement in quality of education in UPE schools; at R Square .137; p=.000 < .05 meaning that parent financing of education accounted for only 13.7% of the quality of education in the UPE schools; at R Square .062; p=.000 < .05 meaning that guardian financing of education accounted for only 6.2% of quality of education in UPE schools. Overall, results of the multiple regression revealed that at R Square .705; p=.000 < .05 meaning that financing of education through government, parents and guardians altogether accounted for 70.5% of the quality of education in UPE schools in Mbale District. The study concluded that government financing of education has a strong significant effect on the quality of education in the UPE schools; parent financing of education has a strong significant effect on the quality of education in UPE schools; guardian financing of education also has a strong significant effect on the quality of education in UPE schools in Mbale District. On the whole, education financing by government, parents and guardians altogether has a strong significant effect on quality of education provision in the UPE schools in Mbale District. The study recommended among other things that government should consider increasing its proportion of financing of education in the UPE schools as this will greatly improve on the quality of education in the schools; and that parents too, should get involved in financing education of their children since it also has a significant effect on the quality of education in the UPE schools. For further research, the study recommended that a similar study needs to be done in government-aided secondary schools so as to compare findings and be able to generalize the findings.

Keywords: Education Financing, Government, Parent, Guardian, UPE schools, Mbale District.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Education continues to be acknowledged as one of the main factors behind development of the human resources of any country. However, the education should be quality education and this requires appropriate funding. This study sought to examine the effect of education financing on the quality of education in UPE schools in Mbale District in Eastern Uganda. This chapter presents the background to the study, the statement of the problem, the objectives of the study, research questions and significance of the study, justification and scope of the study, the conceptual framework and definition of key terms.

1.1 Background to the Study

During the past three decades much has been done globally to provide quality basic education for children, an obligation for the Convention on the Rights of the Child. Bernard (2019) opinned that in all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. According to UNICEF (2019), this implies that the focus of schools should be on provision of quality education which encompasses learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction.

Suffice to note that the Education for All (EFA, 2000), the Mellenium Development Goals (MDG, 2000) particularly goal 4 and the Sustainable Development Goals (SDG, 2016) goal 4 all insist on provision of quality education for all learners. For instance, MDG goal 2 was set to achieve Universal Primary Education (UPE). Target 2A of Goal 2 was to ensure that by 2015, children everywhere, boys and girls alike, will have to be able to complete full course of primary schooling (MDG, 2000). Meanwhile, SDG 4 was set out to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. According to UNICEF (2019), all children need access to education but they also need to receive an education of good quality. This is what the right to education is all about. Government of Uganda introduced the Universal Primary Education (UPE) in 1997 with a view to provided quality education for all.

Conceptually, quality of education refers to an education that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being (VVOB, 2020). The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease.

According to the Flemish Association for Development Cooperation and Technical Assistance (VVOB, 2020). quality of education is measured basing on the level of equity, relevance, sustainability, child-friendily teaching/learning, balanced

approach and effective learning outcomes such as literacy, numeracy, basic scientific knowledge, life skills. Understanding of what quality of education means varies between contexts and different actors have their own definitions. Broadly, quality of education is measured on seven characteristics namely; rights-based, contextualized and relevance, holistic development of learners, teaching/learning, enabling resources, learning outcomes and learning continuity.

According to the INNE - Inter-agency Network for Education in Emergencies (INEE, 2024), rights-based refers to education being education is accessible, equitable, protective, participatory, non-discriminatory, and inclusive of all people while contextualized and relevant refers to education systems address the needs of the learners by using culturally and linguistically relevant learning materials. Further, INNE (2024) considers that quality of education should be a measure of the holistic development of learners which refers to the extent to which education promotes cognitive development, social and emotional skills, mental health and psychosocial wellbeing, values of responsible citizenship, economic sustainability, and peacebuilding. In providing quality education, the teaching and learning is very important and so the teachers should receive adequate compensation and relevant training so that they understand pedagogic content and have the knowledge and skills they need to support learners' holistic development (UNICEF, 2019).

For quality education to be achieved, there should be enabling resources for teaching and learning and the education should foster links between the resources available in the learning environment, home, and community to improve holistic learning outcomes. More importantly, quality education allows learners to develop the necessary knowledge, skills, and competencies to meet certification requirements, progress through the education system, and access lifelong learning opportunities (INEE, 2024). Lastly, quality education should provide sustained learning opportunities across the humanitarian-development-peace building nexus (UNICEF, 2019). In this study quality of education in the UPE schools was based majorly on the outcomes such as attainment of knowledge (literacy, numeracy), life skills (competences) continuity (progression to higher levels of education).

A good education enables a child to learn and to grow, developing their gifts and potential. The international community has recognized primary education as a right because it has such positive impact on people' s lives and on society. In this regard, there were several commitments by governments and nations which were obligations to fulfill the attainment of basic education for all, which was emphasized in EFA goals (by 2015). Globally, the reaffirmation of the support of education for all is evidenced in the Forum on Education in Dakar, Senegal (2000) and further asserts that the lack of resources would not frustrate the achievement of this goal. Insufficient resources especially in terms of finances may have significant consequences to the quality of education. However, this must be proven empirically.

With increasing commitments since the Dakar Conference in Senegal in 2000, there has been significant increase in enrolment in primary schools in most developing countries. The Sub-Saharan African (SSA) countries all agreed on the need for all children to complete quality primary education. Such objectives are often set in national development goals. However, achieving this target can be very ambitious for the low income countries. This is because such high enrolment calls for increased financing of education to ensure quality outcomes from the education systems in the countries with low incomes.

Education financing is a process through which funding spent on operational and capital support of formal schooling is generated. The funding may be generated through taxation by government, tuition fees and philanthropy. Currently, most UPE schools get funding in form of government grants with others collecting some tuition fees and other receiving donations from Non-Governmental Organizations (NGOs) some of which are Faith-Based. Very little funding comes from private people supporting the schools.

When considering quality of education it is important to note that expanding access alone cannot be insufficient for education to contribute fully to the development of the individual and society. In this regard, emphasis should be placed on assuring an increase in children' s cognitive development by improving the ability of children to acquire knowledge and skills that can be applied in dealing with contemporary developmental issues (UNDP, 2017). Therefore, quality of education can be considered as the measure of the relevance of what is taught

and learned - to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects (UNESCO, 2016). In other words, it is a measure of the knowledge, skills and attitudes learnt in school to solving present and future needs of learners and society at large.

According to UNESCO (2016) financing of education continues to present a global challenge. In Africa, financing of education is one of the biggest challenges of developing countries (UNDP, 2017). The situation in Uganda is not any different. Since 2012/13, the budgeted increase in real Government expenditure has fallen substantially short of that assumed by the NDP – in real terms the budget projection for 2014/15 is 17% below the NDP projection (GoU, 2016). This is mainly on account of lower – than – planned financing – the fiscal deficit averaged 3.6% of GDP in the first three years of the NDP, compared to the planned 5.5% of GDP. Government continues to pay a meagre grant to UPE schools.

From a theoretical perspective, John Dewey empathized attainment of skills and understanding of the learners by engaging with the contents and experiences. promotes 'learning by doing' to make children self-reliant and productive to use their knowledge and talents effectively; ensuring that active participation of learners by working in groups and applying practical knowledge ro complete an activity. At the core of John Dewey's theory is the notion that human experience should be a guiding light in education and social reform. Dewy argued that all forms of knowledge should be grounded inseparably in practical, real-world

experience and that meaningful exploration and learning could only truly take place when students engaged with their material first hand or through experimentation.

For Dewey, education was not only about gaining theoretical knowledge but also getting practical experience. He viewed education from a holistic perspective whereby learning is seen as a continuous process that combines knowledge with life experiences and encourages students to integrate thinking skills with tangible results. This view of education ensures quality education in which learners have significant experiences which are internally meaningful and contribute to their growth as learners.

Contextually, while the introduction of universal primary education (UPE) in Uganda in 1997 greatly improved access, it did not improve quality (Nakibuuka, 2018). As the student population tripled between 1997 and 2014, more and more children started dropping out. By 2003, only a third of children who had enrolled in primary school in 1997 had reached the seventh grade (UNICEF, 2019). at the same time, less than half of the children who enrolled were literate at the end of the primary cycle (UNICEF, 2019). In terms of learning, data from the last time Uganda participated in a cross-national assessment with recognized comparable standards, the Southern and Eastern Africa Consortium for Monitoring Educational Quality in 2013, show that only one out of five pupils at the end of primary school achieved the global minimum proficiency level in numeracy (UNICEF, 2019).

Overall Level of Achievement Overall, 71.7% of the P 3 pupils demonstrated that they had acquired the Numeracy competences as spelt out in the national curriculum and 60.2% attained a similar rating in Literacy in English. The proportion of P 6 pupils who reached the defined proficiency levels in Numeracy and Literacy in English was 52.6% and 51.9%, respectively. The respective proportions of PTC tutors, in-service teachers and pre-service teachers rated proficient in Numeracy were: 91.2%, 60.4% and 21.8%, respectively. There was a significant difference between the percentage of tutors and teachers reaching or exceeding the desired proficiency in Numeracy. Worse still about 1 in 5 pre-service teachers were rated proficient in Numeracy. In Literacy in English 66.4% in-service teachers were rated proficient, followed by the PTC tutors (46.5%). Only 38.8% of pre-service teachers reached the desired minimum proficiency level.

In both Numeracy and Literacy in English at P 3, just about a third (30%) of the districts had over 75% of their pupils rated proficient. Less than half (40%) of the districts had over a half but less than three quarters of the pupils rated proficient. Less than a third (30.4%) of the districts rated had less than a half of their pupils rated proficient. Alebtong and Agago districts registered the lowest performance in Numeracy of just a third (30%) of pupils rated proficient. A similar performance was exhibited in Literacy in English in the eastern and northern regions as well as Kiryandongo and Masindi districts. At P 6 only two districts, Kampala and Kalangala had more than 75% of their pupils rated proficient in Literacy in English. Less than a fifth (17.0%) of the total number of districts had

over a half but less than three quarters of the pupils rated proficient. Most of the districts, (81.3%) had less than a half of their pupils rated proficient; of these, 46 districts had a quarter or less of their pupils rated proficient. In Numeracy, best performance was registered in Kampala and most districts in the Ankole region i.e. Mbarara, Bushenyi, Kiruhura, Mitooma, Rubirizi, and Sheema. These districts registered three quarters or above of their pupils rated proficient. Worst performance was registered in Bukwo (1.7%) and Kween (10.4%). The performance of girls and boys was comparable at P3. However at P6, more boys than girls were rated proficient in both Numeracy and Literacy in English.

Generally, the district categorized under Mid East I (Bududa, Bukwo, Bulambuli, Kapchorwa, Kween, Manafwa, Mbale, Sironko) had marginal proficient levels etc etc In Literacy in English, 23 out of 122 districts in Uganda were categorized ‘green’, and 21 districts were categorized ‘red’. Lowly proficient. The mean scores of the P3 students in English, Lumasaaba and Mathematics were about 27%, 20% and 50%, respectively, while the mean scores of the P6 students in English and Mathematics were about 43% and 31%, respectively. For both grades and for all the three subjects considered, the observed mean scores were considered unsatisfactory, especially bearing in mind that the tests were based on skills taught in the official primary school curriculum in Uganda for P3 and P6.

During the NAPE assessment (2023), the proficiency of P 3 Learners in Numeracy and Literacy in English. Nineteen (19) out of 136 districts in Uganda were categorized ‘green’, implying that at least three quarters (75%) of their P 3

learners were rated proficient in Numeracy. Ten (10) districts were categorized ‘red’, implying that they had less than a quarter (25%) of their P 3 learners rated proficient in Numeracy. In Literacy in English, twenty-five (25) out of 136 districts in Uganda were categorized ‘green’, and twenty-six (26) districts were categorized ‘red’. More effort is need to increase the proportion of learners rated proficient in the districts categorized as ‘red’. Further, the NAPE (2023) report also indicated that for P6 learners, Sixteen (16) out of 136 districts in Uganda were categorized ‘green’, implying that at least three quarters (75%) of their P 6 learners were rated proficient in Numeracy. In contrast, six (6) districts were categorized ‘red’, i.e., they had less than a quarter (25%) of their P 6 learners rated proficient in Numeracy. Four (4) out of 136 districts in Uganda were categorized ‘green’ in Literacy in English, and forty-eight (48) districts were categorized ‘red’. There is need for interventions to increase the proportion of learners rated proficient in the districts categorized as ‘red’.

