APIO SARAH OKITE

Funding and Academic Performance in Universal Primary Education Schools in Aboke Subcounty Kole District, Uganda

SERVICES FOR SCIENCE AND EDUCATION
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DEDICATION

I hereby dedicate this piece of work to my beloved mother, Mrs. Hellen Auma for the motherly support throughout my education. I also would like to appreciate the strong encouragement offered by my uncles, the late Professor Joseph Opio Odongo and Mr. Pius Okite. Their financial and material support towards my studies has been commendable.

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ACRONYMS/ABBREVIATIONS

ANPPCAN	African Network for the Prevention and protection against Child Abuse and Neglect
DEO	District Education Officer
DIS	District Inspector of Schools
ESIP	Education Strategic Investment Plan
ESSP	Education Sector Strategic Plan
IGG	Inspector General of Government
MDG	Millennium Development Goal
MoES	Ministry of Education and Sports
NAEP	National Assessment of Educational Progress
NCERT	National Council of Education Research and Training
NCES	National Centre for Education Statistics
NGO	Non-Governmental Organization
NPEC	National Primary Education Commission
OECD	Organization for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PTA	Parents Teachers Association
SBM	School Based Management
SFG	School Facilitation Grant
SMC	School Management Committee
SSA	Sub Saharan Africa
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
TW	Tuition Waiver
TWMT	Tuition Waiver Management Train

DEFINITIONS OF KEY CONCEPTS

Academic performance

Academic performance of a student can be regarded as the observable and measurable behavior of a student in a particular situation.

Accountability

Is the liability one assumes for ensuring that an obligation to perform- a responsibility –is fulfilled

Fund disbursement

This is the transfer of funds to the school at the beginning of the first term.

Funding

Providing financial resources to finance a need or program

Performance

This is defined as the observable or measurable behavior of a person or an animal in a particular situation, usually an experimental situation

Primary education

Primary Education is the initial stage of education and has as its basic aim to create, establish and offer opportunities to all children, regardless of age, gender or country of origin, to achieve a balanced cognitive, emotional and psychomotor development.

Universal Primary Education

This is provision of free education to all children of school going age in public schools.

ABSTRACT

Study findings on the effects of education funding on student performance have been inconsistent. Some have indicated that it is how money is spent and not how much is available that determine academic outcomes. In Uganda, poor performance of Universal Primary Education (UPE) schools has partly been blamed on ineffectively utilization of UPE funds disbursed by government. This study aimed at establishing the relationship between funding and academic performance of such schools in Aboke sub-county, Kole District, northern Uganda. A cross-sectional study design was adopted where both qualitative and quantitative research approaches were used. Six schools out of 13 and a total of 165 respondents were sampled purposively or randomly to constitute study samples. Questionnaire, interview and documentary review methods were used to collect primary and secondary data. Tool validity was ensured through pre-testing while reliability was tested using Cronbach's alpha test of reliability. Quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) while content analysis was used for the qualitative data. A total of 85.7% agreed on the availability of instructional materials. The role of the SMC in academic performance was established as not being clear (48.7%) while on average, majority of the respondents (53.5%) supported the statements about PTA. The Pearson Correlation findings indicate positive strong and statistically significant relationships between the size of financial disbursement and academic performance; timing of disbursement and academic performance; accountability and academic performance; and between accountability and funding. The regression analysis indicated that the funds size, disbursement timing and funds utilization have a significant combined effect on academic performance of UPE schools. It was concluded that low level of funding leads to poor performance of schools and that the size of funding greatly affects the academic performance compared to the timing of disbursement. It was recommended that the Government should improve UPE funding so as to improve academic performance of UPE schools.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

Mulyalya (2003), Public funding for Universal Primary Education (UPE) continues to-date to be undertaken within the Education Strategic Investment Plan (ESIP) framework, which still represents a substantial share of the government's education budget. Most of the funds are provided as conditional grants and they include, among others, a Capitation Grant (CG) and a School Facility Grant (SFG). Under the CG component, government includes a budget item for capitation grants in the development budget, which is disbursed to the districts as a conditional grant. The districts distribute the grants to the schools in accordance with their enrolments. In addition, at least 35% of the grant is spent on instructional/scholastic materials, 20% on co-curricular activities, 15% on school management and 10% on administration. On the other hand, the SFG assists the most needy school community to build new classrooms, supply furniture for the constructed classrooms, build latrines and teachers' houses.

The study, therefore, sought to establish the relationship between funding and academic performance in UPE schools in Aboke sub-county, Kole District.

This chapter highlights the background of the study, the problem statement, the purpose of the study, the objectives and research questions of the study, scope of the study, significance of the study, and the conceptual frame work.

1.1 Background to the study

According to Benson and O'Hallaran (2007), the argument for public expenditures on education has its roots in American political ideology. Americans believe in equal opportunities for its future generations. Further, this ideology affirms the belief in a society that regards educational attainment as a right of all regardless of family background, socio-economic or other demographic factors. Ideology, however, does not always guide funding decisions. Although states in the US have developed intricate funding formulas and provide for equalization funding to poorer systems, the effects of individual and community wealth on the quantity and quality of education afforded students are still great. With renewed

emphasis on school improvement, accountability, and education reform, challenges associated with the improvement of education have come to the forefront of the education reform debate.

The goal of achieving "quality education for all" is far from being realized in most countries in Sub-Saharan Africa (SSA). Although many children in the sub-region enrolled into primary schools during the 1990s, many left school without attaining the minimum proficiency in literacy and numeracy (World Bank, 2004). As a result, policy makers and researchers are increasingly concerned with low education quality in the era of increased education spending. They have realized that poor education outcomes can have detrimental effects on a country's economic and social development. At the individual level, low learning achievement not only limits one's progression further in school but also negatively affects an individual's future income and productivity (Hanushek and Pace, 2005). Nevertheless, the recognition of the problem of poor learning outcomes has not translated into the development of more effective actions to improve education quality.

According to the World Bank (2005), it is noted that the mismatch between school needs, timing, size, and predictability of fund disbursements has a negative impact on schools' operational efficiency to deliver quality education. Consequently, schools either resort to credit purchases, which increase costs, or postpone spending; poor academic performance in most primary schools in developing countries seems to have reached an essence in the wake of the alleged inconsistencies in funds disbursement due to inadequate monitoring. Universal Primary Education (UPE) in Uganda was introduced in 1997 when the government abolished school fees in government aided primary schools and stopped contributions to the Parent Teachers Associations (PTAs).

Several studies have been carried out relating to the relationship between school funding and pupil academic performance. Studies done by Riddel and Brown (2001) drew conclusions that teaching (resources availability and teaching methods) and not teachers was the critical factor. The production functions allude to a relationship between inputs and outputs. This, in education, reinforces the need for countries to have resources especially funds, strong monitoring and accountability systems in increasing educational outputs.

Academic researchers have sought to answer the question of whether education expenditures are correlated with student performance. However, there is a lack of consistent evidence on whether education expenditures are related to academic achievement. Hanushek (2003) has studied the effect of per-pupil expenditures on academic outcomes, finding either no relationship or a relationship that is either weak or inconsistent. However, researchers Hedges and Greenwald (2005) analyzed the same data used by Hanushek and concluded that increasing per-pupil expenditures has a significant positive impact on student achievement. Despite the lack of consistent findings, leading researchers in the area acknowledge that any effect of per-pupil expenditures on academic outcomes depends on how the money is spent, not on how much money is spent.

According to Hanushek (2003), few people would recommend just dumping extra resources into existing schools. America has followed that program for several decades, with no sign that student performance has improved. The existing evidence simply indicates that the typical school system today in developing countries does not use resources well (at least if promoting student achievement is their purpose).

Hedges and Greenwald (2000) note that the results do not provide detailed information on the educationally or economically efficient means to allocate existing and new dollars. Discussions of school reforms should instead incorporate an assessment of the current relation between inputs and outcomes and determine how to best allocate resources in specific contexts.

The African Governments prioritization of primary education was more explicitly stated in its Education Strategic Investment Plan [ESIP] (1997-2003) and its successor, the Education Sector Strategic Plan [ESSP] (2004-2015). These were developed on the premise that primary education has higher social returns compared to higher education. This, in turn, led to increased financing towards primary education with the share of primary education in the total education budget averaging over 50 percent for the 13years since UPE introduction (Ministry of Finance Planning and Economic Development [MoFPED], 2009). As a result, investments were made in education and, in particular, in UPE programmes to match the increase in enrolment. More, especially, Government of Uganda provided more education inputs such as additional teachers, classrooms, text books, staff houses and toilet facilities. Nonetheless, despite the increased supply of education inputs to primary schools, the quality

of education in UPE schools has continued to decline. (Ministry of Education and Sports [MoES], 2008).

According to Uganda National Examinations Board [UNEB] (2009), Uganda has made tremendous progress in increasing access to primary education. Enrolment rates increased from 8,098,177 pupils in 2011 to 8,772,655 pupils in 2014 (MoES, 2015). Nonetheless, this has not been matched by a proportionate increase in education inputs in order for the government to meet the then Millennium Development Goals (MDGs) (i) and (ii). Indicators such as pupil-teacher ratio, pupil-classroom ratio and pupil-text book ratio are still below the government set targets. This could partly explain the declining quality in education outcomes as indicated by the Primary Leaving Examination (PLE) pass rates over time (UNEB, 2009).

The main stakeholders in UPE are the government, teachers, parents, children and politicians. In the past, UPE was planned for by main stakeholders and these were teachers and government officials. The children were not included and yet they were targeted to be the ultimate beneficiaries of the entire UPE policy and programme (MoES, 2005).

Efforts to improve education in the developing world typically focus on providing more inputs to schools. Despite this, substantial evidence has accumulated to show that increased funding is not sufficient for improved learning outcomes. Incremental funds may be allocated to inputs that have weak impacts on student learning. Teachers and other education personnel (which typically represent 75% or more of education spending) may be poorly motivated to perform. A study of teacher absenteeism in nine developing countries found that, on any given day, 11-30% of teachers were absent from their posts (Fehrler et al, 2006). Moreover, school funding is frequently reallocated to individuals or activities that do not improve the quality of education. Public expenditure tracking studies of grants intended for schools in a number of different countries have documented sometimes significant leakage, or diversion from intended uses.

The quality of teachers and their distribution reveals a big challenge facing education quality improvement. In 2012, there were 19,150 primary school teachers of whom 54,069 or 37% had no formal training as teachers (comprised of persons with Ordinary-level certificate, primary education, and not stated qualifications). An additional 7,960 were trained teachers but with just a teaching certificate obtained after training on completion of primary education

(Bategeka, 2005). Most of these had retired but were recalled into the teaching service due to shortage of teachers after the introduction of UPE. The majority of these unqualified teachers are deployed in UPE schools in rural areas,

Scholars like Smith and Street (2006) argue that funding in education plays a vital role in the performance of educational institutions. Hanushek and Raymond (2003) postulate that institutions will use more accountability to increase productivity in utilizing public resources and hence better overall educational performance. Reinikka and Svensson (2002) note that accountability systems translate into efficient budget formulation and resource allocation, efficient budget utilization, employee motivation and better school facilities. Shan (2002) notes that, for accountability to be effective, action should be taken upon institutions, which render inadequate accountability. Monitoring results of effective educational systems that inform energize and promote professionalism (Gibbon, 2004).

Uganda introduced the UPE-programme in 1997, and MoES established the guidelines on funds disbursement, monitoring, and accountability for schools to have better performance. However, a number of indicators of poor accountability in Uganda continued to be registered. To illustrate, most primary school registers are deliberately inflated by the head teacher in order to attract more capitation grant from government (Ariko and Wasike, 2000).

Similarly, Kole District Executive engineer was alleged to have approved a ghost primary school, allegedly constructed under UPE programme, (IGG's report, 2004). The incidences of inflating school enrolment registered to get more funding lead to enormous wastage of finances and defeat the purposes of the budget as a control tool. This has led to poor financial and non-financial performance. Financial performance proxy by budget performance and non-financial performance by test scores, teacher pupil ratios, pupil classroom ratios among others (IFAPER, 2003), is manifested by reduced budgetary allocation to deserving schools and unfulfilled targets. There have also been delays in funds disbursement which results into negative implications on the budget and inconsistence in the funds disbursement returns because of poor accountability practices. The problems of erratic disbursement and back-loading of commitments are detrimental to the performance of schools

The weaknesses in monitoring systems have contributed to incidences of unprofessional conduct of disclosure of false information that translates into a wide variation in quality. It

further creates problems of contractors bribing technical staff to approve substandard or 'ghost' work. For instance, at Abongodero Primary School in Aboke Sub-County, Kole District it was reported that gauge 30 iron sheets were used instead of gauge 29, yet there are persistent shortages in infrastructure (ANPPCAN, 2010). Consequently, poor performance of UPE schools is due to failure of utilizing the funds disbursed properly. Performance is affected in that pupils are forced to study under trees as a result of shoddy work where most of the roofs are being blown off by the strong winds. This limits concentration of the children and teaching sessions especially during the rainy season.