At the same time, the Auditor General Report (OAG, 2023) indicated that there was inadequate coverage of syllabus in most primary schools; overall classroom pupil ratio was 1:77; overall desk-pupil ratio was 1:5; overall latrine-pupil ratio was 1:67; 40% of UPE schools lacked staff houses; 505 of the houses were constructed using PTA funds. Generally, the report revealed that quality of education was still a challenge.

It is important to mention that the meagre grants are often paid late and sometimes not paid at all through a whole term. Headteachers grapple with

providing material and learning resources when the finances delay or are not paid at all. A study carried out by the African population and health research centre (APHRC, 2016) in Iganga and Mayuge districts revealed that some schools had silently introduced tuition fees while others sought donor funding to support education. The study further revealed that the schooling patterns of children living in rural settlements in Uganda as well as the quality of the education they receive did not meet the desired expectations of the MoES. This is because the mission of the MoES is to provide quality education for all (MoES, 2018). The pertinent question that arises is whether the situation in Mbale District is any different since some UPE schools also charge tuition fees and get donor funds. It is in this regard that this study set out to examine the effect of education financing on the quality of education in UPE schools in Mbale District in Eastern Uganda.

1.2 Statement of the Problem

Financing of education is paramount in any education system and at any level. Government of Uganda adopted the UPE system in which funding is provided to UPE schools. However, since 2012/13, the budgeted increase in real Government expenditure has fallen substantially short of that assumed by the NDP – in real terms the budget projection for 2014/15 is 17% below the NDP projection (GoU, 2016). This is mainly on account of lower – than – planned financing – the fiscal deficit averaged 3.6% of GDP in the first three years of the NDP, compared to the planned 5.5% of GDP. This led to delayed and sometimes failure to release the UPE grants as scheduled. A study carried out in Iganga and Mayuge districts revealed that the quality of education in these rural district did not meet the

expected quality standards. No similar study has been done in Mbale district where some UPE schools also charge tuition fees and get donor funds. It is in this regard that this study sought to examine the effect of education financing on the quality of education in UPE schools in Mbale District in Eastern Uganda.

1.3 Purpose of the Study

The study set out to examine the effect of education financing on the quality of education in UPE schools in Mbale District in Eastern Uganda.

1.4 Objectives of the Study

i. To establish the effect of government financing of education on the quality of education in Mbale District.
ii. To assess the effect of parent financing of education on the quality of education in UPE schools in Mbale District.
iii. To find out the effect of guardian financing of education on the quality of education in UPE schools in Mbale District.

1.5 Research Questions

i. What is the effect of government financing of education on the quality of education in Mbale District?
ii. What is the effect of parent financing of education affect the quality of education in UPE schools in Mbale District?
iii. How does guardian financing of education affect the quality of education in UPE schools in Mbale District?

1.6 Significance of the Study

This successful completion of the study will be significant to several stakeholders. For instance;

i. The results of the study will be useful to planners in the education sector to reconsider the financing of education with a view to attain the desired quality the country needs for its present needs and for the future.
ii. The results may be useful to education managers to appropriately utilize the meagre financial resources for quality education.
iii. To the learners, the results may lead to their attainment of quality education for their present and future needs.
iv. The results may be used by the academia in carrying out studies that may address the issues of quality education.

1.7 Justification

Education is delivered in both public and private institutions. Securing these benefits requires commitment and long-term and predictable financing from governments to collect public revenues and mobilize and regulate funding to provide education. Unfortunately, many countries face financing gaps that can affect a whole generation of children, youth and adults.

The need for global action on financing was agreed upon at the highest political level in 2015 when the Education 2030 Agenda urged countries to adhere to international and regional benchmarks of at least 4 to 6% of gross domestic product and/or 15 to 20% of public expenditures allocated to education. Donors also agreed to dedicate 0.7% of their income to financially assist other countries.

Other areas of policy discussion and action include changes in domestic taxation, innovative financing, the role of employers and philanthropy in supporting public education. Therefore, understanding the effect of the various forms of education financing will help develop strategies for improved financing for ultimate achievement of the basic education system of the country.

1.8 Scope of the Study

1.8.1 Geographical Scope:

The study was carried out in Universal Primary Education (UPE) schools in Mbale District located in eastern Uganda. The district has got 69 UPE schools distributed in the entire district. However, some of the schools do not have UNEB sitting centres and in this study, focus was 40 which had sitting centres since there was ana element of quality of education and PLE results were necessary.

1.8.2 Content Scope:

In terms of content, the study focused on government financing of education, parent financing (tuition fees) and guardian financing of education and the corresponding effect on quality of education in UPE schools in the area of study.

1.8.3 Time Scope:

The period from 2019 to 2024 was the focus of the study which was the period during which several complaints were made about quality of education in the district (DEO Report, 2020, 2021, 2023).

1.9 Conceptual Framework

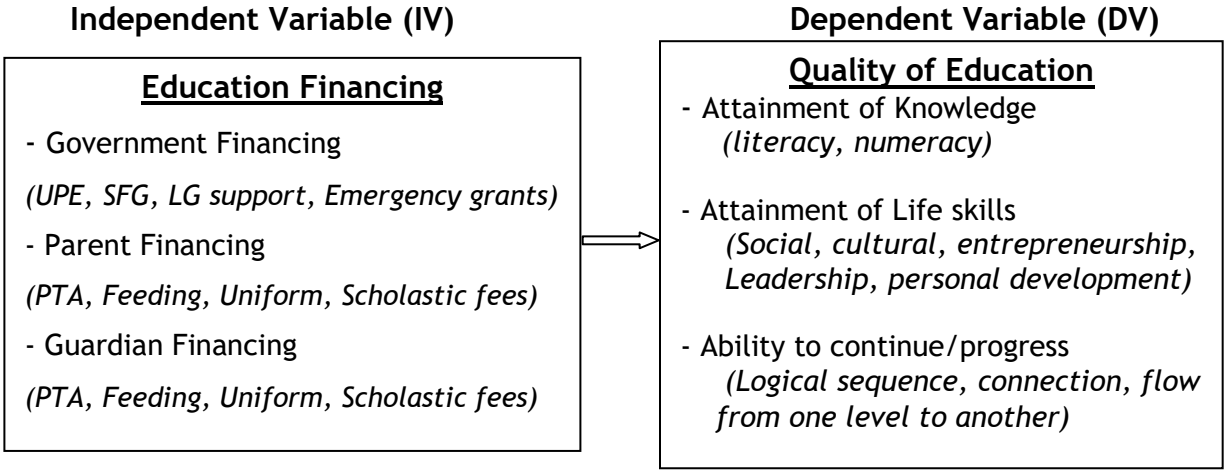

Fig 1.1: Conceptual Framework

Source: UNESCO (2016) and INEE (2024).

From Figure 1.1, the independent variable of the study was education financing and the constructs under it were government financing in form of UPE grants, parent financing and guardian financing in form of tuition fees. The dependent variable was quality of education which was measured on the learners' level of attainment of knowledge in terms of literacy and numeracy, attainment of life skills for example social, cultural, entrepreneurship, leadership and personal development; and ability to continue or progress through logical sequence, connection, flow from one level to another. Ideally, other factors remaining constant, appropriate education financing would lead to quality of education in the UPE schools. The extent to which this is possible has been proven from the

empirical findings of the study. The findings of the study have been discussed on the basis of this conceptual framework.

1.10 Definition of Key Terms

Education Financing - Is a political and social decision-making process through which public revenues and other resources are collected and allocated to finance education and lifelong learning opportunities (UNESCO, 2023).

Government Financing - Proportion of funds or grant contributed by government to finance educational activities (payment of salaries, supply of materials, construction, etc.)

Parent Financing - Proportion of funds paid by parents to support educational activities in schools and providing for scholastic materials and uniforms.

Guardian Financing - Proportion of funds paid by guardians to support educational activities in schools and providing scholastic materials and uniforms.

Quality of Education - refers to the outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Attainment of Knowledge - the level of knowledge acquired in a specific period.

Attainment of Life skills - refers to level of life skills acquired in a specific period.

Ability to Continue/Progress - this indicating how much the learner has developed or grown academically, socially, or emotionally. This might be measured in terms of knowledge acquisition but might also be identified as skills development or perhaps the deepening of learners' attributes.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

According to OECD (2011), schools' budgets may come from difference sources. School principals were asked to report the percentage of their schools' total annual funding that came from: (a) the government, including departments, local, regional, state and national authorities; (b) student fees or school charges paid by parents; (c) benefactors, donations, bequests, sponsorships, and parent fundraising. On average across OECD countries, 85% of total school funding for a typical school year comes from government sources; 10% from parents, in student fees or school charges paid by parents; 2% from benefactors; and 2% from other sources. The chapter presents a review of related literature according to the objectives of the study. The review begins with the theoretical review to provide a basis for the study.

2.1 Theoretical Review

This study was guided by the systems approach theory as proposed by Ludwig Von Bertalanffy in 1956 and was further improved upon by Ross Ashby (1964). The theory states that a system is a set of inter-connected and inter-related elements directed to achieve certain goals. This theory views organization as an organic and open system composed of many sub-systems. As a system, an organization is composed of a number of sub-systems. All these sub-systems operate in an interdependent and interactional relationship. The various sub system or parts of an organization are linked with each other through communication, discussions,

authority responsibility, relationships, objectives, policies, procedures, and other aspects of coordinating mechanism. For a better quality education in the primary schools in Mbale District, stakeholders need to realize that the financing systems in the schools have to work as a unit. Education financing plays a significant role in supporting education programmes in the primary schools.

This theory was used in a study on the role of SMCs in the implementation of inclusive education in public schools in Kasarani District (Kabiaru, 2013). In this study, the school was viewed as an organization that is composed of a number of sub systems. These sub systems or organs within a school setting are linked with each other through communication, decisions, responsibility, relationship, objectives, policies, procedures and other aspects of coordination mechanism. The theory pointed out that for the required success in the implementation of inclusive education to occur, the various sub systems in inclusive education must work as a unit.

In this particular study of examining the effect of education financing on the quality of education in the primary schools in Mbale District; this theory is valid given the fact that education financing is an important part of the education system and also in the school that is inter-connected and inter-related to other components within the school setting namely; teachers, parents and pupils. All these sub sections are inter-connected within school system, education financing is an important component. Besides that, education financing is inter-related in the school system and inter-linked to each other through teacher motivation,

monitoring and accountability and all these must be functional as a unit to enhance quality of education.

2.2 Government Financing and Quality of Education in Primary Schools

UPE was introduced in January 1997, following a political commitment by President Museveni that the Government would meet the cost of primary education of four children per family. This commitment was soon extended to allow all people that wanted to access primary education to do so. Under the UPE programme, the Government of Uganda abolished all tuition fees and Parents and Teachers Association charges for primary education. The UPE made an immediate impact on primary school enrolment level from 2.8 million in 1996 (EMIS) to 8,485,005 (EMIS, 2014). Gross Enrolment Ratio improved from 128% in 2012 at 110% (EMIS, 2014); Net Enrolment Ratio improved from 92% (2012) to 93.7% (EMIS, 2014); new teachers recruited increased from 74,000 in 1995 to the current 187,668 (EMIS, 2014) -including private and community schools. The number of schools increased from 12,500 in 2000 to the current 22,600 (EMIS, 2014); classrooms increased from 68,000 in 2000 to the current 151,239 (EMIS, 2014); Pupil Teacher Ratio improved from 57:1 in 2010 to 54:1 in 2014 (EMIS, 2014).

The above success notwithstanding, low quality of primary education remains the main challenge. Low quality is demonstrated by low learning achievement (*school outcomes*); literacy and numeracy proficiency at P.6 are below average at 40.15% and 41.40% in 2013 respectively (EMIS, 2014). The efficiency of Uganda' s primary education is low- Survival rate to P.7 stands at 32.1%, Repetition at 10.19% (EMIS,

2014) and teacher absenteeism is estimated at 20-30%. There is a persistent problem of "ghosts" (i.e. "ghost" schools, teachers, & learners), it is estimated that over UGX50 billion is lost annually due to ghosts. School inspection, monitoring and support supervision is inadequate and there is poor management of primary schools.

The challenge of poor quality is a general problem across the East African States with some states doing relatively better on some indicators than Uganda. For instance, the primary education completion rate is higher in Kenya at 81.8% in in 2013 (Kenya Education for All 2015 National Review) and Rwanda at 69% in 2013 (Rwanda EFA 2015 National Review). Kenya also has relatively better transition rate at 76.6% compared to Uganda' s 69.9 % in 2013(Kenya EFA 2015 National Review). Tanzania survival rates to P.7 (*78.4%, 2013*), is the highest in the sub-region (Tanzania EFA 2015 National Review).

Generally, there has been relative success in terms of primary enrolments, even though there are now some signs of a slowing down in the pace, has not been matched, however, in terms of quality. It is now widely acknowledged that there is a crisis in educational quality in developing countries and that children are not learning what they should. It should be noted, however, that this evidence, including not just the standard international assessments but also from newer sources such as early grade reading assessments and citizen surveys (such as those of Pratham in India and Owezo in Kenya, which assess all children in a household against grade 2 standards), indicates that the learning problem begins very early

in primary school and requires a focus on basic reading and mathematics from the start. From a financing point of view, the issue is more what to do about this lack of learning – some of it has to do with teacher supply (class sizes being still large in many countries with recent rapid enrolment expansions) and hence with the level of funding but much to do with teacher training, teacher presence (absenteeism being very high) and teacher expectations of students, none of which are about the level of funding but more about how it is used.

Despite the huge progress made in primary enrolments, massive financing gaps remain for basic education. The latest EFA Global Monitoring Report puts the global gap at $16 billion a year, though many donors are skeptical of this, citing alleged absorptive capacity constraints. In addition, it is highly unlikely that developing countries will be able to afford to provide universal access to secondary and tertiary education using current delivery models. Lewin's analysis, for example, indicates that more than an additional 3% of national income would be needed to achieve gross enrolment rates of 60% at lower secondary and 30% at upper secondary in low enrolment countries with existing cost structures. There are no recent systematic estimates of the global financing needs of rapidly expanding secondary and tertiary education, but it will certainly be difficult for developing countries, whose spending already amounts to some 4% of national income, to meet these needs, except, as in East Asia and Latin America, where demographic trends towards lower fertility are also working to reduce financing needs at primary school.

It is also clear that the quality issue in basic education is accompanied also by a financing issue for education as a whole. The two are linked in a dangerous way, however. Most attention at international meetings this decade has been on the basic education financing gap, rather than on the effectiveness and efficiency of current spending. As the full extent of the quality problem now emerges, as does alarming evidence from NGOs monitoring absenteeism and the diversion of public spending1, the attention to financing gaps could backfire if it is not accompanied also by renewed attention to effective spending. This overall financing issue is now compounded by the effects of the global financial crisis. These are not easy to summarize, both because of the lack of any systems of real-time monitoring but also because, now that recovery has largely begun, it is not yet clear what will be the structural consequences of both developing countries and donors now reducing the public spending deficits that they largely – and wisely – used to overcome the crisis.

2.3 Parent Financing and Quality of Education in Primary Schools

The levels of parents funding for education differ greatly across countries. In Sweden, Finland, the Netherlands, the Slovak Republic and the partner economy Hong Kong-China, principals in privately managed schools reported that over 90% of school funding comes from the government, while in Slovenia, Germany, Belgium, Hungary, Luxembourg and Ireland, between 80% and 90% of funding for education comes from parents. In contrast, in the United Kingdom, Greece, the United States, Mexico, and the partner countries and economies Albania, Kyrgyzstan, Tunisia, Uruguay, Dubai (UAE), Qatar and Jordan, 1% or less of

funding for privately managed schools comes from the government; in New Zealand and the partner countries and economies Panama, Brazil, Chinese Taipei, Kazakhstan, Peru and Shanghai-China, between 1% and 10% does come from government.

Tuition fees in primary schools in Uganda and Mbale District in particular varies from school to school. There is a wide variation particularly between urban and rural primary schools. The tuition fees are charged under different titles as government is opposed to tuition payment. Some schools simply refer to tuition payment as parents' contribution while other refer to it as parents; support. Either way, it remains tuition fees. There is scanty literature on tuition fees particularly in primary schools in Uganda because of the UPE policy which does not permit parents to pay tuition fees for the children.

2.4 Guardian Financing and Quality of Education in Primary Schools

Guardians are considered people who protect and look after the welfare of other people or their property. In legal language, guardian is typically used as an alternative to "parent." Guardians are often adults who can make legal decisions for children who are not their own. Sometimes they take care of them, too, just like a parent would. The term is also used to describe people who believe they are "guarding" something important, like morality, culture, or fashion. As far as this study was concerned, the guardian was considered as a person playing a role of a parent to children who are not their own but they support their welfare including providing for their education.

Although aid for education has increased substantially during most of the past decade, from $6.5 billion to $13.5 billion (including prorated budget support), it has shown signs of decline in recent years. And though total aid and aid to other social sectors continued to increase between 2010 and 2013, aid to education fell by 9 percent. According to World Bank (2015), that decline was mainly driven by a reduction in aid to primary education. Some bilateral donors (e.g., the Netherlands) have sharply reduced their support for the sector. The recent reductions in aid have particularly affected countries with high education and financing needs. For example, we find that the share of ODA for primary education going to Sub-Saharan Africa declined from 52 percent to 30 percent between 2002 and 2013, while the share in the total of out-of-school children in Sub-Saharan Africa increased from 46 percent to 57 percent (UNESCO, 2016).

The role of multilateral donors in for education of orphans is evolving. First, in response to concerns around youth unemployment and the lack of skills in developing countries, multilaterals are shifting their attention towards higher levels of education and system strengthening (World Bank, 2015). Between 2002 and 2013, the share of multilateral donors in primary education dropped from 40 percent to 27 percent; this is after including a prorated share of system strengthening (UNDP, 2013).

Greater attention to higher levels of education and system strengthening is clearly needed, but with these greater demands on education finance it has become even more important to enlarge the overall envelope for education and

avoid diverting funding from basic to higher levels of education (UNESCO, 2016). Second, while bilateral donors have been allocating an increasing amount of their total aid to multilaterals through earmarked financing channels (e.g., through trust funds and global funds), allocations earmarked for education have been declining. Adding the share of core multilateral aid (at 24 percent of total education aid) and noncore multilateral aid (at 10 percent of total education aid) together, we find that education attracts much less multilateral financing—at 34 percent of total education aid—than health—at 65 percent of total health aid (UNDP, 2013).

In addition to limiting further declines in aid, there is also a need to closely monitor the amount of aid that actually reaches developing countries. Country programmable aid for education, which is the amount of aid that is available for actual programming in countries, is only 70 percent of the total amount of education aid. Comparatively, a much higher share of health aid—86 percent—is country programmable. Some of the shortfalls in aid to education may be mitigated by an increase in support from new donors and non-concessional finance, which have been growing rapidly in recent years. However, due to limited data, it is difficult to assess their significance and potential for education. Some studies have suggested that some of the Arab and emerging official donors are particularly interested in supporting education. However, existing data does not yet support this claim. For example, while the United Arab Emirates has substantially increased its budget support in recent years, which could potentially benefit education, education represents only 2% of its sector allocable aid.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology of the study which outlines the research designs, study population, determination of the sample size, sample techniques and procedure that were used. It also contains data collection methods, data collection instruments, validity and reliability of the instruments, procedure of data analysis, data analysis, measurement of variables and ethical considerations.

3.1 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims in combining relevance to the research purpose with economy in procedure (Kothari, 2006). A convergent descriptive survey research design was adopted because it describes and provides contextual analysis of variables under study and on matters relating to similar situations in other organizations (Sekaran, 2003). The researcher applied both qualitative and quantitative approaches. The qualitative approach helped in understanding phenomena and gathering further theories for empirical testing (Sekaran, 2003). Qualitative approach was adopted to facilitate in capturing data that could have been left out by the quantitative approach (Amin, 2005). Quantitative approach was used in instances where numerical data was collected on observable individual behaviour samples and was subjected to statistical analysis to explain, predict and control phenomenon of interest (Amin, 2005).

3.2 Area of Study

As already indicated in chapter one under scope of the study, this study was carried out in Mbale District which is bordered by Sironko District to the north, Bududa District to the northeast, Manafwa District to the southeast, Tororo District to the south, Butaleja District to the southwest and Budaka District to the west. Pallisa District and Kumi District lie to the northwest of Mbale District (DEO Report, 2023). The district's largest town and the location of the district headquarters, is located approximately 245 kilometers (152 mi), by road, northeast of Kampala, the captial city of Uganda, and the largest city in that country. The coordinates of the Mbale District are: 00 57N, 34 20E. It has an area of 518.8 square kilometers (200.3 sq. mi). The district lies between latitudes 00057' North and longitudes 34020' East and has a total area of 518.4sq km of which 353.56 sqkm arable land. The district has got 69 UPE schools (DEO Report, 2023) distributed throughout the subcounties and town councils of the district.

3.3 Population of Study

Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher (Kothari, 2006). The target population for the study consisted of 450 people and these included staff of the District Education Office, Headteachers Deputy Headteachers and teachers. All these categories of people are concerned with the issue of quality education in the schools. Therefore, it was expected that they were able to provide the much needed data for this study.

3.4 Sample Size of Study

A sample is a selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). From the target population of 450 people, the sample size of the study was determined using the Sloven formula below.

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

Where; n=sample size; e = the proportion of sampling error (0.05); N=Population

Thus, by substitution and given that the error (e) is assumed to be 0.05.

$$n = \frac{450}{1+450(0.05)^2} = \frac{450}{1+450(0.0025)} = \frac{450}{1+1.125} = \frac{450}{2.125} = 212$$

The sample size of 212 respondents was constituted as indicated in Table 3.1.

Table 3.1: Sample Size of Respondents and Sampling Techniques

Category of respondents	Population	Sample Size	Sampling Technique
Staff of Education Office	05	03	Purposive sampling
Headteachers	36	12	Convenience sampling
Deputy Headteachers	54	30	Cluster sampling
Teachers	355	167	Cluster sampling
Total	**450**	**212**	

Source: Primary data (2024)

3.5 Sampling Techniques and Procedure

Sampling techniques are methods of selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). According to Amin, (2005), these can be probabilistic (dependent on equal chance) or non-probabilistic (not dependent on equal chance). The study employed both probability and non-probability sampling techniques.

3.5.1 Probability sampling techniques

Of the probability sampling techniques, the study used simple random sampling technique to select the teachers in the selected primary schools under study. In this study, the probability sampling used was cluster sampling because the schools are clustered under sub-counties/town councils. So the deputy headteachers and teachers in each sub-county were selected using cluster sampling. This technique offers equal chance for every person in a homogenously distributed population to be selected to participate in the study. The technique minimizes sampling biasedness on the part of the researcher (Mugenda and Mugenda, 2003).

3.5.2 Non-probability sampling techniques

Among the non-probability sampling techniques, purposive and convenience sampling which were used to select the staff in the Education Department and the headteachers respectively. The researcher particularly target the headteachers and deputies in the primary schools where tuition payment is carried out and also those schools that have some donor financing serving as guardians to some learners. Purposive sampling is used when the researcher is sure that the respondents have the kind of data required by the study (Amin, 2005). Since headteachers are always busy people and often out of school to attend to many issues, convenience sampling (only those found in schools at the time of data collection) was used (Sekeran, 2003).

3.6 Data Collection Methods and Instruments

The study used specific data collection methods and tools as explained.

3.6.1 Data Collection Methods

According to Maxwell & Chmiel (2014), data collection methods are techniques and procedures for gathering information for research purposes. They can range from simple self-reported surveys to more complex quantitative or qualitative experiments for purposes of ensuring accurate and comprehensive data acquisition (Maxwell et al, 2014). In this study, the data collection methods used included the questionnaire method and the interview method. The questionnaire method involved the use of carefully designed structured items that respondents answered based on their knowledge and experience with the issue under study (Palys & Atchison, (2014). On the other hand, the face-to-face interviews involved the interviewer (researcher) asking a series of questions to the interviewee in person and noting down responses (Palys et al, 2014).

3.6.2 Data Collection Instruments

Data were collected from the teachers, deputy-headteachers, headteachers and from the staff in the Education Office through validated and pre-tested self-administered questionnaires and by use of interview guides.