1.2 Statement of the Problem

Poor performance of UPE schools has occasionally been blamed on the failure to effectively utilize UPE funds disbursed by government. According to Wenglinsky (2005), the availability and utilization of resources determines the efficiency of the school system. Abudul-Kareen (2003) asserts that teachers require quality and adequate resources in order to ensure school success. According to Kole District Report (2012), glaring disparities in academic performance have been observed in UPE schools in Aboke Sub-County, Kole District. Despite the fact that, the schools enroll students with comparable entry behavior and receive comparable funding from the government and other stake holders, academic performance has been very low in the past five years. In 2010, Kole overall PLE result was registered by the Observer (20110) as; DIV I: 536, DIV II: 334, DIV III: 246, DIV IV: 311 and Failed was 3,251 attributed to insufficient funds which limits the availability of quality teaching and learning materials (MoES 2010). Considering that there is scanty literature concerning school funding and academic performance in Kole District, this study, therefore, sought to establish how funding impacts on academic performance in Aboke Sub-county, Kole District.

1.3 Purpose of the study

The study sought to establish the relationship between government funding on academic performance of UPE schools in Aboke sub-county Kole District, Uganda.

1.4 Objectives of the study

The study objectives of this study included:

i. To examine the relationship between the size of fund disbursement and academic performance of UPE schools in Aboke sub county, Kole District.

ii. To determine the relationship between the timing of fund disbursement and academic performance of UPE schools in Aboke sub county, Kole District.
iii. To examine the relationship between fund utilization and academic performance of UPE schools in Aboke sub county, Kole District.
iv. To determine the relationship between accountability and academic performance of UPE schools in Aboke sub county, Kole District.
v. To examine the influence of accountability on the relationship between funding and academic performance of UPE schools in Aboke sub county, Kole District.

1.5 Research questions

The research questions were:

i. What is the relationship between funding and academic performance of UPE schools in Aboke Sub County, Kole District?
ii. What is the relationship between the size of fund disbursement and performance of UPE schools in Aboke sub county, Kole District?
iii. What is the relationship between the timing of fund disbursement and performance of UPE schools in Aboke sub county, Kole District?
iv. What is the relationship between fund utilization and performance of UPE schools in Aboke sub county, Kole District?
v. What is the influence of accountability on the relationship between funding and performance of UPE schools in Aboke Sub County, Kole District?

1.6 Scope of the study

The scope of this study was considered in three aspects namely content, geography, and time as demonstrated below:

1.6.1 The content scope

The study largely focused on the effects of UPE funding (size, timing and utilization) on academic performance (availability of instructional and physical materials, syllabus coverage, and regular assessment of pupils in UPE Schools).

1.6.2 Geographical scope

The study was conducted in Aboke Sub-county, Kole District, Northern Uganda. This Sub-County has 13 UPE schools. Kole District is bordered by Lira District to the east, Apac

District to the south and Oyam District to the west and north. Kole, the district capital, is located approximately 28 kilometers by road, northwest of Lira, the largest urban area in the sub-region. This location is approximately 290 kilometers by road, north of Kampala, Uganda's capital and largest city. The coordinates of the district are: 02 24N, 32 48E.

Kole District was created by Act of Parliament and became operational on 1 July 2010. Prior to then, it was part of Apac District. The district is part of Lango sub-region, home to an estimated 241,878 million people in 2014 according to the national census. The District is subdivided into five Sub-counties namely Aboke, Akalo, Alito, Ayer, and Bala.

1.6.3 Time scope

The time scope for the data that informed this study was between 2010 and 2015. According to the Kole District Report (2012) this is the time the district faced the most serious distortions in the accountability responsibility including PLE performance. It was, therefore, considered to be an appropriate period for study.

1.7 Significance of the Study

To the researcher: The findings of this study are considered to beneficial to several beneficiaries among whom are the researcher who will be awarded a Degree of Master of Arts in Public Administration and Management of Gulu University. The other beneficiaries are discussed below.

To the local and regional level: Educationists are expected to benefit from the findings of this study which has empirically generated facts, which are of great value to them in improving their managerial and leadership skills both at local and regional level.

To the Sub county: The study will also guide management and the educational sector in Aboke Sub-county and Kole District as a whole in the formulation of policies and implementation of programmes arising from the findings of this study. The study findings may also be used to enhance policy makers' knowledge in formulating favorable policies that are aimed towards the promotion of more citizens' engagement in government planning processes and policies which address community concerns.

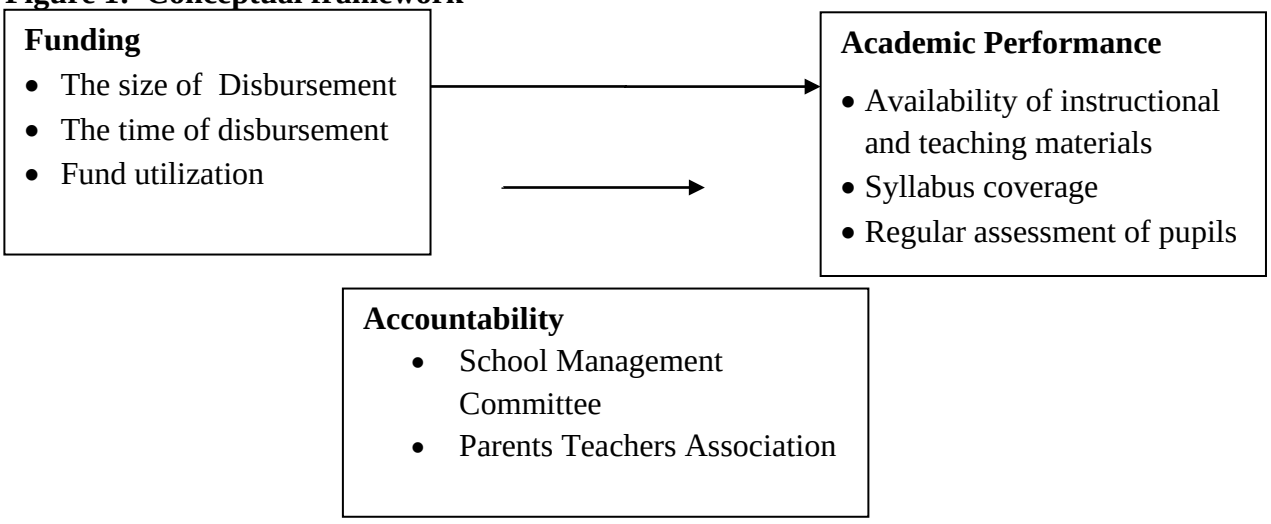
To other researcher: Other than that, the study findings are expected to be an additional source of reading materials for other researchers in the education field especially in the field of Public Funding and academic performance of UPE schools. The lessons from this study will be useful reference materials for similar researches by other scholars. The study findings may also spring up further research into similar contexts which address the participatory budgeting and its applicability to local governments with reference to financial accountability

To the citizens: Findings arising from the study are hoped to widen the general understanding of the school funding and how it affects academic performance of Universal Primary Education. Such findings will increase knowledge on the accountability and citizen information concerning budgeting and each other's responsibilities in the process.

1.8 Conceptual Framework

Most studies in social sciences are often guided by a conceptual framework Sekaran (2003) describes a study conceptual framework as that structure that is capable of highlighting how its various variables are connected with each other. Understanding inter-variable linkages is crucial in data analysis and other developments of the research (Amin, 2006; Sekaran, 2003). The conceptual framework for this study is as illustrated in Figure 1.

Figure 1: Conceptual framework



Source: Adopted with modifications from Hanushek (2003)

Figure 1 was developed from the literature review and the theoretical framework. It illustrates funding namely; the time of fund disbursement, size of funds, fund utilization and

their impact on academic performance. The independent variables influence academic performance (educational outcomes) which was the dependent variable: availability of instructional and learning materials, syllabus coverage and regular assessment of pupils. Availability of the above resources ensures that the learners can work independently and with ease, assignments can also be issued and completed in good time, enriched learning environment, adequate syllabus coverage and consequently improved academic results. Moderating variables are variables that may control the impact of funding on academic performance (educational outcomes) and they included accountability, that is, leadership structure in` form of school management committee and Parents' Teachers Association in UPE programme. Accountability determines the time of fund disbursement, size of disbursement and utilization which also has an impact on performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains various scholarly works that have been reviewed in line with this study. It focuses on the funding in public schools, academic performance and accountability which may have influence on both independent and dependent variables (funding and academic performance respectively). The size of funding disbursement, the timing of the disbursement and the utilization of the funds are discussed under funding, while instructional and learning materials, syllabus coverage and assessment of pupils are discussed under academic performance. The school management committees (SMC) and Parents Teachers Associations (PTAs) are discussed under accountability since they play a role in ensuring that the funds disbursed to the schools are well utilized.

2.1 Funding in Public Schools

Hoxby (2007) and others have argued that the replacement of local funding with state and federal funding, and the consequent surrender of local control, creates a detrimental economic and political disconnect between public schools and their communities. This can be determined by looking at the time, size, fund disbursement and utilization of funds.

Early philosophy of education economics assumed equal resources would provide for equal opportunities, outcomes, and performance in life (Berne & Stiefel, 2009; Odden, 2013). Refinement in equity philosophy indicated a need for vertical equity (weighting of funds by student needs within a school) as well as the traditional horizontal equity providing for a minimum education for all pupils (Arnold, 2008; Crampton, 2007). In introducing the concept of adequacy in education, many authors (Baker & Friedman Nimz, 2003; Herrington & Weider, 2001; Odden, 2003; Odden & Picus 2012; and Powell, 2013) found the emphasis on funding shifted from the equitable distribution of resources to providing the funding necessary to achieve high standards of achievement outcomes for all students.

A strong call for education reform became the political platform of the nation's governors in Africa by the mid 1980s. Ironically, Harris, Handel, and Mishel (2004) argued that the educational system was largely responsible for our competitive woes and that a major overhaul of the educational system was in order (Harris 2004). In response to a number of

studies indicating the condition of public education was deteriorating, legislation was passed in nearly all fifty states in the US signaling a new movement in education reform in the U.S.

According to Minorini (2014), the courts acknowledged a direct relationship between the funding per student and the quality of education provided. Disparities in funding created a substantial difference in educational opportunities of students in poorer school systems compared to wealthier school systems. The late allocation of Free Primary Education (FPF) funds by the government of Uganda has a significant effect on the enrolment rates leading to delays in the implementation of the planned activities.

The existing disparities between donor commitments in providing financial aid and doing actual disbursements plays a critical role in meeting the set out objectives of FPE. In 2004 /05, only 29% of the funds promised by donors were actually disbursed due to the unmet conditions set (International Monetary Fund, 2012).

Despite the government exploring the sector wide approach to mitigate delays in funds for FPE, school enrolments will continue to be affected by the varying school based and environmental factors (Oketch & Somerset, 2010). There is a linear relationship between the primary school enrolment and the FPE funds allocated to the education sector and there exists a significant difference in the amounts allocated to primary education sector and the total enrollment.

Reviewing findings of a number of court decisions regarding rural school funding inequities, Dayton (2008) concluded the courts are deciding that to eliminate the cycle of rural poverty, the educational needs of rural students must be met. However, many funding formulas continued to disadvantage students' educational opportunities based upon their residence or community wealth.

The National Education Association (NEA) of Kenya (2005) cited a strong relationship between education spending, individual, and community economic health. The report concluded that an educated work force was one of the most important variables studied in site selection of growing companies. The NEA asserted underfunding in certain districts had serious consequences for life opportunities and the overall quality of life in such districts. Conclusions in the report stated that spending must be increased in disadvantaged areas to

provide all students with the opportunity to learn necessary skills to be productive in the information age.