3.6.2.1 Questionnaire

A questionnaire is a tool that is structured to collect quantitative data in a systematic fashion (Amin, 2005). In this study, close-ended structured self-administered questionnaires were used to collect data from the 197 teachers and deputy headteachers of the primary schools under study. The structured questionnaire had a four-point Likert scale type items. The Likert scale items had

the following pre-coded responses: 1, for Strongly Disagrees; 2, for Disagree; 3, for Agree; and 4, for Strongly Agree. The Likert scale was preferred because it is flexible and easy to construct. Questionnaires were used because they are simple to administer and relatively inexpensive to analyze (Palys et al, 2014). Also, use of self-administered questionnaire minimizes effect on validity and reliability, results can be easily quantified through software package and data can be analysed scientifically and objectively (Lois & Gavin, 2010).

3.6.2.2 Interview Guide

Interview is a face-to-face encounter with respondents and it involves oral questioning of respondents. An interview enables researchers to seek clarity on specific phenomenon (Maxwell et al, 2014). Answers to the questions posed during an interview were written down by the researcher verbatim. Interviews were conducted with the headteachers and staff from the Education office. The method of interview using an interview guide is deemed appropriate since the aforementioned categories of staff were deemed to have vital information yet they may have insufficient time to fill questionnaires (Sekeran, 2003).

3.7 Quality Control

The instruments of data collection in this study were assessed for quality in terms of validity and reliability to ensure dependability of the results of the study.

3.7.1 Validity

Validity has to do with whether the instrument is measuring what it is intended to measure (Kothari, 2006). In this study, validity of the instrument was assessed through consultation with supervisors and rating the items and then computing the Content Validity Index (CVI) which is a measure of validity of the instrument. CVI will be computed from a formula;

$$CVI = \frac{VR + R}{K};$$

Where VR is for Very Relevant, R for Relevant and K is for total number of items in the instrument.

The results of the validity test are presented in the table below

Table 3.2: Validity of the Instruments of Data Collection

Raters	No. of Items rated VR	No. of Items rated R	Summation of VR and R	No. of Items in Instrument	Computed CVI
Judge One	12	23	35	40	**0.875**
Judge Two	11	22	33	40	**0.825**
Overall	**23**	**45**	**68**	**80**	**0.85**

Source: Primary data (2024)

The result from the computation of CVI were interpreted according to George and Mallery (2003) scale (1 - 0.9 = Excellent; 0.8 – 0.89 = Good; 0.70 – 0.79 = Acceptable; 0.60 – 0.69 = Questionable; 0.50 – 0.59 = Poor; and 0.0 – 0.5 = Unacceptable). given the result of the CVI being 0.85 and according to George and Mallery (2003) scale, the questionnaire was considered to have had good validity.

3.7.2 Reliability

Reliability refers to the extent to which data collection techniques or analysis procedures yield consistent findings (Kothari, 2006). The reliability of the instrument will be determined through pre-testing the instruments. After pre-

testing, the Chronbach Alpha formula was used to compute the correlation coefficient that indicates the degree of reliability presented in Table 3.3 below.

Table 3.3: Reliability Results

Constructs	Alpha values
Government Financing	0.873
Parent Financing	0.847
Guardian Financing	0.823
Quality of Education in the schools	0.784
Average Alpha Value	**0.823**

Source: Primary data (2024)

The value of alpha obtained was 0.832 and according to George and Mallery (2003) scale, this was interpreted as good reliability. The result from the computation of reliability will be interpreted according to George and Mallery (2003) scale (1 - 0.9 = Excellent; 0.8 – 0.89 = Good; 0.70 – 0.79 = Acceptable; 0.60 – 0.69 = Questionable; 0.50 – 0.59 = Poor; and 0.0 – 0.5 = Unacceptable) to determine the validity of the instrument.

3.8 Procedure for data collection

Upon approval of the research proposal and receipt of an introductory letter from the department of Education in Uganda Christian University Mbale University College, the researcher sought for permission from the Chief Administrative Officer (CAO) of Mbale District before selecting the respondents and conducting the data collection. Furthermore a cover letter accompanied the questionnaires explaining the purpose of the study. Questionnaires were distributed directly to the teachers in their respective schools for completion and were collected after

one week. The researcher endeavoured to clearly explain the purpose of the study to the interviewees and interviews were done on appointment.

3.9 Data Analysis

Data analysis is the manipulation of raw data collected from the field to produce meaningful information (Kothari, 2006). Since the study was descriptive in nature, the researcher used descriptive and inferential statistics generated by the Statistical Package for Social Scientists (SPSS) to analyse quantitative data of the study. Descriptive statistics requires determination of frequencies, percentages, means and standard deviation. Before analysis, data were processed by editing, coding, entering then presented in comprehensive tables showing the responses of each category of variables. Inferential statistics comprised of linear regressions for each objective generated from the means of data from the independent constructs under education financing and quality of education. According to Sekaran (2003), a linear regression is most appropriate to ascertain effect between two variables in a study in the natural environment with minimum interference and manipulation by the researcher. Qualitative data that were collected through face-to-face interviews were analysed using content analysis. Data collected from interview and documentary review were sorted and grouped into themes. The researcher evaluated and analysed the adequacy of information in answering the research questions through coding of data, identifying categories and factors that emerged in the responses (Glenn, 2013). Summaries were made on how different themes are related while analysing qualitative data.

3.10 Ethical considerations

In accordance with standard research ethical requirements, a letter of approval from Uganda Christian University was presented to the CAO in the area of study for self-introduction to seek for permission to conduct research in the area of jurisdiction. The CAO then introduced the researcher to the would-be participants in the study and consent from the respondents was sought. The nature and purpose of the study were explained to the respondents by the researcher. She assured respondents that all information given would be kept confidential and anonymity would be observed during the research. A copy of the final report has been availed at the Mbale District offices for accessibility by respondents. The purpose of observing the above was to enable the researcher win confidence and trust from respondents.

3.10 Limitations to the Study

There were a few limitations experienced during the study especially during data collection. This was difficulty in respondents releasing data on monies paid by parents and guardians as government prohibits any payment of fees in the UPE schools. This was for fear of being reported to authorities such as the office of the Resident district Commissioner (RDC). However, after honest discussions with the respondents, they were able to provide the information that the study sought. On the other hand, there was fear of failure to obtain the threshold response rate. However, save for the case of interviews, all the respondents who completed the self-administered questionnaires returned them

3.11 Conclusion

The methodological chapter specified the research design, study population and sample size determined using Sloven formula. Data were collected using questionnaires and interviews. To ensure data quality control, strategies were employed to ascertain validity and reliability were discussed; the .procedure for data collection was also explained in details. Data were analysed quantitative using descriptive and inferential statistics in the statistical package of social scientists (SPSS) and qualitative using content analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

Chapter four of the study is a presentation of the study findings starting with the response rate, followed by demographic data and then the empirical findings. The empirical findings of the study have been presented objective by objectives.

4.1 Response Rate

Response rate in survey research refers to the number of people who answered the survey divided by the number of people in the sample usually expressed in the form of a percentage (Aday, 1996). An assessment of the response rate was done first on the collected data before taking on any analysis of whatever form. This was done by dividing the number of the respondents who were involved and given the data collection tools or questionnaires by the targeted categories of respondents.

Table 4.1: Response Rate

Category of respondents	Planned No.	Actual No.	Response Rate
Staff of Education Office	03	02	66.7%
Headteachers	12	08	66.7%
Deputy Headteachers	30	30	100.0%
Teachers	167	167	100.0%
Total	**212**	**207**	**97.6%**

Source: Primary data (2024)

From Table 4.1, the response rate for data collection methods varied particularly depending on their work schedule of the respondents. The response rate for the questionnaires was 100.0% which response rate was excellent to produce reliable findings. However, the overall response rate for all the various methods used for data collection (Questionnaire and Interview) was 97.6% which was equally excellent (Maxwell et al, 2014). The response rate is viewed as an important indicator of survey quality because higher response rates assure more accurate survey results (Maxwell et al, 2014). The variation in the response rate among different categories of respondents was due to different reasons depending on the category of respondents. For instance, some respondents were quite busy, out of their work stations and difficult to access while others were not busy and were accessed easily.

4.2 Demographic Data of the Respondents

The respondents who included deputy headteachers and teachers totaling 197 were required to indicate their gender, age, marital status, level of education and employment status. The detailed results about each characteristic are presented in the following sub-sections.

4.2.1 Gender of Respondents

The proportions of respondents in terms of gender is presented in Table 4.2 below.

Table 4.2: Gender of Respondents

Gender of Respondent	Frequency	Percent	Valid Percent	Cumulative Percent
Male	120	60.9	60.9	60.9
Female	77	39.1	39.1	100.0
Total	197	100.0	100.0	

Source: Primary data (2024)

From the results in Table 4.2, 60.9% of the respondents were males while 39.1% of them were females. This was approximately a ratio of 2:1 for male to female. This implied that more males are employed in the UPE primary schools than the females. This proportion was a true reflection of the male-female proportions in the UPE primary schools in Mbale District. This means that the gender proportions were representative of the target population.

4.2.2 Age Bracket of Respondents

The age brackets of respondents is presented in Table 4.3 below.

Table 4.3: Age Bracket of Respondents

Age Bracket of Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
26-35	20	10.2	10.2	10.2
36-45	58	29.4	29.4	39.6
46-55	65	33.0	33.0	72.6
Above 55	54	27.4	27.4	100.0
Total	197	100.0	100.0	

Source: Primary data (2024)

From Table 4.3, 10.2% of the respondent teachers were in the age-bracket 25-34 years while 29.4% of them were in the age-bracket of 36-45 years. At least 33.0% were in the age-bracket of 46-55 years while 27.4% of them were in the age-bracket above 56 years. This implies that majority of the respondents were mature adults meaning they had been in the system of teaching long enough. They were therefore, presumed to be conversant with the system and provided valid data that was needed by the study.

4.2.3 Level of Education of Respondents

The level of education of the respondents in the study were gathered and analyzed and are presented in Table 4.4.

Table 4.4: Level of Education of Respondents

Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	117	59.4	59.4	59.4
Diploma	50	25.4	25.4	84.8
Degree	30	15.2	15.2	100.0
Total	197	100.0	100.0	

Source: Primary data (2024)

The results in Table 4.4 show that majority of the respondents (59.4%) had certificate level of education while 25.4% of them had diploma level of education. At least 15.2% of them had degree level of education. It can be noted that most of the respondents had the recommended level of education as stated by the

Ministry of Education and Sports (MoES, 2016). Due to the National Teacher Policy (NTP, 2018), more and more teachers continue to strive to acquire the degree level. Many teachers in the primary schools have now enrolled for degree level education in various institutions of higher learning. This implied that the sample of respondents were rightly qualified and this means the data they provided can be highly reliable.

4.2.4 Marital Status of Respondents

Table 4.5 presents the proportions of the respondents by marital status.

Table 4.5: Marital Status of Respondents

Marital Status of Respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Married	119	60.4	60.4	60.4
Single	43	21.8	21.8	82.2
Separated	35	17.8	17.8	100.0
Total	197	100.0	100.0	

Source: Primary data (2024)

The results in Table 4.5 showed that majority (60.4%) of the respondents were married while 21.8% of them were still single. At least 17.8% of the respondents had separated with their spouses. Marital status signifies responsibility and stability. These two characteristics are predictors of commitment to one's duty such as teaching for the teachers in this study. Such commitment can result in quality of education. Therefore, the distribution of the respondent teachers by

marital status shows that the sample consisted of responsible people that provided reliable data for the study.

4.3 Government Financing and Quality of Education in Schools

Objective one of the study sought to establish the effect of government financing in terms of UPE grants on the quality of education in the primary schools. In order to establish the effect, it was necessary to run descriptive statistics for Quality of Education and those for government financing and then run a linear regression analysis. Therefore, the next section presents respondents' views on quality of education in the UPE primary schools in Mbale District.

4.3.1 Quality of Education

The respondents were required to indicate whether they agreed or disagreed with several statements on quality of education in the UPE primary schools in Mbale District, the results are presented in Table 4.6 below.