Following decades of research on the impact of educational resources on student achievement, only limited agreement exists over the effect of school expenditures on increasing academic achievement. For instance, in the US, Verstegen (2007) noted that with the passage of the Elementary and Secondary Education Act in 1965, it was resolved that the nation must do a better job of preparing the youth for the work force. Additionally, a strong correlation between poverty levels and students who were unsuccessful in school was established. In a re-analysis of Eric Hanushek's meta-analysis on the effect of resources on educational output, Greenwald, Hedges, and Laine (2014) found that the amount of educational resources available were positively linked to the academic accomplishments of students. Greenwald et al. (2014) cautioned, however, finding the most educationally efficient form of increased education expenditures is the key to academic improvement.

A significant, controversial body of research exists regarding the relationship between school expenditures and academic achievement. Both positive and negative significance have been found in the relationship of teacher salary, experience, and quality on student achievement (Hartman, 2004; Leuthold, 2009; Matthews and Holmes, 2008; and Ward and Camp, 2009). King and MacPhail-Wilcox (2014) and others concluded that the issue is more a matter of how money is used, whereas Fortune and Spofford-Richardson (2000) clearly found a positive relationship between per pupil expenditures and student achievement. Several analyses and re analyses are cited on the positive and negative correlation of funding and achievement underscoring the complexity of the debate over the impact of school expenditures on academic achievement.

According to Lawal (2002), the East African governments disburse funds in order to provide essential social services to their citizens. Budget allocations or funds may be allocated adequately when there is accountability or strong institutions (Devarajan and Reinikka, 2002).

In spite of the increase in public funds disbursement, developing countries still have very poor financial accountability especially in countries like Uganda where infrastructural development and delivery of social services expected by the rural dwellers are hardly

realized. According to Lawal (2002), this situation is connected to the mismanagement and embezzlement of these funds by the officials of the local government councils.

Padmanabhan (2001) states that internal efficiency in schools refers to the number of students who pass from one grade to the other and complete that cycle within the stipulated period of time. It shows the relationship between input and output at a given educational level. Gupta (2001) noted that the question of internal efficiency is ultimately linked to the issue of resource allocation and utilization.

2.1.1 The size of Disbursement

The primary purpose of education is to bring about desirable change in behavior through acquisition of skills, attitudes, competencies, critical and creative thinking. Teaching is a complex and demanding task that requires highly specialized skills, knowledge and resources to impact significantly on student learning. Availability and utilization of resources in a school is important in helping it achieve its goals and objectives. Students' learning outcome is influenced by appropriate utilization of school resources. As such, investing in educational resources is the key to ensuring that schools become institutions where students work together, learn from each other and benefit from a supportive school environment, and consequently maximize student learning so that all students achieve their full learning potential (United Nations Scientific and Cultural Organization[UNESCO], 2007).

Relying on the benchmark advocated by UNESCO, it is still implicit that the education sector still faces the problem of inadequate funding. A cursory analysis into the 1999 and 2001 budgetary provision for education showed that 16.77 per cent and 4.08 per cent of Uganda's budget went to the sector; in 2011 it got 10.24 per cent. While in the 2013 budget it represents 8 percent, a far cry from the 2011 appropriation. Therefore, Uganda is one of the countries within the African continent that has been termed educationally disadvantaged and almost at its precipice, owing to a myriad of problems bedeviling the sector

Opinion was unanimous that the size of the grant was insufficient to cover school budgets.
Its disbursement also suffered from many delays. It emerged that in reality all schools require parental contributions as an additional source of funding (MoES, 2010). This was found to be particularly true for the urban schools where, on average, 90 per cent of the school budget was derived from this source. With the introduction of UPE in Uganda, parent contributions

became voluntary; however, schools often struggle to obtain such contributions. The research established that many parents currently believe everything linked to school attendance should be free, including school lunches. Despite being forbidden under the UPE guidelines, the research team noted that all the schools visited were devising indirect, and at times direct, ways of making parents pay their contributions, particularly to cover school lunches. Tactics included retaining report cards at the end of the term/year and not promoting pupils to the next class. It appeared from the research that one of several possible solutions to remedy this situation would be for the government to incorporate a feeding programme into the UPE reform. Furthermore, many actors would like to receive much needed School Facilitation Grants more regularly.

A lot of reasons have been advanced for the poor funding of education in Uganda. These include lack of genuine focus in education by government and this shows that adequate priority attention is not given to education resulting into careless and unrealistic budgetary provisions: none enforcement of Decree No. 17 of 1993 Education Tax; inadequate educational statistics in terms of student enrolment, number of classes and other facilities; unsteady economic growth resulting in unending importation and inflation; political instability caused by self centered corrupt leadership and corrupt followership (Amaele, 2006).

According to Danga (2007), poor funding for education affects the younger generations of people, the same people that will be running our country in the future. Poor funding leads to schools having to cut down on supplies that are needed give children proper education. For example, books are in a short supply, computers, or research sources are in short supply, budgets get too low to have any educational field trips, teachers are not being paid well, therefore leading to less interest in that occupation. Schools need funding to be able to run and to be able to give children the proper education that they deserve. X-raying the plight of teachers generally, occasioned by poor funding, Denga (2007) observed that the inadequate salary paid to teachers make teachers vulnerable to ridiculous lifestyle. Some of them, he observes still manage to teach without salary for months, while most of them, cannot do any honest work. They engage, therefore, in low-cost behaviour such as negotiating grades with students for financial exchange as well as sale of examination papers, and so on. This has resulted into poor education standard at primary level, lots of out of school children and

dilapidated structures of existing schools which have remained unmaintained as a result of this financial deficiency in primary education.

Grogan (2008) posits that of the money remitted by government to UPE schools; only about 13% reaches schools. He adds that most of the grant is absorbed by local politicians and administrators. That suggests that schools in Uganda which were dependent on revenue from school fees collection have suffered greatly for there is little operational capital. That is even worse in rural areas: because, as Reinikka and Swensson (2004) intimate, schools in better off communities receive larger fractions of the original grant money because less is embezzled. Ugandans need to walk the talk right from the top to the lowest levels if corruption is to be eliminated

Furthermore, the abolition of payment of fees means that PTAs have reduced influence upon primary schools, although they remain resilient as a powerful, though informal management body (Rajani, 2011). Conflicts have arisen between the School Management Committees which are official organs, and the informal PTAs. Capitation grants sent by government are not enough to run administrative costs in schools. The budget of 14.8% allocated to education was not enough as the Ministry of Education and Sports had to run with a deficit at times creating management crises. Furthermore, unlike in developed countries, the language of instruction remains different from what the child uses at home and in the community.

Poor funding results in poor and unhealthy school environment leading to poor pupils 'and staff performance and exposure to health and safety issues, for instance, some of the dilapidated buildings could collapse on some pupils wounding or killing them (MoES, 2013). The leaking roofs and open classes may also cause pneumonia (cold) and other adverse health hazards. It may also discourage the pupil's interest in schools, thus leading to early drop out.

2.1.2 The time of fund disbursement

The Government of Uganda, through the Ministry of Finance, Planning and Economic Development (2013), acknowledged that disbursement of the capitation grant had been delayed on technical grounds. According to the statement, the delays stemmed from the change in the payment system from the quarterly system to the school term system, effective December 2013. As Government officials continue providing contradictory explanations, the

late disbursement of UPE capitation funds greatly affected the implementation of the Universal Primary Education programme. Consequently, many UPE schools have been struggling with the budgetary shortfall by either passing on the burden to their pupils in form of asking for development fees, or reduce spending on essential services and supplies like scholastic materials, hence compromising the quality of output (MoES, 2010). A majority of UPE schools already suffer from severe budget deficits every term and delays in receipt of UPE capitation grants makes schools' daily survival even more precarious. This makes planning by school administrations very unpredictable and hence the attendant negative consequences on learning, as seen through the academic performance of many UPE schools.

According to Binhe (2010), teachers at government-funded schools in Masaka threatened to go on strike because of delays in the disbursement of funds to run the schools. Funds for Universal Primary Education had not been given to the schools for over a year.

According to Uwazi (2010), flows of funds are shortened between source of funding and their beneficiaries. Capitation grants are intended to be spent to meet the day to day running costs of the school. It has an impact on academic performance due to the fact that, without having the required teaching and learning facilities, students cannot access good education. Lack of sufficient and reliable capitation grants lead to many students failing to perform well academically as they lack important facilities for studying.

Capitation grant disbursement is unpredictable and therefore making proper planning is not possible. There is a need to look afresh at the capitation grant needs and, if possible, to make policy revisions. The allocated budget should be disbursed in full and in a timely manner and be transparent to everyone including teachers parents, and students. When sent and for what purpose challenges associated with capitations grants is that it is not always released on time for disbursement, as noted by Public Expenditure Tracking Surveys [PETS] (2005). According to Hakielimu (2010), the amount allocated in the capitation grants budget has systematically been lower compared to what is stated in the policy approved by the cabinet.

2.1.3 Fund utilization

A common way to examine the utilization of education resources is to analyze school spending. School expenditures are important to examine because they generally constitute the bulk of all resources devoted to schooling and they are tractable instruments of education

policy (Meghir, 2002). Availability of school resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Maicibi (2003) observed that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives.

The physical, human and financial resources invested in schools influence not only the education provided to pupils but also aspects of teachers and student motivation and consequently the educational outcomes. The Organization for Economic Co-operation and Development (OECD), Programme for International Student Assessment (PISA) shows that resource shortages hinder instruction and lower student performance (OECD, 2007). In addition, inequalities in student's educational performance often reflect disparities in the resources invested in schools (OECD, 2008). In some education systems, there are concerns that schools not only lack the resources to meet the educational requirements of their students, but that schools may have fewer resources with which to provide instruction to their students (OECD, 2008). In schools, there are a wide variety of resources that are directly or indirectly related to educational outcomes.

Pearls (2008) observe that design features and components of school buildings have been proven to have a measurable influence upon student learning. Among the influential features and components are those impacting temperature, lighting, acoustics and age. Researchers have found a negative impact upon student performance in buildings where deficiencies in any of these features exist. In addition, overcrowded school buildings and classrooms have been found to be a negative influence upon student performance. Particular building feature such as air conditioning, lighting, or presence of windows to serve as variables with which to compare student achievement. The overall impact a school building has on students can be either positive or negative, depending upon the condition of the building. In cases where students attend school in substandard buildings they are handicapped in their academic achievement. Correlation studies show a strong positive relationship between overall building conditions and student achievement.

Studies by Pearls (2008) regarding the number of students in schools as compared with its capacity found out that overcrowding conditions have a negative influence upon students and teachers. Effective schools have rigorous systems of accountability, a focus on teaching and

learning, stimulating and secure learning environments. Poor academic performance is connected with poor learning environment created by a poor state of infrastructural facilities. In Africa, financial management systems have been badly neglected and, unless these are improved, scarce resources will be wasted and the accountability of institutions will be subjected to question (World Bank, 2005).As financial constraints tighten, the funding that is available must be used with the greatest care.

According to Okorie (2001), student learning outcomes in schools is largely dependent on availability and appropriate utilization of resources because the students acquire skills using these resources. These resources include buildings, furniture, play ground, compound, toilet facilities, lighting, books, and teaching materials, among others. These facilities play a pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students. These facilities play a pivotal role in the actualization of the educational goals and objectives by satisfying the physical, emotional and cognitive needs of the staff and students. Abayomi and Olukayode (2006) state that resources in schools are important in education because learning takes place best through discovery, exploration, and interaction with the internal and external environments. As a result, one of the main emphases in education today is the shift from a teacher centered approach to a more learner centered approach. This involves actually putting the learner's needs at the centre of activities. To achieve this goal teachers need to use a wide variety of resources, which can enrich the learning environment. The adequacy of physical resources and teaching materials as well as their effective utilization has been a matter of serious concern to educators. The utilization of resources in education brings about fruitful learning outcomes since it stimulates and motivates students (Okorie, 2001).

Johan (2004) states that educational outcomes in schools are closely linked to utilization and adequacy of teaching/learning resources in different ways; poor utilization, underutilization, unqualified educators bring forth low educational achievement. The inadequacy of physical and material resources in schools is a major factor responsible for learning outcomes of students. Schools that do not have adequate facilities such as workshops, laboratories, classrooms, teaching learning materials are unlikely to post good results. The principles of facilitating effective learning and teaching involve having the practical skills and putting the learners' own experience into practice. They receive inputs from the external environment in form of human and material resources, process them and empty the same into the society as

finished products and services. The quality of the products bears a direct relationship with the qualities of the facilities deployed in the process of production.