Table 4.6: Descriptive Statistics on Quality of Education in UPE Schools

Items on Quality of Education in UPE Schools	SD %	D %	A %	SA %	Mean	Std. Dev
The children in this school can ably apply knowledge learned in class to solve day to-day problems	10.7	3.6	33.0	52.8	3.28	.957
The children have gained appropriate life-skills that can enable them live in society	10.7	25.4	49.2	14.7	2.68	.854
The children have developed positive attitudes to life in communities	12.2	2.0	37.1	48.7	3.22	.975
Life skills knowledge gained by the children is quite useful in their daily living	19.8	9.6	24.4	46.2	2.97	1.165
The children can now ably read without hesitation	10.7	9.6	49.7	29.9	2.99	.909
The children are able to engage in reading with comprehension	10.7	8.1	40.1	41.1	3.12	.954
Even when a teacher dictates notes, the children can ably writing from dictation	10.7	0.5	39.6	49.2	3.27	.924
Writing letters by children is no longer a problem to most children	10.2	00	39.1	50.8	3.30	.908
Numeracy and arithmetic are easily done by most of the children	10.2	00	30.5	59.4	3.39	.923
The children can do mental arithmetic with ease	10.7	00	29.9	59.4	3.38	.938
Overall Mean					**3.16**	

Source: Primary data (2024)

Legend:

0.0 - 1.0 = very poor quality; 1.1 - 2.0 = poor quality; 2.1 - 3.0 = moderate quality; 3.1 - 4.0 = satisfactory quality.

Data in Table 4.6 revealed that 52.8% (104/197) of the respondents strongly agreed that while 33.0% (65/197) of them agreed that the children in their school could ably apply knowledge learned in class to solve day to-day problems. However, 10.7 (21/197) strongly disagreed while 3.6% (7/197) of them disagreed that the children in their school could ably apply knowledge learned in class to

solve day to-day problems. This implies that in most schools the children could ably apply what they learned in school to solve day-to-day problems. In other words, they could use knowledge learned to solve life issues. This is typical of quality education.

The findings in Table 4.6 also revealed that 49.2% (97/197) of the respondents agreed while 14.7% (29/197) of them strongly agreed that the children had gained appropriate life-skills that could enable them live in society. However, 25.4% (50/197) of them disagreed as another 10.7% (21/197) of them strongly disagreed that the children had gained appropriate life-skills that could enable them live in society. This implies that most of the children had gained appropriate life-skills that are a sign of quality education received.

Furthermore, the findings revealed that 48.7% (96/197) of the respondents strongly agreed while 37.1% (73/197) of them agreed that the children had developed positive attitudes to life in communities. On the contrary, 12.2% (24/197) of the respondents strongly disagreed while 2.0% (4/197) of them disagreed that the children had developed positive attitudes to life in communities. This implies that most of the children in the schools had received quality education in that it could enable them develop positive attitudes to life in communities.

Similarly, the findings in Table 4.6 showed that 46.2% (91/197) of the respondents strongly agreed while 24.4% (48/197) of them agreed that the life skills knowledge gained by the children was quite useful in their daily living. However, at least

19.8% (39/197) of them strongly disagreed while 9.6% (19/197) of them disagreed that the life skills knowledge gained by the children was quite useful in their daily living. This implied that most of the respondents were of the view that the children in the UPE primary schools gained quality education.

The findings also showed that 49.7% (98/197) of the respondents agreed while 29.9% (59/197) of the respondents strongly agreed that the children could now ably read without hesitation. However, 10.7 (21/197) of the respondents strongly disagreed while 9.6% (19/197) of them disagreed that the children could now ably read without hesitation. This further implied a sign of quality education gained by the children in the UPE schools.

Furthermore, 40.1% (79/197) of the respondents agreed while 41.1% (81/197) of them strongly agreed that the children were able to engage in reading with comprehension. On the other hand, 10.7% (21/197) of the respondents strongly disagreed as another 8.1% (16/197) of them disagreed that the children were able to engage in reading with comprehension. This further implied that most of the respondents were of the view that the education the children received was quality education.

The findings further indicated that 39.6% (78/197) of the respondents agreed while 49.2% (97/197) of them strongly agreed that even when a teacher dictated notes, the children could ably write from dictation. However, 10.7% (21/197) of the respondents strongly disagreed as 0.5% (1/197) of them disagreed that even when a teacher dictated notes, the children could ably write from dictation. This

implied that according to the respondents, most of the children could ably write from dictation, others disagreed in this regard.

Furthermore, the findings revealed 39.1% (77/197) of the respondents agreed while 50.8% (100/197) of them strongly agreed that writing letters by children was no longer a problem to most children. However, at least 10.2% (20/197) of the respondents strongly disagreed that writing letters by children was no longer a problem to most children. This implied that although most of the respondents acknowledged that writing letters by children was no longer a problem to most children, some of them disagreed implying there were children who could not writing letters with ease.

The findings also indicated that 30.5% (60/197) of the respondents agreed while 59.4% (117/197) of them strongly agreed that numeracy and arithmetic were easily done by most of the children. However, at least 10.2% (20/197) of the respondents strongly disagreed that numeracy and arithmetic were easily done by most of the children. This implied that numeracy and arithmetic were not easily done by most of the children. Further still, 29.9% (59/197) of the respondents agreed while 59.4% (117/197) of them strongly agreed that the children could do mental arithmetic with ease.

On the contrary 10.7% (21/197) of the respondents strongly disagreed that the children could do mental arithmetic with ease. This again implied that not all children could do mental arithmetic with ease. The overall mean for all the items on quality of education was 3.16 which according to the legend implied

that according to the respondents, the quality of education received by the children in the UPE primary schools in Mbale district was satisfactory.

4.3.2 Government Financing (UPE Grants to Primary Schools)

Table 4.7 below presents the descriptive statistics on the state of government financing or government UPE grants to primary schools in Mbale District.

Table 4.7: Descriptive Statistics on Government Financing of Education

Items on Government Financing (UPE Grants)	SD %	D %	A %	SA %	Mean	Std. Dev
Gov' t provides grants as tuition per pupil in this school	00	41.6	46.7	11.7	2.70	.668
Gov' t provides school facilitation grant to this school	00	46.7	20.3	33.0	2.86	.884
Gov' t provides salaries to all teachers in this school	00	17.3	23.9	58.9	3.42	.769
Gov' t provides scholastic materials grant to this school	00	00	54.8	45.2	3.45	.499
All the school instructional materials are provided by government of Uganda	00	1.5	88.3	10.2	3.09	.331
Government takes care of the co-curricular expenditure in the UPE schools	1.5	8.6	76.6	13.2	3.02	.530
Payment of support staff salaries is paid by government of Uganda	10.7	00	49.7	39.6	3.18	.890
Examinations are taken care of by funds from government of Uganda	10.7	00	38.6	50.8	3.29	.923
Overall Mean					**3.13**	

Source: Primary data (2024)

Legend:
0.0 - 1.0 = very low financing; 1.1 - 2.0 = low financing; 2.1 - 3.0 = moderate financing; 3.1 - 4.0 = satisfactory financing.

Data in Table 4.7 revealed that 41.6% (82/197) of the respondents disagreed while 46.7% (92/197) of them agreed with another 11.7% (23/197) strongly agreeing that government provided grants as tuition per pupil in the UPE schools. This implied

that most of the respondents agreed that government financed the education in terms of UPE grants. Tuition fees are for formal education, however, the UPE grants include other fees like for school administration and management, including management of co-curricular activities. The findings also showed that 46.7% (92/197) of the respondents disagreed while 20.3% (40/197) of them agreed with another 33.0% (65/197) strongly agreeing that government provided school facilitation grant to the schools. This implied that government also provides facilitation grants other than the UPE grants to the primary schools. This is another form of government financing to the UPE schools.

Further, the findings in Table 4.7 showed that 58.7% (115/197) of the respondents strongly agreed while 23.9% (47/197) of them agreed that government provided salaries to all the teachers in the primary schools. On the contrary, 17.3% (34/197) of the respondents disagreed that government provided salaries to all the teachers in the primary schools. This implied that there are teachers in the primary schools in Mbale District who are not paid by government. This is possible because the teaching force in most primary schools is not sufficient and in some schools headteachers hire teachers who have to be paid using other sources of funding.

Furthermore, the findings showed that 54.8% (108/197) of the respondents agreed while 45.2% (89/197) of them strongly agreed that government provided scholastic materials grant to the primary schools. None of the respondents disagreed in this regard implying that most of the respondents acknowledged that government

provided scholastic materials grant. According to Ministry of Education and Sports guidelines (MoES, 2009), the UPE grants have a proportion that ought to be spent on scholastic materials. However, some of the teachers may not have been aware that part of the UPE grant was for scholastic materials for the schools.

The findings also revealed that 88.3% (174/197) of the respondents agreed as another 10.2% (20/197) of them strongly agreed that all the school instructional materials were provided by government of Uganda. However, 1.5% (3/197) of the respondents disagreed that all the school instructional materials were provided by government of Uganda. This implied that most of the respondents were of the view that all the instructional materials were provided by government of Uganda while a few of them were opposed to the fact that all instructional materials were provided by government of Uganda. According to the Ministry of Education and Sports guidelines (2009), government provides some but not all; that is why a proportion of the UPE grant ought to be spent on such materials.

Furthermore, the findings in Table 4.7 revealed that 76.6% (151/197) of the respondents agreed while 13.2% (26/197) of them strongly agreed that government took care of the co-curricular expenditure in the UPE schools. However, at least 8.6% (17/197) of the respondents disagreed while 1.5% (3/197) of them strongly disagreed that government took care of the co-curricular expenditure in the UPE schools. This implied that most of the respondents agreed that government took care of the co-curricular expenditure. This further implied

that not all teachers in the primary schools were conversant with the guidelines for the UPE grant expenditures.

The findings in Table 4.7 also indicated that 49.7% (98/197) of the respondents agreed while 39.6% (78/197) of them strongly agreed that payment of support staff salaries was paid by government of Uganda. However, at least 10.7% (21/197) of the respondents strongly disagreed that payment of support staff salaries is paid by government of Uganda. Like in the previous case, this implied that most of the teachers were conversant about the guidelines for the UPE grant expenditures. This is because the fact is that UPE grants do not take care of salaries of support staff in the primary schools.

The findings also revealed that 50.8% (100/197) of the respondents strongly agreed while 38.6% (76/197) of them agreed that examinations were taken care of by funds from government of Uganda. On the contrary, 10.7% (21/197) of the respondents strongly disagreed that examinations were taken care of by funds from government of Uganda. This further implied that most of the respondents were not aware of what was stated in the UPE guidelines provided by the Ministry of Education and Sports. The overall mean for all the items on government financing (UPE grants) was 3.13 which according to the legend implied that government financing was satisfactory.

4.3.3 Regression Analysis

To determine the effect of government financing on quality of education in the UPE schools, a linear regression was run using the overall means from Tables 4.6

(3.16) and 4.7 (3.13). The results from the linear regression are presented in Table 4.8, Table 4.9 and Table 4.10 below.

Table 4.8: Relatedness of Government Financing to quality of education in UPE Schools (Coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.001	.144		6.945	.000
Government Financing	.700	.044	.750	15.817	.000

a. Dependent Variable: Quality of Education in UPE Schools

The results from Table 4.8 showed that government financing in form of UPE grants to the primary schools was strongly related (sig. = .000) to quality of education provided in the primary schools in Mbale District. Table 4.9 presents results of the model summary showing the magnitude by which government financing (UPE Grants) accounts for quality of education provided in the primary schools in Mbale District.

Table 4.9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750[a]	.562	.560	.591

a. Predictors: (Constant), Government Financing

From Table 4.9, the R Square value obtained was .562 which when converted to percentage (.562x100) becomes 56.2% implying that a unit change in government financing accounts for 56.2% change in quality of education provided in the UPE

schools in Mbale District. That implies that for every unit increase in government financing, there would be a corresponding increase in quality of education in the UPE schools of 56.2%. Table 4.10 presents the Analysis of Variance (ANOVA) results from the linear regression which reflect the effect of government financing on quality of education provided in the schools.

Table 4.10: Effect of Government Financing on quality of education in UPE Schools in Mbale District (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	87.342	1	87.342	250.171	.000[b]
	Residual	68.080	195	.349		
	Total	155.421	196			

a. Dependent Variable: Quality of Education in UPE Schools

b. Predictors: (Constant), Government Financing

From Table 4.10, the significance (Sig) value was .000. According to Sellke, Bayarri & Berger (2001), if sig value is less than p-value (.05) it implies that the independent variable has a significant effect on the dependent variable. In this case, the significance value is less than p-value (.000 <.05); therefore, government financing has a significant effect on quality of education provided in the UPE primary schools in Mbale District.