Wenglinsky (2005), reports that research has consistently highlighted that appropriate utilization of resources in schools is a key determinant of student's academic achievement. The research asserts that, in order for learning to be effective, students need an enabling environment that is both psychologically and physically friendly to the learners. Effective schools have rigorous systems of accountability, a focus on teaching and learning, stimulating and secure learning environments. Poor academic performance is connected with poor learning environment created by a poor state of infrastructural facilities. Lyons (2012) adds that learning is a complex activity that involves interplay of student's motivation, physical condition, teaching resources, skills of teaching and the curriculum. All these play a vital role in a student's development. He further concluded that there is an explicit relationship between schools' physical facilities and educational outcomes. Good maintenance, modern systems, and flexible designs are important because the physical structure can limit the learning experience. School facilities should be flexible enough to accommodate changing learning patterns and methods. Ibe-Bassey (2002) agrees with this view and adds that several studies have shown that a close relationship exists between the physical environment and the academic performance of students. Reedy (2006) adds that the availability of physical facilities and the overall atmosphere in which learning takes place bears direct relevance to the quality of education that students receive in schools.

According to Pearls (2000), though teachers are required to deliver formal teaching in a classroom, much of the day-to-day teaching goes on outside the classroom in the course of interaction between learners and their physical environment. Being aware of the resources available can help to enhance teaching and facilitate learning and thus make a shift to a learner centered approach. A learner centered approach involves enabling students to work with their teachers, with other students and even individually. This is particularly helpful because there are opportunities for learning in virtually every activity that the students carry out; there are not always opportunities for formal teaching events. The appropriate utilization of resources helps teachers make the shift in their approach to facilitating learning rather than delivering teaching

2.2 Accountability

The World Development Report (2004) on making services work for poor people argued that the underlying cause of such failures in basic service delivery in developing countries is weak accountability relationships between the state, service providers and the citizens and the clients they serve. In the education sector, efforts in developing countries to strengthen these accountability relationships through system reforms have been numerous. However, designs have varied considerably and there has been very little rigorous evaluation of the impact on outcomes.

Ackerman (2005) describes accountability as a pro-active process by which public officials inform about and justify their plans of action, their behavior and results, and are sanctioned accordingly. Accountability requires that public servants have clear responsibilities and are held answerable in exercising those responsibilities, and if they do not, face predetermined sanctions. Accountability is the liability one assumes for ensuring that an obligation to perform- a responsibility –is fulfilled (Frost, 2000). Accountability is therefore a requirement to answer for what the agent has accomplished or not the principal as answers are of significance and value for decision making (Hanson, 2010). Kaplan (2009) explains the three different forms of accountability as physical, technical and financial accountability. Accountability refers to the obligations of those in authority to report to stakeholders on whose behalf they exercise such authority, for the discharge of the responsibility entrusted to them (Evennet, 2010). The systems of accountability requires adherence to laws, regulations and codes of conduct (Herman, 2010).

Available evidence indicates that school accountability plans have been generally successful in attaining these objectives. Numerous studies, such as Figlio and Rouse and Jacob (2004), indicate that low-performing schools facing accountability pressure have improved their students' test scores, not just on the high stakes tests but also on tests that are directly comparable to schools in other states.

Aggregate studies, such as by Carnoy and Loeb (2002) and Hanushek and Raymond (2004), find that states that adopted high-stakes school accountability plans earlier than others have experienced greater growth in average test scores as compared with late-adopting states. The upshot of these studies is that school accountability has had a moderately large effect on average student outcomes.

According to Nwadiani and Igbineweka (2005), there is a strong relationship between funds disbursement and accountability systems. Public expenditure is channeled through government departments which are authorized to budget and spend money in the provisions of public utilities (Esser, 2010). The weak aspect of financial reporting that occurs in funds disbursement alters spending pattern to the optimal pattern given by their needs thus generating inefficiencies (World Bank, 2005). The systems where resources are properly managed, substantial benefits accrue to schools by way of high productivity and reduced wastage.

A study by Mushemeza (2003) relies more on documentary evidence from the Ministry of Education. Its analysis is more on structures of management, accountability and output rather than the actual finances utilized and lost. Since decentralization is still in an infant stage there are commendable achievements in terms of community involvement, increased enrolment and training of teachers but financial management is still wanting. However, the analysis shows that these interventions, if well implemented, would dramatically improve financial management. These included, among others, training of head teachers in basic record keeping and accounting skills and that sanction should be developed for officials who delay submissions of accountability.

Of the school based management (SBM) projects that were rigorously evaluated, general findings suggested that SBM had a positive effect on some variables such as repetition, failure, and attendance rates in contrast with the mixed results in test scores which could be due to the timing and strength of the particular SBM reforms (Filmer, 2006). Hence with information on accountability, providing information about school inputs, outputs and outcomes to parents and community members, there is a belief that the demand for improved services increased and, thus, led to better supply of education (Gertler et al, 2008).

2.2.1 School Management Committee

Over the last decade, education has been considered as an accomplishment to achieving development worldwide (UNDP). Accordingly, the main agenda setting in education worldwide concerns increasing the quantity of pupils accessing basic Primary education. This is defined by the United Nations Development Program (UNDP) as Universal Primary Education (UPE) and has been adopted by several governments globally. More importantly,

the UNDP set the target for achieving Universal Primary Education as 2015 (UNDP, 2012). However, following the implementation of Universal Primary Education, challenges have surfaced most notably; matching high enrollment with quality performance (Munene, 2009). Therefore, research has been undertaken to identify hazardous practices that may hinder quality learning in UPE schools (Ezenne, 2012). Uganda has not escaped this experience as evidenced by the excessively high pupil enrollment vis-à-vis declining academic performance in UPE Schools. Other aspects of this experience in Uganda are the high dropout rates and teacher absenteeism especially among remotely located UPE Schools (Munene, 2009). All this has placed a strain on UPE achieving success in Uganda.

Accordingly, the Government of Uganda (GoU) formalized community participation as an innovation to ensure the supervision, management and implementation of all aspects of Universal Primary Education (UPE Stakeholder Handbook, 2004). These communities are the School management committee (SMC) and Parent-Teacher Association (PTA). These communities operate alongside other non community stakeholders as will be discussed later. It is relevant to note, however, that these two community groups had earlier been in operation since the Uganda's independence in 1962. In other words they are not new phenomena. What is significant is that SMCs and PTAs were not as dominant in the past as they are now. This improved dominance was enabled by the GoU redefining their responsibilities to accommodate supervisory and managerial roles. The logic is that these responsibilities will curb the magnitude of vices or hindrances that are cropping up among UPE Schools.

The findings of studies in sub-Sahara Africa and South Asia indicate that the implementation of governance reforms is encountering major difficulties. Teacher opposition to these reforms has been intense in some countries. In Nepal, for example, some teacher unions have resisted plans to hand over the management of schools to communities because of the fear that their rights and privileges will be trampled upon and teachers will be excluded from decision-making. In Bangladesh, there is widespread dissatisfaction with how school management committees are functioning. They tend to be dominated by head teachers and local political leaders and do not have sufficient resources to carry out their designated responsibilities (Bennell & Akyeampong, 2006).

Policy interventions that seek to strengthen accountability can be thought of as operating through one of two channels (World Bank 2004). Under the` long route' of accountability,

citizens hold schools to account through political processes (e.g., voting), and government (both national and sub-national) manages these providers. The `short route', by contrast, is direct: citizens may hold schools to account through direct interaction with the school.

Parent-Teacher Associations (PTAs) and School Management Committees (SMCs) provide an institutional forum for this direct form of accountability. Potential strengths of the short route of accountability are several: the beneficiaries of a particular service have the strongest incentive to improve its performance, and they may also have the best access to information about the actual performance of service providers.

Existing institutions of school management seem limited in their practical capacity to address these problems. Chaudhury and coauthors (2006) find no relationship between the frequency of Parent-Teacher Association meetings and teacher attendance in Uganda. Baseline data collected for the present project suggest that parental participation in PTA meetings and other school activities is limited in scope, particularly outside of individuals holding positions of responsibility in the community (Kasirye 2010), while SMC members' attendance at meetings is uneven, with some key responsibilities such as the co-signing of school accounts by the SMC Chair seldom practiced (Guloba and Nyankori 2010).

Management is the process undertaken by an individual or more individuals to co-ordinate the activities of others in order to achieve predetermined organizational goals. Management comprises of planning, organizing, staffing, directing, leading and controlling of one or more people or entities for the purpose of accomplishing a goal. Management often embraces determining the long-range goals of an organization, designing and developing the objectives, or short range goals and determining both the human and material resources required for the attainment of the predetermined goals. It therefore, sets both the ‘means’ and the ‘ends’ in an organization (Okumbe, 2008).

School management committees (SMC) play a very important role in determining the goals and strategic plans of the schools which result into achieving high academic performance. School Management Committees also acquire both human and material resources which are very vital aspects in teaching and learning activities and they also create a link between the local communities and the schools hence enhancing a conducive atmosphere for learning (Dean, 2005). The SMCs help to enforce discipline among pupils and teachers which is a key

factor to better academic performance. Kutwa(2012) indicates that there is an improved academic performance due to the co-operation between the school administration, teachers, SMCs, parents and pupils.

Antonowicz, (2010) observed that in survey findings conducted in Uganda, Ghana, Morocco and Madagascar indicated that payments to schools are often late and/ or less than expected. In Uganda and Ghana payments that are expected each term reportedly have been delayed for up to a year. Similar delays are reported in Madagascar. Even with capitation formulae, many schools report that they are never sure how much will arrive. This makes planning a frustration rather than an opportunity, and implementation of any plan is constrained if funds do not arrive in full. There are also reported cases of underpayment against expectations. In Morocco the allocation criteria from central to local level is unclear. Clearly, planning is difficult when head teachers and SMCs are not sure how much money they will receive or when they will receive it. These unpredictable and essentially inexplicable differences undermine the opportunities for public oversight and understanding. Administrative inefficiency is hard to distinguish from corruption at this level. A high percentage of head teachers and managers do not know when resources are dispatched, or what to expect in terms of amounts or the kind of resources sent to them. There is a high degree of uncertainty and inconsistency as to when the money is received. In these cases, planning, financial management and oversight are undermined. Such administrative inefficiencies and information black holes increase the risk of corruption.

2.2.2 Parents Teachers Associations (PTA) and performance.

Parental involvement in education is an important issue for governments and non-governmental organizations in many developing countries. On national, regional and local level, policies are developed in order to increase involvement of parents (Bray, 2001; Suzuki, 2002). However, previous studies have shown that the implementation and effects of these policies are not always successful. Poor socio-economic circumstances can impede parental involvement in education. Involving parents can be difficult when parents and schools do not have the required knowledge, skills and means (Aronson, 1996; Peña, 2000; Prew, 2008; Smith & Liebenberg, 2003).

In 1980, the Government's support to the education service was lowered thus initiating unprecedented involvement of parents through the PTAs (Dauda, 2004 and JPER, 2004,

p.34). In Uganda, PTAs have been vibrant through budget support that is relevant for the welfare of the teaching staff. This welfare supports lunch meals and overtime duty supplement. In addition, this budget meets the utility costs such as electricity and water services for the school. Equally as well the PTA support has targeted construction of classrooms and teachers' quarters (homes) (Dauda, 2004 and JPER, 2004, p.35). However, as often emphasized, the relevance or dominant role of PTAs in supporting the above mentioned aspects has proved a major challenge for equity among primary schools (Dauda, 2004 and JPER, 2004, p.35). The result of this "inequality" (Dauda, 2004; JPER, 2004, p.35) among UPE Schools in that some schools unlike others have received higher support from their respective PTAs. In the long-run, this type of school/PTA inequality perpetuates itself in the domain of academic performance among schools.

With this acquired role by the PTA resource support to Schools, the PTAs strengthened their status in Schools in terms of being the major actor of School development. However, it is significant to note that there emerged friction between the PTA and SMC institutions. This is because the PTAs by virtue of their support to School development, demanded more authority over policy making in schools. This nonetheless was the responsibility of SMCs. It is significant to note as well that the SMC does not offer any resource support to the school (Dauda, 2004 and JPER, 2004, p.36).

Maicibi (2005) highlighted that, proper leadership was the only necessary tool for effective performance by the students. Therefore, by eliminating school fees for primary school education in Uganda, many children were privileged to go back to school thus putting the country on the right track towards attainment of the Sustainable Development Goals and Vision 2030. Wekesa (2013) however noted that if students were to get quality education in their schools the management of the schools needed to be improved under the steering of the head teachers.

Parents are often expected to be partners with teachers and principals in order to better meet the learning objectives of their children (Gunnarsson et al., 2009; Zhao and Akiba, 2009). This partnership can take the form of: parents discussing educational matters with their children; parents supervising their children's progress through education; parents communicating with the school; and parents actively participating in school activities. While

the first two forms of parental involvement involve interactions between parents and their children, the latter two involve interactions between parents and the school.

Chitiavi (2002) also reported that good teaching and overall effective headship were the only tools necessary for good performance in schools Heck, et al (2000) similarly found that school governance, and instructional organization and school climate affected student achievement. The head teacher's leadership variables influenced school governance, instructional organization, and school climate, which in turn directly affected student achievement

Armstrong (2004) defined leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. That can be achieved through the articulation of the vision and mission of the organization and also ensuring the teachers were also able to define their power so as to share the vision.

Oyetunji (2006) argued that parents were very important in the management of schools. However, he noted that the head teacher should be the individual to initiate and facilitate parental involvement in a school. The head teachers' leadership style contributed, to a larger extent, to the parents' lack of interest in the affairs of the school. If the head teacher was not transparent and accountable to the parents, then they distanced themselves from the school affairs. However, parents have a role in the school administration and are expected not to sit and watch as head teachers run down institutions.

Lydiah and Nasongo (2009) observed that head teachers who used teamwork by ensuring parents, teachers and students were involved in the running of the institutions enhanced performance of their schools. The above studies, despite observing the need for involvement of the teachers and parents, failed to indicate the various areas and levels of involvement that would enhance performance.

Provision and utilization of facilities is a responsibility of stake holders in education. The government ensures the implementation of the national policy on education by providing the enabling environment. In 2003 the government came up with various requirements for every

school in order to qualify for the funds popularly known as Tuition Waiver (TW). These funds provided by the government are supposed to be utilized in purchasing resources such as textbooks, exercise books, laboratory equipment and chemicals, teaching and learning aids reference materials, teacher's guides, chalk, dusters, registers and internal examinations. When targets are reached in the purchase of the above resources, funds can be allocated to the purchase of items in other categories (Ministry of Education, 2003).

Parental involvement in schools presumes some kind of partnership between schools and parents. Partnerships between parents and school are beneficial to the school climate and school program improvement (Epstein, 2001). Moreover, parent involvement increases school attendance and improves student behavior and school discipline (Sheldon, 2007; Sheldon & Epstein, 2002). Other studies reveal the relationship between involvement of parents and academic achievement of the child (Fan & Chen, 2001and Jeynes, 2005). Furthermore, parental involvement in children's schooling can result in teachers' increased understanding in children and their community, parents' increased understanding of how schools operate and opportunities for two-way communication between schools and parents (Trumbull, Rothstein-Fisch, & Hernandez, 2003).

According to Epstein (2001), if the objectives of the different spheres of influence do not correspond with each other, this can affect the outcomes. When there is a discrepancy in the goals between school, parents and the community, the influence of the different spheres is likely to decrease for student outcomes, parental involvement in schools and teacher involvement with families.

Despite these improvements, primary education in Uganda is still facing several problems (Saito, 2006; Suzuki, 2002). While tuition fees have been abolished, parents may still have to pay for school facilities like exercise books, exams, uniforms, and transport and school development funds. Such costs continue to make education inequitable. Many pupils are dropping out before they have reached the last grade in primary school.

Parents can be involved in education at five levels (Henderson, Marburger, and Ooms, 2008): The first are parents as partners. Here the parents carry out their legal duties as parents such as paying school fees and buying of uniforms. According to Henderson et al (2008), this is the most taken-for granted level which is, nevertheless, most essential for any school. The

second are parents as collaborators and problem solvers. This is the level at which teachers involve parents to prevent or to solve a potential or an already disabling behavior of a child in a school. This level is rarely invoked and when it is, it is often at the stage when the child pupil is about to be disciplined. That is when it is too late to have any meaningful involvement from the parent. The third and a more passive role are when parents act as audience. This is normally exemplified by attendance of school open days when the presence of parents is merely to boost the morale of children and make teachers feel a sense of community (MOE, Ghana 2008).The fourth is a more active role where parents give material, moral and social support to schools, children and teachers. The fifth and final role is when parents act as advisors and co-decision makers.

In addition, the capitation grant the government provides educational facilities such as text books for all the prescribed subjects to each pupil enrolled, black board chalks, teaching guides and materials and curriculum guides. Parents have to provide their children schools with writing materials like pencils, pens, exercise books and then school uniforms as noted from Tuition Waiver Management Training (TWMT), central province (2009) ascertains that government, parents are also involved in purchase of resources in schools and more so in putting up physical facilities through what is popularly referred to as Parents Teachers Association (PTA) projects. The Ministry of Education has approved that every parent contributes Ush 2000 every year for P.T.A projects. Provision of resources in secondary schools is also facilitated by the private sector, the non-governmental organizations and the community. With availability of extra funds, over-crowding in classrooms can be reduced through the provision of adequate furniture and equipment to improve teaching and learning environments. This will entail building of new classrooms and rehabilitation and maintenance of existing ones.

Fahimi (2013) in a research entitled “Methods of establishing relationships between home and school and the role of PTA” reached these results. The relationship between home and school is a mutual interaction and both educational foundations should fulfill their role in order to make education fruitful. The presence of qualified teachers in schools does not fill the gap of parents and the presence of capable and authoritative parents also cannot take the place at the school. Parental influence on children is not only limited to genetic aspects, rather family play an important role in children’s familiarity with social life and culture of society. The social status of family and its economic situation, ideas and beliefs, manners and

customs, parents' ideals and aspirations and the level of their training have a great influence on their children's behavior.

Garavand (2012) in a research entitled "Ways to extend parent-teacher participation" reached these results. For parent participation in school affairs, the formulation of a strategy based on organization and adoption of policy and guidelines that can be followed by maximum participation of parents is of particular importance and necessity. However, the cooperative policy and policy of managers and parents' attitude change towards communicating with each other should be accompanied by a motivation increase in them so that effective results will be obtained.

2.3 Performance

The financial performance will be determined by the timing and adequacy of funds disbursed in line with budget utilization while non-financial performance is measured by the extent to which schools spend in line with approved guidelines to provide school facilities like classrooms, furniture and textbooks. This is assessed using the financial and non-financial measures (Lau and Elsevier, 2009).

Many research reports abound on the inevitability of the impact of instructional materials and resources on educational outcomes (Hassan, 2000). When instructional materials and resources are lacking or are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behavior, poor teacher motivation and unmet educational goals.

Many factors of school design have been linked to academic success of students. As enrolment numbers climb, the issue of school size becomes relevant to the task of improving student performance. Smaller schools have shown a greater capacity to develop personal connections among students and staffs that tend to prevent indiscipline or antisocial behavior (Yaunches, 2002). An issue related to school size is the ability for students and staff to establish personal links with one another and with the physical environment. Small classes facilitate small-group or individualized instruction. Cook (2002) found that students in smaller learning environments achieved at higher levels than their counterparts in larger schools. Smaller high schools not only provide a safer environment than their large counterparts but they also promote advanced academic achievement. The smaller schools

provide more attention to and support for individual student success.

According to Earthman (2004), Wall, Woolner, & McCaughey (2005) and Schneider (2002), high educational achievement is associated with a number of comfort factors such as; air conditioning, less noisy external environments, less graffiti and where classroom furniture are in good repair. More recent reviews have consistently found relationships between building quality and academic outcomes. These studies have also found that design criteria and building conditions related to human comfort, indoor air quality, lighting, have demonstrable impact on student achievement.

Quality challenges remain in spite of significant increases in the supply of physical resources available in primary education by the government and other donors/partners. It is, however, important to be mindful that some regions and districts are constrained by the lack of adequately trained teachers; for example in 2006, Kitgum District advertised 500 positions and only 210 applications were submitted, but only 180 were deemed suitable. Also most of the serving teachers are diploma holders and a few have degrees (Higgins, 2009).

In India, 25% of teachers at government primary schools absent themselves from work on any given day, and only 50% of teachers present in schools are actually engaged in teaching said a World Bank research project on teacher absenteeism. However, a National Council of Education Research and Training (NCERT) survey conducted in 20 states in 2005 found that six out of 10 students in Bihar's classrooms understood what they were being taught; in states like Uttar Pradesh, Goa and Chhattisgarh confirming that teacher absenteeism didn't affect pupil outcomes (Abhiyan, 2006).

2.3.1 Availability and use of instructional and learning materials

Instructional materials have been defined differently by various authors. Obanya (2009) viewed them as didactic material things which are supposed to make learning and teaching possible. Isola (2010) referred to instructional materials as objects or devices, which help the teacher to make a lesson much clearer to the learner.

According to Nicholls (2000), exclusively oral teaching cannot be the key to successful pedagogy. To make the teaching learning process interesting the teacher has to use

instructional aides. Several studies have been conducted on the impact of instructional materials on education.

Momoh (2010) conducted a research on the effects of instructional resources on students' performance in West Africa Schools. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on student's achievement in each of the subjects. Instructional materials, in the teaching-learning process, facilitate the learning of abstract concepts and ideas; keep the learners busy and active thus, increasing their participation in the lesson; save teachers' energy of talking too much; illustrate the concepts clearer and better than the teachers' words only; help overcome the limitations of the classroom by making the inaccessible accessible; help to broaden students' knowledge, increase their level of understanding as well as discourage rote-learning; help to stimulate and motivate learners.

Emphasis on teaching-learning methods ensures that learners are made to have active participation. Active participation of learners increases motivation and also minimizes, disruptive behavior associated with a boring curriculum overloaded with abstract concepts. Active participation is facilitated by making use of instructional materials and resources. Teaching can only be effective when adequate and relevant instructional materials are used (Falade, 2006).

Research has reported the importance of instructional materials in teaching. Research reports have shown that the availability of instructional materials is a vital determinant of educational outcomes. Oyeniran (2013) observes that students learn best if they are given the opportunity to see and to make observations of what they are taught. He said a good instructional material might be a substitute for real life objects in the classroom as against the use of exploratory methods.

Empirical studies done in relation to resource utilization in education have revealed that essential facilities are not always available in schools. This inadequacy of teaching resources has been of serious concern to educators**.** Lyons (2012), states that learning is a complex activity that involves the interplay of students‟ motivation, physical facilities, teaching

resources, skills of teaching and curriculum demands. The process of managing and organizing resources is called resource utilization. The utilization of resources in education brings about fruitful learning outcomes since resources stimulate students' learning as well as motivating them.

According to Raw (2013), appropriate utilization of resources in schools controls dropout rates, maintains student discipline and makes students remain motivated for a longer period. School resources including classrooms, desks, chairs, computers, textbooks, teachers, principals, school operating expenses and other instructional equipment/materials are critical in making teaching-learning more effective. They help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These resources should be provided in quality and quantity in schools for an effective teaching-learning process. Oni (2005) said that availability and quality of materials facilitates smooth operation of any school and thereby enhancing effective teaching/learning activity and when this is so, there is higher educational attainment by students.

2.3.2 Primary level syllabus coverage

Syllabus coverage determines pupils' performance in examination because pupils are tested generally from any topic in the syllabus and if any school doesn't cover all the topics in the syllabus and then it will be disadvantaged. Proper syllabus coverage will depend on time management in the school by the head teacher, teachers and students. Campbell (2000) observes that effective and efficient management of curriculum and instruction in educational institutions is a basic prerequisite for stability and improvement of academic performance.

Comber and Keves (2013) stated that, within limits, the more hours allowed to instruction in a subject, the higher the achievements. Similarly, at the end of primary school, the more the homework given and corrected the better the students' performance in examinations. This implies that good time management by the teachers would ensure effective syllabus coverage.

Complaints about the big teaching load of teachers have been reported by Ward, Penny and Read (2006). There are usually major differences in teacher workloads according to school size, type and location as well as subject areas. The most common reasons for low teaching

loads are small schools, overcrowded curricula with too many specialized teachers, insufficient classrooms, and a predominance of single subject teachers. Private primary schools often have strong incentives to expand classes in order to maximize fees income (Bennell, 2014). If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in lower motivation.

A study by Suleiman (2006) identified the significance of facilities in the teaching learning spheres. We can say that absence of or poor (and or deteriorating) quality of educational facilities can affect academic performance. However, Gamoran (2012), holding a contrary view, noted that facilities, teachers' salaries, books in the library and the presence of the science laboratory, had little impact on variation in student achievement once student background variables had been taken into account. This statement connotes that before such a student could perform well in a higher educational level, he must have been groomed or cushioned by the availability of resources in his elementary days which he now uses as a spring board.