4.3.4 Qualitative Data

The qualitative data collected through face-to-face interviews with key informants was closely in agreement with the descriptive statistics. The main

themes that emerged from the interviews included the fact government has consistently funded education in the UPE schools. At the same time, in some schools, parents and guardians were also contributing to the financing of education.

In one of the face-to-face interviews, one key informant (KI-05) said;

> *"government funding of education in UPE schools has continued to be provided. However, the funding is small and cannot cater for all the school educational needs. Government should consider increasing the funding or else, allow other stakeholders to support the education of children in order to improve on the quality of education in the UPE schools."*

In another face-to-face interview, KI-06 said;

> *"I am personally satisfied with the financing of education by government because our parents are so poor that even when you request them for as low as 1000 shillings, they cannot pay. Its better government continues financing education. May be my request is to increase on the amount per child per term. That can greatly help in improving on the quality of education provided."*

4.4 Parent Financing and Quality of Education

Objective two of the study sought to establish the effect of parent financing on quality of education provided in the UPE schools in Mbale District.

4.4.1 Parent Financing

Table 4.11 presents the descriptive statistics on parent financing in UPE schools in Mbale District.

Table 4.11: Descriptive Statistics on Parent Financing to UPE Primary Schools

ITEMS ON PARENTS FINANCING	SD %	D %	A %	SA %	Mean	Std. Dev
The parents of the children also pay some money to support school programmes	67.0	33.0	00	00	1.33	.471
Parents pay for feeding of the children in the school	62.9	37.1	00	00	1.37	.484
Parents are responsible for provision of exercise books for their children	78.7	11.7	8.1	1.5	1.32	.690
In this school, parents pay for uniforms for their children	2.5	22.3	62.4	12.7	2.85	.657
In some cases, parents have to buy uniforms for their children elsewhere	18.8	44.7	18.8	17.8	2.36	.982
The school often requests parents to cater for top-up for teachers' welfare	12.2	75.1	11.2	1.5	2.02	.544
Sometimes, parents provide financial support to infrastructural maintenance	22.3	47.7	19.3	10.7	2.18	.902
In some cases, parents also caters for co-curricular activities in UPE schools	29.9	40.6	20.8	8.6	2.08	.922
Overall Mean					**1.94**	

Source: Primary data (2024)

Legend:
0.0 - 1.0 = very low financing; 1.1 - 2.0 = low financing; 2.1 - 3.0 = moderate financing; 3.1 - 4.0 = satisfactory financing.

Data in Table 4.11 revealed that 67.0% (132/197) of the respondents strongly disagreed while 33.0% (65/197) of them disagreed that the parents of the children also pay some money to support school programmes. None of the respondents agreed to the idea that parents of the children also pay some money to support school programmes. The implication was that in most of the schools if not all, parents do not pay any money to support government programmes. This is in line with statements made by the president and echoed by the various Resident District commissioners (RDCs) around the country.

The findings also revealed that 62.9% (124/197) of the respondents strongly disagreed while 37.1% (73/197) of them disagreed that parents paid for feeding of the children in the school. Again none of the respondents agreed that parents paid for feeding of the children in the school. This implies that in all the primary schools in Mbale District, the parents did not pay any money for feeding the children.

Furthermore, the findings revealed that 78.7% (155/197) of the respondents strongly disagreed while 11.7% (23/197) of them disagreed that parents were responsible for provision of exercise books for their children. However, at least 8.1% (16/197) of them agreed with another 1.5% (3/197) strongly agreeing that Parents are responsible for provision of exercise books for their children. This implies that only a few of the parents were responsible for provision of exercise books for their children.

On the other hand, the findings revealed that 62.4% (123/197) of the respondents agreed while 12.7% (25/197) of them strongly agreed that in their schools, parents paid for uniforms for their children. However, at least 22.3% (44/197) of them disagreed with another 2.5% (5/197) strongly disagreeing that in their schools, parents paid for uniforms for their children. This implies that a reasonable proportion of the parents paid money for uniforms in some of the UPE schools in Mbale District.

Further, the findings in Table 4.11 showed that 44.7% (88/197) of the respondents disagreed while 18.8% (37/197) of them strongly disagreed that in some cases, parents bought uniforms for their children elsewhere. However, 18.8% (37/197) of the respondents agreed while 17.8% (35/197) of them strongly agreed that in some cases, parents bought uniforms for their children elsewhere. This implies that in some schools, parents can access the uniforms in the school and have to buy them but in other schools, the parents have to find the uniforms elsewhere and then they buy for their children.

Furthermore, the findings showed that 75.1% (148/197) of the respondents disagreed while 12.2% (24/197) of them strongly disagreed that the schools often requested parents to cater for top-up for teachers' welfare. However, at least 11.2% (22/197) of the respondents agreed while 1.5% (3/197) of them strongly agreed that the schools often requested parents to cater for top-up for teachers' welfare. This implies that some UPE schools request parents to contribute some

little money to support the welfare of the teachers which is contrary to government policy of non-payment of any fees.

The findings in table 4.11 also showed that 44.7% (94/197) of the respondents disagreed while 22.3% (44/197) of them strongly disagreed that sometimes, parents provided financial support to infrastructural maintenance. However, at least 19.3% (38/197) of the respondents agreed while 10.7% (21/197) of them strongly agreed that sometimes, parents provided financial support to infrastructural maintenance. This implies that in some schools, parents provide financial support for infrastructural maintenance.

Similarly, the findings revealed that 40.6% (80/197) of the respondents disagreed while 29.9% of them strongly disagreed that in some cases, parents also catered for co-curricular activities in UPE schools. Indeed 20.8% (41/197) of the respondents agreed while 8.6% (17) of them strongly agreed that in some cases, parents also catered for co-curricular activities in UPE schools. This implies that in some schools parents were compelled to contribute to support co-curricular activities in the UPE schools. The overall mean was 1.94 which according to the legend at the bottom of Table 4.11 implied that parents provided low financing in the UPE schools in Mbale District.

4.4.2 Regression Analysis

To determine the effect of parent financing on quality of education in the UPE schools, a linear regression was run using the overall means from Tables 4.6 (3.16)

and 4.11 (1.94). The results from the linear regression are presented in Table 4.12, Table 4.13 and Table 4.14 below.

Table 4.12: Relatedness of Parent Financing and Quality of Education in UPE Schools in Mbale District (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.346	.161		14.545	.000
	Parent Financing	.433	.078	.371	5.574	.000

a. Dependent Variable: Quality of Education in UPE Schools

The results from Table 4.12 showed that parent financing in the UPE schools was strongly related (sig. = .000) to quality of education provided in the primary schools in Mbale District. Table 4.13 presents results of the model summary showing the magnitude by which parent financing accounts for quality of education provided in the primary schools in Mbale District.

Table 4.13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.371[a]	.137	.133	.829

a. Predictors: (Constant), Parent Financing

From Table 4.13, the R Square value obtained was .137 which when converted to percentage (.137x100) becomes 13.7% implying that a unit change in parent financing accounts for 13.7% change in quality of education provided in the UPE schools in Mbale District. That implies that for every unit increase in parent

financing, there would be a corresponding increase in quality of education in the UPE schools of 13.7%. Table 4.14 presents the Analysis of Variance (ANOVA) results from the linear regression which reflect the effect of parent financing on quality of education provided in the schools.

Table 4.14: Effect of Parent Financing on Quality of Education in UPE schools in Mbale District (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.359	1	21.359	31.068	.000[b]
	Residual	134.062	195	.687		
	Total	155.421	196			

a. Dependent Variable: Quality of Education in UPE Schools

b. Predictors: (Constant), Parent Financing

From Table 4.14, the significance (Sig) value was .000. According to Sellke, Bayarri & Berger (2001), if sig value is less than p-value (.05) it implies that the independent variable has a significant effect on the dependent variable. In this case, the significance value is less than p-value (.000 <.05); therefore, parent financing has a significant effect on quality of education provided in the UPE primary schools in Mbale District.

4.4.3 Qualitative Data

Data collected through face-to-face interviews was closely related to the descriptive statistics. For instance in one of the face-to-face interviews, one key informant (KI-03) said;

"Before, UPE, parents were able to try and find fees to pay for the education of children. However, with introduction of UPE, parents have simply become lazy. I partly blame government because our parents then, struggled to pay our fees and yet access to money then was a challenge. I would urge parents to serious get involved in the education of their children."

In another face-to-face interview, another key informant (KI-02) said;

"I strongly believe that parents' involvement in financing education can greatly improve on the quality of education in our primary schools."

On the whole, the key informants acknowledged that financing of education by parents can significantly improve on the quality of education in UPE schools.

4.5 Guardian Financing and Quality of Education

In African culture, many people take on the responsibility of guardians to children who are not necessarily their own. Such people provide guardian service to those children. This objective sought to access the effect of guardian financing on quality of education in UPE schools in Mbale District.

4.5.1 Guardian Financing

Table 4.15 presents the descriptive statistics on parent financing in UPE schools in Mbale District.

Table 4.15: Descriptive Statistics on Guardian Financing in UPE Schools

Items on Guardian Financing in UPE Schools	SD %	D %	A %	SA %	Mean	Std. Dev
The guardians of the children also pay money to support school programmes	30.5	47.7	19.8	2.0	1.93	.763
Guardians pay for feeding of the children in the school	26.4	40.1	18.8	14.7	2.22	.999
Guardians are responsible for provision of exercise books for their children	2.5	44.2	10.2	43.1	2.94	.988
In this school, guardians pay for uniforms for their children	25.4	62.4	8.1	4.1	1.91	.701
In some cases, guardians have to buy uniforms for their children elsewhere	48.7	15.7	00	35.5	2.22	1.367
The school often requests guardians to cater for top-up for teachers' welfare	26.4	57.4	6.1	10.2	2.00	.857
Sometimes, guardians provide financial support to infrastructural maintenance	00	42.1	47.2	10.7	2.69	.657
In some cases, guardians also caters for co-curricular activities in UPE schools	00	48.2	33.0	18.8	2.71	.766
Overall Mean					**2.33**	

Source: Primary data (2023)

Legend:
0.0 - 1.0 = very low financing; 1.1 - 2.0 = low financing; 2.1 - 3.0 = moderate financing; 3.1 - 4.0 = satisfactory financing.

The findings in Table 4.15 revealed that 30.5% (60/197) of the respondents strongly disagreed while 47.7% (94/197) of them disagreed that guardians were the ones paying tuition fees for the children in the UPE schools. However, at least 19.8% (39/197) of the respondents agreed while 2.0% (4/197) of hem strongly agreed that guardians were the ones paying tuition fees for the children in the UPE schools. This implied that in some schools there was payment of tuition fees by guardians while in the others, there was no payment of any fees by parents.

The findings also revealed that 24.6% (52/197) of the respondents strongly disagreed as 40.1% (79/197) of them disagreed that guardians provided scholastic materials to the children in the UPE schools. On the contrary, 18.8% (37/197) of the respondents agreed while 14.7% (29/197) of them strongly agreed that guardians provided scholastic materials to the children in the UPE schools. This also implied that in some cases guardians provided scholastic materials while in others, the guardians did not provide scholastic materials.

The findings also showed that 44.2% (87/197) of the respondents disagreed as 2.5% (5/197) of them strongly disagreed that guardians were responsible for teachers' maintenance in the UPE schools. However, 10.2% (20/197) of the respondents agreed while 43.1% (85/197) of them strongly agreed that guardians were responsible for teachers' maintenance in the UPE schools. This implied that in some UPE schools, guardians made some contribution towards teachers' maintenance in the schools while in others, the guardians did not make any contribution at all.

The findings further indicated that 25.4% (50/197) of the respondents strongly disagreed while 62.4% (123/197) of them disagreed that money paid by guardians catered for the salaries of support staff in UPE schools. However, at least 8.1% (16/197) of the respondents agreed as another 4.1% (8/197) of them strongly agreed that money paid by guardians catered for the salaries of support staff in UPE schools. This again implied that some of the teachers were of the view that

the money paid by guardians catered for salaries of support staff while others were opposed to this fact.