Research studies carried out all over the world have shown that teaching time has a positive impact on pupils' performance and that there is negative correlation between teachers or pupils' absence and school results (UNESCO, 2005). In the case of Madagascar, the study carried out during the editing of the EFA plan in May, 2005 showed that actual teaching time in some areas was almost half the official one.

Early coverage of the school syllabus allows time for working on the students' self efficacy and mathematical self concept which are very important in developing self confidence and improving performance of individual students (Ferla Valcke & Cai, 2009).

Kimani (2002) asserts, in his study, that there are three means of monitoring progress in curriculum implementation namely; continuous assessment, mid-term examination and checking learners' notebooks. His study found out that through delegation of duties, head teachers assign heads of department to scrutinize schemes of work and record of work covered by the teachers. However, this can be achieved by looking at professional documents like schemes of work, lesson notes, lesson plans, and records of work, and then the teaching and learning of the subject in question is effective (Mtume, 2005). This is not necessarily the

case since all these could be put in place but the use of this document in the teaching and learning process matters a lot.

2.3.3 Regular assessment of pupils and students' achievements

According to Omoifo (2006), what is termed "assessment in many schools today is summative, final, administrative, rigorous and content-driven rather than formative, diagnostic, private, suggestive and goal oriented, as such can be regarded as grading." Summative assessment entails the focus on final examinations by teachers, parents and students. Surprisingly, formative assessment is geared towards the consolidation of students" performance in the final examinations rather than inculcating students with problem solving, critical thinking, and life skills. Kalleghan and Greany (2013) noted a deficiency in the practice of continuous assessment in Africa where Uganda is part. This, therefore, may account for the variance in performance among schools and students in particular in U.P.E schools of Kole district.

To illustrate the role of the assessment environment on student motivation and achievement, Brookhart (2007) has developed a theoretical model based on a synthesis of classroom assessment literature and social cognitive theories of learning and motivation. In this model, the classroom assessment environment is conceived as a classroom context experienced by students as the teacher establishes assessment purposes, assigns assessment tasks, sets performance criteria and standards, gives feedback, and monitors outcomes. Based on this model, students' perceptions of the classroom assessment environment have been thought to influence students' motivational beliefs and achievement-related outcomes. This postulation has been examined for elementary, middle, and high school students as well as for college-level students (Brookhart & Bronowicz, 2013; Church, Elliot, & Gable, 2001; Rodriguez, 2004; Wang, 2014). However, most research on the assessment environment has used individual student scores as the unit of analysis rather than the average score of students at the classroom level (Church et al., 2001; Wang, 2004). Proponents of this approach argued that students within the same classroom differ in how they interpret and perceive the various practices in the classroom as a result of differential treatment and their different prior experiences brought to the classroom (Ames, 2002). Nevertheless, Church et al. asserted that "composite measures of perceived classroom [assessment environment] have been shown to be internally consistent, and composite indicators yield a more comprehensive assessment of the perceived classroom environment than do individual indicators". Likewise, Brookhart

(2004, p. 444) maintained that “classes have an assessment ‘character’ or environment” that originates from the teacher’s assessment practices, and that “students construct their own meaning [of the classroom assessment environment] based in part on their group experiences”. These assertions have the following implication for the present study.

There seem to be two conceptually related types of students’ perceptions about the classroom assessment environment: individual and aggregate. The individual perception of the classroom assessment environment refers to the self perception of an individual student about the various aspects of the classroom assessment activities as the teacher establishes assessment purposes, assigns assessment tasks, sets performance criteria and standards, provides feedback, and monitors outcomes (Brookhart, 2007). The aggregate that is class perception of the assessment environment refers to the overall shared perception of students in a classroom about the various aspects of the classroom assessment activities done by the teacher; and it can be reflected for each class by the average levels of individual students’ perceptions within the classroom. (that is., class average perceived assessment environment). The vital distinction between individual and aggregate perceptions of the assessment environment entails the object of interest: self or group perceptions of the assessment environment, respectively.

Continuous assessment results can also inform decision making in terms of determining as to whether students should be promoted from one class to another. “Continuous assessment or school based assessment should test the total growth of the pupils in the non scholastic areas and therefore should be built into the teaching learning process” (Graume & Naidoo, 20014:103). This implies that helping students acquire the needed knowledge and skills would require changes in the public examination system and assessment techniques at the school and classroom levels.

One may argue that the aggregate perception of the assessment environment is a cogent attribute for describing the social influence of the classroom. From the perspective of social theory, norms are developed to give class members some power to regulate their actions over others when those actions have effects for the class (Coleman, 2007, 2000, as cited in Goddard & Goddard, 2001, p. 810). When the individual student’s perceptions do not agree with the shared perceptions of the class, the student’s perceptions can be weakened by the class members (Coleman, 2007, 2000, as cited in Goddard & Goddard, 2001, p. 810).

Yet, except for Meece, Herman, and McCombs' (2003) study, no recent study to my knowledge has considered how perceptions of the assessment environment interact across levels, student, and class in influencing students' achievement goals. Contrary to Meece et al.'s study that combined participants from various subject areas and grade levels, the present study will control for the effects of academic subject and grade level by focusing on seventh-grade classrooms.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter gives an over view of the methods of the research process applied by the researcher. It describes the research design and methodology adopted in the study. It further highlights the target population, sampling design, research instruments, validity and reliability of the instruments, data collection procedures and data analysis methods.

3.1 Research Design

In this study, a cross-sectional case study research design as described by Amin (2006) and Mugenda (2003) was adopted in undertaking this study. Both qualitative and quantitative data were collected as per the data collection plan. Qualitative data was to provide an in-depth analysis and explanations of information on the subject of study while quantitative data was to give statistical information of the subject of study in form of figures and tables and also it quantified the measurable aspects of the topic.

3.2 Study Population

This study was carried out in Aboke Sub County, Kole District. Aboke Sub County has 13 primary schools. The study populations of this study included both institutional and respondent populations. The institutional population which is about the number of schools was comprised of all the thirteen (13) U.P.E schools in the five parishes in the study area (Aboke Sub-county) as listed in Table 1. According to the Sub-county records, Akwiridi, Ogwangacuma and Apuru parishes each has three UPE schools, Opeta and Apac parishes each has two UPE schools.

Table 1: UPE Schools in Aboke Sub-county

SN	Parish	Name of School
1.	**Akwirididi**	1. Wigua Primary School
		2. Imato Primary School
		3. Wipip Primary School
2.	**Ogwangacuma**	4. Aculbanya Primary School
		5. Alyat Primary School
		6. Aweingwec Primary School
3.	**Opeta**	7. Opeta Primary School
		8. Onoro primary School
4.	**Apac**	9. Apedi Primary School
		10. Agwet Primary School
5.	**Apuru**	11. Abongodero Girls' Primary School
		12. Abongodero Boys' Primary School
		13. Ogwangadar Primary School

Source: Aboke Sub-county Records, 2016

On the other hand, the respondent study population included educationists such as the District Education Officer (DEO), the District Inspector of School (DIS) who gave technical information about UPE funding in terms of size and timing of funds. Others included the UPE primary school head teachers, teachers, School Management Committee (SMC) members, Parents Teachers Association (PTA) members, pupils, and the Local Council (LC) III of Aboke Sub-county. They were required to answer questions on the utilization of funds, academic performance in terms of syllabus coverage, and availability of teaching and learning materials and assessment of pupils, among others.

3.3 Sample Size

When determining a sample from a given population there is normally different approaches of generating a sample size in research. These may be probabilistic or non-probabilistic. According to Bartlett et al (2001), stratified proportionate sampling technique, which was

applied in this study, involves selecting sample units or respondents from each stratum in a given study area. In this study, the sample was arranged in five strata, each representing a parish. The size of the sample in each stratum was taken proportionally to the size of the stratum. The total number of schools sampled was determined using a statistical technique employed by the Yamane 1973 formula for sample size determination. In this formula the sample size (n) is determined as follows:

$n = [(N) / (1+N(e^2)]$ in which n= the required sample size, N= is the population, and (e) is a statistical error estimate; usually given as (0.05).

n=13/1+13 (0.05)2

n=13/1+13(0.1)

n=13/1+1.3

n=13/2.3

=5.652.

As such, the institutional sample size was 5.65 schools which approximates to six (6) schools. While one school was randomly selected from each of the parishes, an extra was picked randomly from the three parishes with three schools each. The respondent sample was drawn from the respondent study population. The total sample size was 165 and the breakdown as per the respondent categories is as shown in Table 2.

Table 2: Determination of the Sample Size

S/No	Stratum/category	Per Institution or school	Total Number of Respondents
1	District Education Officer (DEO)	1	1
2	District Inspector of Schools (DIS)	1	1
3	Local Council (LC) III	1	1
4	Head teachers	1	6
5	Teachers	14	84
6	School Management Committee (SMCs)	3	18
7	Parents Teachers Association (PTA)	3	18
8	Pupils	6	36
	Grand Total		**165**

3.4 Sampling Procedures

The study participants were selected both purposively and randomly based on one's level of experience, position occupied, educational status and other relevant considerations. Purposive sampling is a common approach in this type of research according to Kothari (1999) and Sekaran (2003).The DEO, the DSI, the LC III, the SMC chairpersons, the PTA chairpersons, head teacher, school Head-boys and Head-girls were considered as primary stakeholders and were purposively selected. Other teachers, members of the SMC and PTA were randomly selected. The data collection plan (Table 3) gives the details of the specific respondents that were sampled, their institutions, their numbers, and the methods used to collect data from them.

Table 3: Data Collection Plan

SN	Stratum/category	Per Institution or school		Number of Respondents	REMRKS	Data Collection Method
1	District Education Officer (DEO)	Kole District		1		Interview
2	District Inspector of Schools (DIS)	Kole District		1		Interview
3	Local Council (LC) III	Aboke Subcounty		1		Interview
4	Head teachers	**Parish**	**School**	**Respondents**		
	1	Akwirididi	Imato Primary School	1	Headteacher or deputy	Interview
	2	Ogwangacuma	Aculbanya Pri School	1	Headteacher or deputy	Interview
			Alyat Primary School	1	Headteacher or deputy	Interview
	3	Opeta	Onoro primary School	1	Headteacher or deputy	Interview
	4	Apac	Apedi Primary School	1	Headteacher or deputy	Interview
	5	Apuru	Ogwangadar Pri School	1	Headteacher or deputy	Interview
5	Teachers	**Parish**	**School**	**Respondents**		
	1	Akwirididi	Imato Primary School	14	2 Teachers per class (P1 -P7)	Questionnaire
	2	Ogwangacuma	Aculbanya Pri School	14	2 Teachers per class (P1 -P7)	Questionnaire
			Alyat Primary School	14	2 Teachers per class (P1 -P7)	Questionnaire
	3	Opeta	Onoro primary School	14	2 Teachers per class (P1 -P7)	Questionnaire
	4	Apac	Apedi Primary School	14	2 Teachers per class (P1 -P7)	Questionnaire
	5	Apuru	Ogwangadar Pri School	14	2 Teachers per class (P1 -P7)	Questionnaire
6	School Management Committee (SMCs) 1	**Parish**	**School**	**Respondents**		**Method**
		Akwirididi	Imato Primary School	3	Chairperson +Treasurer+ 1 other member	Interview
	2	Ogwangacuma	Aculbanya Pri School	3	Chairperson +Treasurer+ 1 other member	Interview
			Alyat Primary School	3	Chairperson +Treasurer+ 1 other member	Interview
	3	Opeta	Onoro primary School	3	Chairperson +Treasurer+ 1 other member	Interview
	4	Apac	Apedi Primary School	3	Chairperson +Treasurer+ 1 other member	Interview
	5	Apuru	Ogwangadar Pri School	3	Chairperson +Treasurer+ 1 other member	Interview
7	Parents Teachers Association (PTA) 1	**Parish**	**School**	**Respondents**		**Method**
		Akwirididi	Imato Primary School	3	Chairperson +Treasurer+ 1 other member	Interview
	2	Ogwangacuma	Aculbanya Pri School	3	Chairperson +Treasurer+ 1 other member	Interview
			Alyat Primary School	3	Chairperson +Treasurer+ 1 other member	Interview
	3	Opeta	Onoro primary School	3	Chairperson +Treasurer+ 1 other member	Interview
	4	Apac	Apedi Primary School	3	Chairperson +Treasurer+ 1 other member	Interview
	5	Apuru	Ogwangadar Pri School	3	Chairperson +Treasurer+ 1 other member	Interview
8	Pupils	**Parish**	**School**	**Respondents**		**Method**
	1	Akwirididi	Imato Primary School	6	3boys+ 3girls (of P6 & P7)	Questionnaire
	2	Ogwangacuma	Aculbanya Pri School	6	3boys+ 3girls (of P6 & P7)	Questionnaire
			Alyat Primary School	6	3boys+ 3girls (of P6 & P7)	Questionnaire
	3	Opeta	Onoro primary School	6	3boys+ 3girls (of P6 & P7)	Questionnaire
	4	Apac	Apedi Primary School	6	3boys+ 3girls (of P6 & P7)	Questionnaire
	5	Apuru	Ogwangadar PriSchool	6	3boys+ 3girls (of P6 & P7)	Questionnaire
	Grand Total			**165**		

3.5 Data sources

Data were collected from primary and secondary sources. Primary data were obtained from respondents using self-administered questionnaires distributed to the head teachers, teachers and the school management committees in 6 sampled UPE schools in Aboke Sub County in Kole District. Secondary data were generated from already existing school records of government publications, reports, and research papers to determine the size, timing and utilization of funds and academic performance.

3.6 Methods and Tools of Data Collection

The researcher employed a variety of approaches so as triangulate the information obtained in order to increase its validity. Questionnaire, interview and documentary review methods were used in collecting the primary and secondary data. Correspondingly, a questionnaire, and interview guide and secondary data collection checklist tools were developed for each of the methods. The details of the tools are given below. Specifically, primary data were collected through questionnaires and key informant interviews.

3.6.1 Questionnaire

The study used self-administered questionnaires as the main data collection tool. The major part of the questionnaires was designed using the Five-point Likert scale while the other parts constituted of closed and open-ended questions. The selection of this tool was guided by the nature of data to be collected, the time available as well as by the objectives of the study (Amin, 2006; Kothari, 1999). Normally, questionnaire guides are preferred because of number of high number of respondents involved in the study, the cost implications and the nature of the topic which had both quantitative and qualitative data (Kothari, 2004). Questionnaires can also be self-administered because they are easy to be filled by the

participants on their own. They keep the respondents on the subject, they are respectively objective and are fairly easy to make frequent counts and it is the easiest means of reaching respondents and obtaining desired information in the limited time available.

3.6.2 Interview guide

The interview guide was also used as it allowed pursuance of in-depth information around the topic; it was also used as a follow-up data collection tool to certain respondents such as the District Education Officer (DEO), District Inspector of School (DIS), head teachers and school management committees to confirm the size, timing and utilization of UPE funds and pupils' academic performance in classes and past results.

3.6.3 Secondary data collection checklist

Data on teacher-pupil ratios of the UPE schools were collected using this tool. It involved indicating the number of pupils, both male and female, and the number of teachers in each of the schools that participated in the study starting from Primary 1 to Primary 7. The ratio for each of the seven classes in each school was then calculated.

3.7.1 Reliability

Triangulation was used for purposes of reducing bias that may be inherent in a particular data source or method of construction (Amin, 2005). It is for this reason that there was the interchangeable use of qualitative and quantitative designs as a triangulation approach. Bias was minimized through this duo-approach and conclusions drawn that would be the springboard for further studies. To improve on the validity of the tools, pretesting was done after the tools were reviewed and approved by the research supervisors. All questions that were found not to be clear or were considered to be ambiguous were revised and improved

before actual data collection. The reliability of the questionnaire tool used was tested by carrying out the Cronbach's alpha test of reliability. An overall Cronbach's alpha value of 0.986 was obtained and this was way above the minimum of 0.7 needed to consider the data collected credible enough for further analysis.

3.7.2 Validity

A number of quality control procedures were instituted to control both sampling and non-sampling errors, and to control data quality and integrity. These procedures include the selection and training of research assistants on data collection techniques. The selection criteria focused on prior research experience, ability to articulate issues, motivation of the candidate, confidence, creativity and interest, and fluency in the regional local languages commonly used in the country. Orientation of the research team to the objectives of the study and the purpose of the evaluation were done. Pre-testing of all instruments was conducted in Kole District using schools that were not part of the study sample. Computation of the Content Validity Index (CVI) and reliability of the tools were done and the tools improved accordingly.

To ensure that data collection was effectively carried out, a brief re-orientation of the research assistant to the objectives of the study was conducted at the initial phase of data collection. They were provided with clear guidelines and instructions on how to collect and record data. The researcher cross-checked the completeness and accuracy of the collected data by each research assistant at the end of each field visit. There was thus close supervision of both the fieldwork and data entry.

3.8.1 Data Analysis

The data collected during the study were organized, sorted, and cleaned before being analyzed. For the quantitative constructs coding was used and the Statistical Package for Social Sciences (SPSS) version 16 used for conducting the analysis. Both descriptive and inferential statistical analyses were conducted and the findings presented using tables, figures and percentages. Qualitative data were analyzed using content analysis approach where the data were scrutinized for emerging themes out of the responses from the respondents. The findings were presented in a narrative manner where samples of direct quotations from the respondents were also reported.

3.9.1 Study Limitations and Delimitations

A number of limitations were experienced while conducting this study. Among them was that some of the respondents involved in financial accountability processes in their respective departments were reluctant to provide the rightful information as required by the study. The researcher eliminated this limitation by explaining to them that the study was not for any other intentions but strictly for academic purposes only. Further to that, their identities were to be kept anonymous throughout the study.

The researcher also faced methodological limitations like lack of secondary data however this was solved by explaining to the respondents the study was for an academic purpose.
The researcher had the problem of accessing the internet and library facilities, among others

For some respondents, there was collision between their schedules and that of data collection which meant that there was not adequate time for them to focus on the questions posed in the research tools and this threatened the attainment of the required data. This was, however,

mitigated by making formal appointments with the respondents early enough before commencing the field work or alternatively by rescheduling the appointments.

Non-response and delay in returning the filled research questionnaire was yet another challenge experienced with some respondents. This was mitigated by the researcher personally following up such respondents and kindly sharing with them about the deadline and importance of them filling in the questionnaires.

The researcher encountered a few cases where some respondents expected monetary compensation for their participation in the study. To avert this, the researcher explained to them the ethical implications of doing so and how this would impact on the study. It was further explained to them that the researcher is a a student. This way, all of them freely participated in the study thereafter.

3.9.2 Ethical Considerations

The researcher obtained an introductory letter from the Institute of Research and Graduate Studies of Gulu University upon submitting an approved research proposal. On arrival to the Sub County, the researcher sought for permission from the District Education Office, office of Local Council Three (LC 3) and the head teachers of the primary schools from which data were to be collected. The purpose of the study was explained to all respondents and their consent to participate in the study sought. As for the pupils, most of who were below the age of 18 years and therefore could not consent on their own, consent was sought from their parents or the school. It was also explained to them that the study was academic purposes only and their identities would be handled anonymously. Confidentiality and anonymity were upheld throughout the conduction of the study and writing of the research report.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, the response rate and the reliability test results are presented first. These are followed by the results on the background information of the respondents and those of the five study objectives which included (1) examining the relationship between size of fund disbursement and academic performance of UPE schools in Aboke sub county; (2) determining the relationship between the timing of fund disbursement and academic performance; (3) examining the relationship between fund utilization and academic performance; (4) determining the relationship between accountability and academic performance; and (5) examining the influence of accountability on the relationship between funding and academic performance of UPE schools in Aboke sub county, Kole District.

4.1 Response Rate and Reliability Test

Before conducting any analysis, it was considered important to establish the response rate and carry out a reliability test. These were to give assurance to the credibility of the analyses that follow. The details for each test are given below:

4.1.1 Response rate

The response rate, which was about how many questionnaires of the total distributed were received back and how many of the planned interviews took place, was worked out and the findings were as shown in Table 4.

Table 4: Study Response Rate

SN	Stratum/category	Target Questionnaire	Received Questionnaire	Target Interviews	Interviews Conducted	Total Targeted Respondents	Total Responses Received
1.	District Education Officer (DEO)	-	-	1	1	1	1
2.	District Inspector of Schools (DIS)	-	-	1	1	1	1
3.	Local Council (LC) III	-	-	1	1	1	1
4.	Head teachers	-	-	6	6	6	6
5.	Deputy Head teachers	6	6	-	-	6	6
6.	Teachers	78	77	-	-	78	77
7.	School Management Committee (SMCs)	-	-	18	8	18	8
8.	Parents Teachers Association (PTA)	-	-	18	7	18	7
9.	Pupils	36	35	-	-	36	35
	Grand Total	**120**	**118**	**42**	**24**	**165**	**142**

Source: Developed from Primary Data

Of the total 120 questionnaires distributed to the respondents, 118 were received back while of the planned 42 interviews, 24 of them materialized. This translated into a response rate of 98.3% for the questionnaires and 57.1% for the interviews. The overall response rate was 86.1%.

4.1.2 Reliability Test

Before conducting a Cronbach's alpha test of reliability, it was necessary to carry out the Kaiser-Meyer-Olkin measure and Bartlett's test. The results and interpretation are as follows:

Table 5: Kaiser-Olkin measure and Bartlet's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.894
Bartlett's Test of Sphericity	Approx. Chi-Square	4.946E4
	Df	3486
	Sig.	.000

Source: Primary Data

As shown in the Kaiser-Meyer-Olkin Measure (KMO) and Bartlett's Test results, a KMO value of 0.894 was obtained and this indicates that the data collected for this study were

appropriate for further investigations considering that the value is above 0.6 which is considered to be the lower limit while 1.0 is the upper limit. According to the findings, the significance value was 0.000 which is smaller than allowable significance value of 0.05 indicating that the variables were suitable for conducting factor analysis.

The Cronbach's alpha test results were as shown in Table 6. The table shows the results as per each subsection including the number of items for each section. The overall value for the entire questionnaire is presented in the last row of the table.

Table 6: Cronbach's Alpha Reliability Test Results

SN	Tool Subsection on…	Cronbach's Alpha Value	Number of Items	Cumulative Frequency
1.	Background Information of Respondents	.557	8	8
2.	Size of funding/disbursement	.842	8	16
3.	Timing of Funds disbursement	.853	7	23
4.	Utilization of funds	.947	10	33
5.	Instructional materials	.975	15	48
6.	Syllabus coverage	.935	8	66
7.	Regular assessment of Pupils	.985	8	74
8.	School management committee (SMC)	.966	7	81
9.	Parents Teachers Association (PTA)	.985	10	81
	Overall Cronbach's Alpha Value	**.986**	**81**	

Source: Primary Data

From Table 6, the overall Cronbach's alpha value was 0.986. The lowest value as per the various subsections of the questionnaire was 0.557 for the background information of the respondents while the highest was 0.985 for both the subsections on regular assessment of pupils and that on PTA. In summary, the tool passed the reliability test which, under this test, should score a minimum of 0.7.

4.2 Background Information of Respondents

The first analysis to be conducted was that on the background information of the respondents and the results were as shown in Table 7.

Table 7: Background Information Results of the Respondents

Parameter		Frequency	Percent
gender of respondent	Male	83	70.3
	Female	35	29.7
	Total	**118**	**100**
Age group	10-15yrs	28	23.7
	16-20yrs	8	6.8
	21-25yrs	6	5.1
	26-30yrs	12	10.2
	31-35yrs	8	6.8
	36-40yrs	7	5.9
	41-45yrs	22	18.6
	46-50yrs	9	7.6
	over 50yrs	18	15.3
	Total	**118**	**100**
Highest academic level	Pupil	35	29.7
	O-Level	4	3.4
	A-Level	2	1.7
	Certificate	51	43.2
	Diploma	26	22.0
	Total	**118**	**100**
Title of respondent	Deputy H/T	6	5.1
	Teacher	77	65.3
	Pupil	35	29.7
	Total	**118**	**100**
Duration of service in current school	1-5yrs	50	42.4
	6-10yrs	27	22.9
	11-15yrs	11	9.3
	16-20yrs	17	14.4
	Over 20yrs	6	5.1
	Not indicated	7	5.9
	Total	**118**	**100**
Performance of your school	Poor	19	16.1
	Fair	60	50.8
	Good	36	30.5
	Very good	1	0.8
	Not indicated	2	1.7
	Total	**118**	**100**

Source: Primary Data

The results covered the gender, age group, academic qualifications, titles, and duration in service in the current schools of the respondents. The performance of the different schools

was also reported on. According to the results, a majority of the respondents were male (70.3% n= 118) while the female constituted 29.7% of the total.