The study findings in Table 4.15 further revealed that 48.7% (96/197) of the respondents strongly disagreed while 15.7% (31/197) of them disagreed that money paid by guardians also catered for purchase of instructional materials. On the other hand, 35.5% (70/197) of the respondents strongly agreed that money paid by guardians also catered for purchase of instructional materials. Likewise, this implied that some of the teachers were of the view that the money paid by guardians also catered for purchase of instructional materials while others were opposed to this fact.

Furthermore, the findings indicated that 26.3% (52/197) of the respondents strongly disagreed while 57.4% (113/197) of them disagreed that the tuition fees also catered for top-up for the teachers' remuneration. However, at least 6.1% (12/197) of the respondents agreed as 10.2% (20/197) of them strongly agreed that the tuition fees also catered for top-up for the teachers' remuneration. This implied that some of the teachers were of the view that the money paid by guardians also catered for top-up for the teachers' remuneration while others were opposed to this fact.

The findings also showed that 42.1% (83/197) of the respondents disagreed that sometimes, guardians provided financial support to infrastructural maintenance. However, 47.2% (93/197) of the respondent teachers agreed while 10.7% (21/197)

of them strongly agreed that sometimes, guardians provide financial support to infrastructural maintenance. This implied that in some schools, the money paid by guardians was used for infrastructural maintenance while in others, it was not.

Furthermore, the findings also revealed that 48.2% (95/197) of the respondents disagreed that money paid by guardians also catered for co-curricular activities in UPE schools. Otherwise, 33.0% (65/197) of the respondents agreed as 18.8% (37/197) of them strongly agreed that the money paid by guardians also catered for co-curricular activities in UPE schools. This further confirmed that in some schools, the money paid by guardians also catered for co-curricular activities while in others, it was not.

The overall mean for all the items on tuition financing was found to be 2.33 which according to the legend implied that guardians financing in the UPE schools in Mbale District was moderate.

4.5.2 Regression Analysis

To determine the effect of guardians financing on quality of education in the UPE schools, a linear regression was run using the overall means from Tables 4.6 (3.16) and 4.15 (2.33). The results from the linear regression are presented in Table 4.16, Table 4.17 and Table 4.18 below.

Table 4.16: Relatedness of Guardian Financing and Quality of Education in UPE Schools in Mbale District (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.716	.160		23.170	.000
	Parent Financing	-.226	.063	-.250	-3.599	.000

a. Dependent Variable: Quality of Education in UPE Schools

The results from Table 4.16 showed that guardian financing in form of tuition to the primary schools was strongly related (sig. = .000) to quality of education provided in the UPE schools in Mbale District. Table 4.13 presents results of the model summary showing the magnitude by which guardian financing accounts for quality of education provided in the UPE schools in Mbale District.

Table 4.17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.250[a]	.062	.057	.865

a. Predictors: (Constant), Guardian Financing

From Table 4.17, the R Square value obtained was .062 which when converted to percentage (.062x100) becomes 6.2% implying that a unit change in guardian financing accounts for only 6.2% change in quality of education provided in the UPE schools in Mbale District. That implies that for every unit increase in tuition financing, there would be a corresponding increase in quality of education in the UPE schools of 6.2%. Table 4.18 presents the Analysis of Variance (ANOVA) results

from the linear regression which reflect the effect of guardian financing on quality of education provided in the schools.

Table 4.18: Effect of Guardian Financing on Quality of Education in UPE Schools in Mbale District (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.682	1	9.682	12.955	.000[b]
	Residual	145.739	195	.747		
	Total	155.421	196			

a. Dependent Variable: Quality of Education in UPE Schools

b. Predictors: (Constant), Guardian Financing

From Table 4.18, the significance (Sig) value was .000. According to Sellke, Bayarri & Berger (2001), if sig value is less than p-value (.05) it implies that the independent variable has a significant effect on the dependent variable. In this case, the significance value is less than p-value (.000 <.05); therefore, guardian financing had a significant effect on quality of education provided in the UPE primary schools in Mbale District.

4.5.3 Qualitative Data

Data collected through face-to-face interviews was closely related to the descriptive statistics. For instance in one of the face-to-face interviews, one key informant (KI-01) said;

> *"during my time as a pupil in primary school, my parents paid for our education. However, the moment government introduced UPE, parents have simply become reluctant. Parents have a significant role to play*

in ensuring quality education of their children. We need to emphaize this role and compel parents to play their rolee. I would urge parents to serious get involved in the education of their children."

In another face-to-face interview, another key informant (KI-02) said;

"Parents and guardians have a role and that role has not been taken always from them. I am of the view that parents' participation in financing education can greatly improve on the quality of education in our primary schools."

On the whole, the key informants acknowledged that financing of education by parents can significantly improve on the quality of education in UPE schools.

4.5.4 Multivariate Analysis

In order to determine the overall effect of education financing on quality of education in the UPE schools, a multivariate analysis was rune for all the three constructs of education financing; Government, Parents and Guardians. The results of the analysis are presented in the following sub-section.

Table 4.19: Relatedness of Education Financing to quality of Education in UPE Schools in Mbale District (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.152	.197		.771	.442
	Government Financing	.441	.046	.378	9.648	.000
	Parent Financing	-.005	.037	-.005	-.125	.901
	Guardian Financing	.702	.038	.752	18.412	.000

a. Dependent Variable: Quality of Education in UPE Schools

The results from Table 4.19 showed that education financing in the UPE schools was strongly related (sig. = .000) to quality of education provided in the UPE schools in Mbale District. Table 4.20 presents results of the model summary showing the magnitude by which education financing accounts for quality of education provided in the UPE schools in Mbale District.

Table 4.20: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840[a]	.705	.701	.487

a. Predictors: (Constant), Government Financing, Parent Financing, guardian Financing

From Table 4.20, the R Square value obtained was .705 which when converted to percentage (.705x100) becomes 70.5% implying that a unit change in education

financing accounts for only 70.5% change in quality of education provided in the UPE schools in Mbale District. That implies that for every unit increase in education financing, there would be a corresponding increase in quality of education in the UPE schools of 70.5%. Table 4.21 presents the overall effect of education financing on quality of education provided in the schools.

Table 4.21: Effect of Education Financing on Quality of education in UPE Schools in Mbale District (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	109.613	3	36.538	153.943	.000[b]
	Residual	45.808	193	.237		
	Total	155.421	196			

a. Dependent Variable: Quality of Education in UPE Schools
b. Predictors: (Constant), Government Financing, Parent Financing, Guardian Financing

From Table 4.21, the significance (Sig) value was .000. According to Sellke, Bayarri & Berger (2001), if sig value is less than p-value (.05) it implies that the independent variable has a significant effect on the dependent variable. In this case, the significance value is less than p-value (.000 <.05); therefore, education financing had a significant effect on quality of education provided in the UPE primary schools in Mbale District.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents the discussions and interpretation of the findings while examining the education financing and quality education in schools. It further discusses the findings and their relationship to the literature reviewed and were compared with other studies in order to assess uniformity with findings of the previous studies.

5.1 Government Financing and Quality of Education in Primary Schools

Objective one of this study sought to establish the effect of government financing on quality of education in the UPE schools in Mbale District. The study findings showed that the overall mean for all the items on government financing was 3.16 The findings also revealed that in some UPE schools, the proportion of learners who attained knowledge and life skills was small while in others, it was big. According to the legend at the bottom of Table 4.7, it implied that in most of the UPE schools in Mbale District, the headteachers acknowledged that sometimes the UPE grants delayed but would eventually be released.

The findings were in agreement with Baike (2020) whose study revealed that some headteachers indicated that there were often delays in release of funds but they would eventually be released. In his study, Baike (2020) discovered that most children who were affected with regard to tuition payments left the schools for other places. This implies that government financing was vital in children' s stay

in school and progress accordingly. This is because sometimes learners do not get the requisite materials and requirements to maintain them in schools (Baike, 2020). Dropout from school was known to be due to lack of scholastic materials and other resources for learner preferring to stay/progress or leave the schools. For instance, Boyd et al. (2017) investigated the involvement of teachers in schools' policy decisions and found that in New York, apart from school financing, working conditions, particularly management encouragement is a critical factor to retain not only learners but also the teachers.

In another study, Azuka (2019) found out that the quality of education in Nigerian schools was fairly good and this was because teachers who were encouraged by their school headteachers decided to remain committed to teaching in such schools. The implication is that teachers, like any other workers need to be well managed to ensure their continued retention in the schools for better service delivery and improved student performance.

The efficiency of Uganda's primary education is low- Survival rate to P.7 stands at 32.1%, Repetition at 10.19% (EMIS, 2014) and teacher absenteeism is estimated at 20-30%. There is a persistent problem of "ghosts" (i.e. "ghost" schools, teachers, & learners), it is estimated that over UGX50 billion is lost annually due to ghosts. School inspection, monitoring and support supervision is inadequate and there is poor management of primary schools.

On the other hand, the challenge of poor quality is a general problem across the East African States with some states doing relatively better on some indicators

than Uganda. For instance, the primary education completion rate is higher in Kenya at 81.8% in in 2013 (Kenya Education for All 2015 National Review) and Rwanda at 69% in 2013 (Rwanda EFA 2015 National Review). Kenya also has relatively better transition rate at 76.6% compared to Uganda' s 69.9 % in 2013(Kenya EFA 2015 National Review). Tanzania survival rates to P.7 (*78.4%, 2013*), is the highest in the sub-region (Tanzania EFA 2015 National Review). .

The qualitative findings of the study also indicated that *"The government funding that the UPE schools receive have been a great contributor to improved quality of education particularly in the disadvantaged schools in rural district."* This finding corroborated well with those in a study by Buckley et al. (2015) whose findings revealed that failure to join government schools had forced learners who would otherwise afford to stay in school to remain and progress. In other words, many learners often continue to continue to study in the UPE schools because government provides for the basic requirements for the schools to run.

According to Johnson et al. (2015) attainment of knowledge and life skills by the learners was due to the significance of government financing of education in the UPE schools. This implies that some learners who would not afford to pay tuition would not have been in school and attained the knowledge and life skills. Instead, many would have opted to leave because of the financing challenges such as those in the private schools where payment is imposed to all by the headteachers (Johnson et al. 2015; Long et al. 2019).

According to data from the respondents government financing accounted for 56.0% of quality of education in the UPE schools in Mbale District. This means that for every unit of government financing, there would be 56.0% improvement in the quality of education District. These findings were closely in agreement those in which Sutcher, Darling-Hammond, & Carver Thomas (2016) who found out that the financing of education greatly influences the quality of education in government-aided schools in the United States of America. In their study, they found out that up to as many as 8% of the government financing in schools, there were improve,ments in teaching for a variety of reasons every year (Sutcher, Darling-Hammond, & Carver Thomas, 2016).

The problem of quality of education has also been observed in other countries rather than only being seen in Uganda. For instance, even in North America, the United Kingdom, across Europe, Hong Kong, and Australia where an average 40% to 50% of education financing is by government (Gallant & Riley, 2014). This issue, combined with the finding that fewer young people are opting to enter the field of education, means that schools and their respective districts and leaders must find ways to retain both young and quality teachers (Sutcher et al., 2016).

5.2 Parent Financing and quality of Education in Schools

Objective two of the study sought to establish the effect of parent financing of education on the quality of education in the UPE schools in Mbale District. The findings of the study revealed that 49.1% of the respondents in the schools under study indicated that they strongly agreed while 9.8% of them agreed that

financing of education is also done by parents. According to Boyd et al. (2020), several parents actually pay tuition as a way of financing the education of their children. Such parents believe that if education financing is left to government alone, then there would be a serious challenge in ensuring effective teaching and learning. According to Boyd et al. (2020) such parent financing has greatly helped schools to make up for the shortages in school requirements. This ultimately improved the quality of education in the schools. This implies that if headteachers are left with only government financing as the only financing option, there would be low teacher retention and poor teaching which ultimately affects the quality of education in the schools.

The overall mean for all the items on parent financing of education was 1.94. According to the legend at the bottom of table, this implied that most of the schools did not encourage parent financing of education. This was partly because of the government stand on fees payment under the UPE arrangement but also because most parents cannot afford to pay any money. The findings further revealed that according to the respondent deputy headteachers and teachers' views, at .137; p=.000 < .05. This implied that according to respondents, parent financing had a significant effect on quality of education in the UPE schools in Mbale District. In other words, if parents could afford to make any financial contribution to the schools, there would be a significant improvement in quality of education in the UPE schools.

The findings were in agreement with Allen worth et al. (2019) who investigated the effect of parental contribution to the education of children in Chicago. Researchers in this study found a high improvement in quality of education where parents made any contributions. Parents' contribution can help sustain the teachers and the teaching-learning processes which eventually lead to improvement in quality of education of the children.

Ladd (2021) analyzed a North Carolina statewide survey on parental contribution to education of children. The study revealed that teachers value the support of a parents because it leaders to improved student discipline, high student learning outcomes and instruction, a principal they can trust, inclusiveness in decision making, and fairness in the teacher evaluation process. These aspects impact quality of education in the schools. The researcher found these principal leadership characteristics as the most significant predictors of teacher attrition and retention rates in middle and high schools. The role of a principal in teacher retention is really paramount especially in as far as guidance, teacher autonomy, a positive school climate and culture, and professional and collaborative relationships that encourage principal-teacher communication are concerned (Semarco and Cho, 2018; Grissom and Bartanen, 2019; Thomas et al., 2020).

A high propensity for learners to leave is often associated with negative perceptions of parents. Poor support from the parents accounts for almost half of the learners quitting. This claim was demonstrated by Kraft et al. (2016), who revealed parents' positivity and effective leadership as significant predictors of

learner retention. Multiple studies from different national contexts have also claimed a strong relationship between the parental contributions and whether quality of education improves in the school. Undoubtedly, evidence drawn from research findings has shown that several characteristics of the school parents are strongly associated with learner retention and its correlated outcomes. However, despite primary studies indicating these associations, few studies have comprehensively reviewed all parental characteristics affiliated with learner attainment of life skills and progress.

5.3 Guardian Financing and quality of Education in Schools

Objective three of the study sought to establish the effect of guardian financing and quality of education in UPE schools in Mbale District. The findings revealed that 49.7% of the respondents indicated that they agreed while 29.5% of them strongly agreed that the guardians also finance education of disadvantaged children in many schools. The overall mean for all items on guardian financing was 2.33 which according to the legend at the bottom of the table meant that guardian financing was just moderate in the UPE schools in Mbale District.

It is important to note that guardians are like parents to the orphans and disadvantaged children. They play the role that parents basically play. Therefore, given that there are several children who fall under the orphaned or vulnerable category, it means there are guardians who support such children in the UPE schools. Chaube (2015) observed that the guardians who are vigilant always ensure that they support the vulnerable children in terms of paying fees, buying

uniforms and books. Chaube (2015 is supported by Ireri (2021), who advised that guardians should maintain and strengthen interpersonal relation with the school in order to create a mutual working relationship so as to steer them towards achievement of quality education.

The results revealed that the R square value, which is the coefficient of determination was .062 which can be converted to percent (.062 x 100) giving 6.2%. In other words, according to data from the respondents guardian financing of education accounted for only 6.2% of quality education in the UPE schools in Mbale District. This means that for every unit support from the guardians, only 6.2% of the education in the UPE schools improves. This implied that at .062; p=.000 < .05 implying that according to respondents guardian financing of education has a strong significant effect on quality of education in UPE schools in Mbale District. These findings were in close agreement with Harrison (2018) who stressed that guardians, like parents should always contribute to the education of the learners for improved quality of education in schools.

It is however important for guardians to be involved in supporting of teachers' work which includes schemes of work, lesson plans, lesson notes, cumulative record of marks, marked exercises, tests and home works. This view is supported by Mohanty (2021), that guardians are the supporters of vulnerable children but they should also support teachers and the general school work so as to cause improvement in the quality of education in schools.

According to Shittu (2020), between 2002 and 2013, the share of multilateral donors who acted as guardians in supporting education dropped from 40% to 27%; this is after including a prorated share of system strengthening (UNDP, 2013). Greater attention to higher levels of education and system strengthening is clearly needed, but with these greater demands on education finance it has become even more important to enlarge the overall envelope for education and avoid diverting funding from basic to higher levels of education (UNESCO, 2016). Second, while bilateral donors have been allocating an increasing amount of their total aid to multilaterals through earmarked financing channels (e.g., through trust funds and global funds), allocations earmarked for education have been declining. Adding the share of core multilateral aid (at 24% of total education aid) and noncore multilateral aid (at 10 percent of total education aid) together, we find that education attracts much less multilateral financing—at 34 percent of total education aid—than health—at 65% of total health aid (UNDP, 2013).

Overall, the study revealed that financing of education through government, parents and guardians accounted for 70.5% of the quality of education in UPE schools in Mbale District. Also, the significance value from the respondents' data was found to be .000 which was less than 0.05 (the standard). Therefore, at .705; p=.000 < .05 implying that according to respondents education financing has a strong significant effect on quality of education in UPE schools in Mbale District.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATION

6.0. Introduction

This chapter presents the summary of the major findings of the study, the conclusions and recommendations

6.1. Summary of Findings

From the findings of the study varied from objective to objective. Therefore, the summary has been presented in accordance with each objective.

6.1.1. Government Financing and quality of Education in UPE Schools

The major findings on this objective were that the government financing of education in UPE schools is a reality. At the same time, the findings indicated that government financing of education accounted for 56.2% of improvement in quality of education in the UPE schools in Mbale District. Furthermore, the findings revealed that at .562; p=.000 < .05 implying that according to respondents, government financing of education has a strong significant effect on the quality of education in the UPE schools in Mbale District.

6.1.2. Parent Financing and Quality of Education in UPE Schools

The findings of the study revealed that the overall mean for all the items on parent financing of education was 1.94. This implied that a significant proportion of respondents indicated that parents also do finance education in the UPE schools in Mbale District. On the other hand, according to data from the respondents, parent financing of education accounted for only 13.7% of the

quality of education in the UPE schools in Mbale District. Therefore, at .137; p=.000 < .05 implying that according to respondents, parent financing of education has a strong significant effect on the quality of education in UPE schools in Mbale District.

6.1.3. Guardian Financing and Quality of education in UPE Schools

The findings revealed that the overall mean for all items on application of close supervision management strategy was 2.33 which according to the legend at the bottom of table meant that an appreciable proportion of the respondents indicated that guardians also support education of children in the UPE schools in Mbale District. Furthermore, the results showed that the R square value, which is the coefficient of determination was .062 which can be converted to percent (.062 x 100) giving 6.2%. In other words, according to data from the respondents, guardian financing of education accounted for only 6.2% of quality of education in UPE schools in Mbale District. Therefore, at .062; p=.000 < .05 implying that according to respondents, guardian financing of education also has a strong significant effect on the quality of education in UPE schools in Mbale District.

The results of the multiple regression revealed that financing of education through government, parents and guardians accounted for 70.5% of the quality of education in UPE schools in Mbale District. This means that for every unit financing of education through government, parent and guardians, there would be a 70.5% improvement in the quality of education in the UPE schools in Mbale District. Therefore, at .705; p=.000 < .05 implying that according to respondents,

education financing has a strong significant effect on quality of education provision in the UPE schools in Mbale District.

6.2. Conclusions

From findings of study and the corresponding discussions, the study concluded that:

i. Government financing of education in UPE schools is a reality. Government financing of education in UPE schools accounts for 56.2% of quality education and this has a strong significant effect on the quality of education provided by the UPE schools in Mbale District.
ii. A reasonable proportion of parents finance education in the UPE schools and this too has a strong significant effect on the quality of education provided in the UPE schools in Mbale District.
iii. A small proportion of guardians finance education in the UPE schools and this too has a significant effect on the quality of education provided in the UPE schools in Mbale District.
iv. Overall, financing education through government, parents and guardians accounts for 70.5% of the quality of education provided in the UPE schools; and this has a very significant effect on the quality of education provided in the UPE schools.

6.3. Recommendations

The study proposes the following recommendations.

i. Government should consider increasing its proportion of financing of education in the UPE schools as this will greatly improve on the quality of education in the schools.
ii. Parents too, should get involved in financing education of their children since it also has a significant effect on the quality of education in the UPE schools.
iii. Guardians should also effectively participate in the financing of education of the vulnerable children because their financing of education also has a significant effect on the quality of education provided in the UPE schools.

6.4. Recommendations for Further Research

This study focused only on UPE schools in Mbale District. However, there is also financing of secondary education not only in the same district but even in other districts. This study recommends that a similar study needs to be done in the government-aided secondary schools. Focus may even extend to other district so as to help not only generalize the findings but also have critical recommendations that would lead to improved quality of basic education not only in Mbale District but also in the other districts of Uganda.

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APPENDICES

Appendix I: Participant Information sheet and Consent Form

I am Anna Kituyi, a student at Uganda Christian University undertaking a study on the effect of education financing on the quality of education in UPE schools in Mbale District in Eastern Uganda that will lead to the award of the Degree of Masters of Education Management of Uganda Christian University.

Your participation will be through the completion of this questionnaire.

Any information provided will be confidential and will not be used for any other purpose except for academic purposes and nobody will be penalized or denied any service for refusing to participate or withdrawing from participation at any point. You will only participate in the study following a voluntary consent by ticking in the boxes below.

Do you consent to participate? YES ☐ NO ☐

Appendix II: Questionnaire for Deputy Headteachers and Teachers in the UPE Schools

Instruction:

You are kindly requested to complete the questionnaire as honestly as possible. Write in bold or tick where appropriate.

SECTION A. Demographic Data of Respondents

Please tick (√) the appropriate response.

1. **Sex of Respondent** 1. Male ☐ 2. Female ☐

2. **Age Bracket of Respondent**

1. 25 -34 years ☐ 2. 35-44 years ☐ 3. 45-54 years ☐ 4. 55 Above years ☐

3. **Level of Education:**

1. Certificate ☐ 2. Diploma ☐ 3. Degree ☐

4. **Marital Status:**

1. Married ☐ 2. Single ☐ 3. Separated ☐

SECTION B: INDEPENDENT CONSTRUCTS

In the questions below, kindly read through and tick according to your perception as provided by the Likert rating scale rating below;

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

No.	Government Financing of Education	1	2	3	4
1	Government provides grants as tuition per pupil in this school				
2	Government provides school facilitation grant to this school				
3	Government provides salaries to all the teachers in this school				
4	Government provides scholastic materials grant to this school				
5	All the school instructional materials are provided by government of Uganda				
6	Government takes care of the co-curricular expenditure in the UPE schools				
7	Payment of support staff salaries is paid by government of Uganda				
8	Examinations are taken care of by funds from government of Uganda				

No.	Parents Financing of Education	1	2	3	4
1	Parents are the ones paying tuition fees for the children in the UPE schools				
2	Parents provide scholastic materials to their children in the UPE schools				
3	Parents are responsible for teachers' maintenance in the UPE schools				
4	Money paid by parents caters for the salaries of support staff in UPE schools				
5	Money paid by parents also caters for purchase of instructional materials				

6	Tuition fees also cater for top-up for the teachers' remuneration				
7	Sometimes, parents provide financial support to infrastructural maintenance				
8	Money paid by parents also caters for co-curricular activities in UPE schools				

No.	**Guardian Financing of Education**	**1**	**2**	**3**	**4**
1	In this school, there are some children have guardians who pay tuition fees for them				
2	The guardians provide scholastic materials to those particular children in school				
3	The guardians are also responsible for teachers' maintenance in the school				
4	Money paid by guardians caters for the salaries of support staff in this school				
5	Money paid by guardians also caters for purchase of instructional materials				
6	Guardians tuition fees also caters for top-up for the teachers' remuneration				
7	Sometimes, guardians provide financial support to infrastructural maintenance				
8	Money paid by guardians also caters for co-curricular activities in the school				

SECTION C: DEPENDENT CONSTRUCT

No.	Quality of Education in the UPE Schools	1	2	3	4
1	The children in this school can ably apply knowledge learned in class to solve day to-day problems				
2	The children have gained appropriate life-skills that can enable them live in society				
3	The children have developed positive attitudes to life in communities				
4	Life skills knowledge gained by the children is quite useful in their daily living				
5	The children can now ably read without hesitation				
6	The children are able to engage in reading with comprehension				
7	Even when a teacher dictates notes, the children can ably writing from dictation				
8	Writing letters by children is no longer a problem to most children				
9	Numeracy and arithmetic are easily done by most of the children				
10	The children can do mental arithmetic with ease				

Thank you so much for participating in this study

Appendix IV: Map of Mbale District