4.3 Funding of UPE School

In this study, the funding of the UPE primary schools in the study area was operationalized through the size of disbursement, the time of disbursement, and fund utilization. Respondents were required to give their opinion on several statements that were presented to them for each construct. They were to do so in a 5-pont Likert scale where SD = strongly disagree; D = disagree; NS = not sure; A = agree; and SA = strongly agree. To establish the proportion of respondents who responded in the affirmative and that which was opposed to the statements, the values of SD and D and those of A and SA were summed up respectively. The findings were as presented below.

4.3.1 Size of disbursement

As far as the size of disbursement and as seen in Table 8, on average, 39.8% of the respondents supported the statements while 29.8% were opposed. A substantive 30.5% (about one third) of the respondents were, however, not sure.

Table 8: Size of funding/disbursement

SN	Statement	SD (1)	D (2)	(1+2)	NS (3)	A (4)	SA (5)	(4+5)
1	Higher funding has significant impact on students' performance	2.5	12.7	**15.2**	32.2	39.8	12.7	**52.5**
2	Fund disbursement depends on school enrolment	0.0	3.4	**3.4**	27.1	41.5	28	**69.5**
3	U.P.E funds are adequate for undertaking all school activities	14.4	31.4	**45.8**	37.5	14.4	3.4	**17.8**
4	Teaching materials are adequate	8.5	36.4	**44.9**	21.1	26.3	7.6	**33.9**
	Due to adequate funding, there are adequate infrastructures in my school	18.6	25.4	**44.0**	30.5	18.6	6.8	**25.4**
5	Consistency in fund disbursement leads to good performance in my school	4.2	32.2	**36.4**	27.1	28.0	8.5	**36.5**
6	Increased funding has great impact on pupils' achievement	3.4	14.4	**17.8**	25.4	41.5	15.3	**56.8**
7	My school gets adequate funding from the government	3.4	27.1	**30.5**	43.2	22.0	4.2	**26.2**
	Average	**6.9**	**22.9**	**29.8**	**30.5**	**29.0**	**10.8**	**39.8**

Source: Primary Data

Specifically, only three out of the seven statements recorded a more than 50% acceptance percentage. While 69.5% of the respondents supported the statement "Fund disbursement depends on school enrolment"; 56.8% supported the statement "Increased funding has great impact on pupils' achievement"; while 52.5% responded in affirmative to the statement "Increased funding has great impact on pupils' achievement". As relates to the statement that "My school gets adequate funding from the government", a majority of the respondents (43.2%) were undecided against 26.2% who were supportive as 30.5% opposed with the statement.

The qualitative results from the interviews as shown in Table 9 show that as far as the amount of the UPE funds releases are concerned in relation to their adequacy, the two key issues that arose were that there is no transparency and that the funds are always inadequate. Examples of the specific quotations by the some of the interviewed respondents were as shown in Table 9.

Table 9: Amount of UPE funding to UPE schools

SN	Theme	Sample Quotations
1.	Transparency on released funds	"There is no openness of the amount of UPE fund released to school on the side of the PTA. The head teacher and SMC do not disclose UPE funding to the PTA"
2.	Funds always inadequate	"It is always little and not enough to meet the school requirements and activities due to low enrolment as a result of poor performance, each child sets 4000/="
		"It is still inadequate to run the school. The school has a lot of activities examples co-curricular activities like athletics, ball games including indoor activities. The money is smaller compared to the number of elements"

Source: Primary Data

4.3.2 Time of disbursement

The findings concerning the timing of the disbursement to the schools were as shown in Table 10.

Table 10: Timing of Funds disbursement

SN	Statement	SD (1)	D (2)	(1+2)	NS (3)	A (4)	SA (5)	(4+5)
1	My school receives UPE funding from government in time	6.8	33.9	**40.7**	36.4	22.9	0.0	**22.9**
2	My school receives UOE funding in the first term of each year	8.5	16.1	**24.6**	42.3	26.3	6.8	**33.1**
3	My school receives capitation grant every term	8.5	8.5	**17.0**	44.9	24.6	13.6	**38.2**
4	Due to timely disbursement of funds, my school academic performance is high	7.6	33.9	**41.5**	34.9	23.7	0.8	**24.5**
5	My school never experiences delays in planning process since funds disbursement never delays	12.7	27.1	**39.8**	39.8	17.8	2.5	**20.3**
6	Not strikes take place in my school since disbursement of funds never delays	9.3	18.6	**27.9**	34.7	33.1	4.2	**37.3**
7	My school never operates on credit since disbursement of funds is always done timely	12.7	33.1	**45.8**	37.3	15.3	1.7	**17.0**
	Average	**9.4**	**24.5**	**33.9**	**38.6**	**23.4**	**4.2**	**27.6**

Source: Primary Data

On average, the majority of the respondents (38.6%) reported that they were not sure about matters related to the timing of disbursements to the UPE schools, followed by 33.9% who

were opposed to the statements concerning the timing while those who were in support accounted for 27.6%

Looking at individual statements, it can be observed that none of them was supported or opposed by 50% of the respondents. Similarly, in none of the statements did 50% of the respondents indicate that they were not sure about the statements. The fact that the combined proportions of those respondents that were opposed and those that were not sure about the statements were more than 60% in all cases implies that very few of the respondents were happy with the timing of the disbursements of funds to the schools.

Arising from the interviews, one of the respondents indicated that the timing is not favorable. Specifically he said,

> Timing is not good. For example, the term is opening on 06/02/2017 and nothing has yet been released and this affects their efficiency and effectiveness in terms of preparation. In most cases it reaches the school in the second week and the school borrows materials to begin the term. This may force the school to borrow materials from another in order to begin the term. This also delays syllabus coverage.

4.3.3 Fund utilization

The results on funds utilization were as shown in Table 11. On average, 40.8% of the respondents agreed to the statements posed to them about it. This was followed by 29.8% of those who were not sure about the statements while 29.4% of them were opposed to them.

Table 11: Utilization of funds

SN	Statement	SD (1)	D (2)	(1+2)	NS (3)	A (4)	SA (5)	(4+5)
1	All pupils in my school have access to learning materials	11.0	33.9	**44.9**	11.0	36.4	7.6	**44.0**
2	Learning space in classroom is adequate for all pupils	2.5	33.9	**36.4**	9.3	44.1	10.2	**54.3**
3	My school has a work plan that guides the utilisation of funds	1.7	5.1	**6.8**	34.7	47.5	11.0	**58.5**
4	Capitation grants are spent according to the guidelines	1.7	8.5	**10.2**	41.5	40.7	7.6	**48.3**
5	Capitation grants are utilized as per the school budget	3.4	11.0	**14.4**	43.2	38.1	4.2	**42.3**
6	District leaders ensure that school spending is in accordance with the school budget	3.4	5.9	**9.3**	43.2	35.6	11.9	**47.5**
7	School spending has a positive impact on pupils' academic performance	2.5	11.0	**13.5**	34.8	43.2	8.5	**51.7**
8	School infrastructures are adequate due to better use of UPE funds	11.0	42.4	**53.4**	27.1	16.1	3.4	**19.5**
9	There are adequate scholastic materials in my school	2.5	48.3	**50.8**	16.1	28.8	4.2	**33.0**
10	Staff salaries in my school are paid as per the UPE funds	31.4	22.9	**54.3**	37.2	5.9	2.5	**8.4**
	Average	**7.1**	**22.3**	**29.4**	**29.8**	**33.6**	**7.1**	**40.8**

Source: Primary Data

The interview findings concerning the utilization of the UPE funds were as shown in Table 12 which shows the themes that emerged and sampled direct quotations by some of the interviewees.

Table 12: Utilization of UPE funds by UPE schools

SN	Themes	Sample Quotations
1.	Budget made according to amount released.	"… before the money is spent, a meeting is held by the school finance committees (SFC) who makes the budget according to what is released to the school account and is sent to the school account for approval. After which it is taken to the DEO's office for approval and to get permission to withdraw the fund. The DEO together with the SMC and the head teacher are the signatories to the withdrawal of this fund when the process is done, the money is then withdrawn and utilized according to the budget of each department".
2.	Utilization done transparently	"… there is transparency in the utilization of the UPE fund and it is based in the school budget".
3.	inadequate teaching and learning materials	"pupils fail to pass the Primary Leaving Examination (PLE) with good passes due to inadequate teaching and learning materials"

Source: Primary Data

4.4 Academic Performance of Primary Schools in Kole District

Qualitative data concerning academic performance of the UPE schools were collected and some of the themes that emerged and their corresponding direct quotations were as shown in Table 13.

Table 13:Performance of UPE schools in Aboke Sub-county

SN	Themes	Sample Quotations
1.	Parents' negligence	"…some parents are negligent about the academics of their children".
2	Negative attitude	"…thre is negative attitude towards the implementation of resolution put forward to promote good academic performance. A good example is the school feeding programs and as a result most pupils normally escape from school before lessons are over due to hunger".
3.	Low motivation of teachers	"… most teachers are de-motivated because they commute to the school and most of them do not have houses within the school premises and this affect their delivery in that those who commute from far, reach the school late and leave the school early. During rainy season, some do not appear in school and all these affect learning processes leading to poor PLE results"
4.	Low contribution by parents	"Most parents have misconception of what UPE is to them, it is interpreted as free education which does not require their further contributions. Parents are not willing to contribute towards PTA and development funds. This has affected the progress of school in terms of academics".
5.	Irregular assessments	"The school normally conducts irregular assessments since parents are not willing to meet the cost of producing external examinations or tests (Sub county Pre Mocks)".
6.	Absenteeism of head teachers.	"Most head teachers are so much engaged in outside activities and forget about their duties and responsibilities".
7.	Non-participatory decision making.	"Head teachers dominate decision making. The teachers do not have a say in decision making as a result, there is poor relationship between teachers and management."
8.	Poor interpersonal relationship	"There is also poor relationship between the teachers and parents due to inadequate accommodation brought in by low contribution on the side of the parents".
9.	Wrong teaching methods	"The teaching methods used are not right as most pupils are not able to read and write".
10.	Inadequate school feedings	"Most children escape from school in the afternoon due to hunger. The school feeding programme is inadequate".

Source: Primary Data

Among the key issues that were raised as relates to performance were parents' negligence, negative attitude, low motivation of teachers, and irregular assessments. Others were,

absenteeism of head teachers, non-participatory decision making poor interpersonal relationship, wrong teaching methods, and inadequate school feedings

To evaluate the academic performance of the UPE primary schools in the study area, availability of instructional materials, syllabus coverage and the regularity of assessment of pupils were measure. The findings were as presented in the following three subsections.

4.4.1 Availability of instructional and learning materials

The findings on the availability of instructional materials in the UPE schools were as shown in Table 14.

Table 14: Availability Instructional and learning materials

SN	Statement	SD (1)	D (2)	(1+2)	NS (3)	A (4)	SA (5)	(4+5)
1	My school has adequate teaching and learning materials	6.8	29.7	**36.5**	2.5	54.2	6.8	**61.0**
2	Learning materials have sufficient impact on learners achievement	3.4	5.9	**9.3**	5.9	49.2	35.6	**84.8**
3	Learning materials facilitate learning of abstract concepts and ideas	0.8	3.4	**4.2**	10.1	43.2	42.3	**85.5**
4	Instructional materials keep learners busy and active	0.0	1.7	**1.7**	4.2	39	55.1	**94.1**
5	Instructional materials increase learners' participation in lesson	0.8	0.8	**1.6**	3.3	33.9	61	**94.9**
6	Instructional materials saves teachers' energy of talking too much	0.8	1.7	**2.5**	3.4	40.7	53.4	**94.1**
7	Instructional materials illustrate concepts more clearer than teachers' words only	0.8	1.7	**2.5**	5.0	38.1	54.2	**92.3**
8	Instructional materials overcomes the limitations of classroom by making the inaccessible accessible	1.7	3.4	**5.1**	8.5	47.5	39	**86.5**
9	Instructional materials broaden students' knowledge	2.5	1.7	**4.2**	5.9	45.8	44.1	**89.9**
10	Instructional materials increases pupils' level of understanding as well as discouraging row learning	0.0	0.0	**0.0**	3.4	48.3	48.3	**96.6**
11	Instructional materials stimulate and motivate learners	0.0	0.0	**0.0**	2.5	44.1	53.4	**97.5**
12	Instructional materials makes teachers effective when is adequate and relevant	0.0	0.8	**0.8**	5.9	49.2	44.1	**93.3**
13	Good instructional materials are better than exploratory methods	4.2	6.8	**11**	8.5	54.2	26.3	**80.5**
14	Proper utilization of instructional materials controls dropout rate	20.3	13.6	**33.9**	15.2	36.4	14.4	**50.8**
15	Availability of materials facilitates smooth operation of my school	1.7	5.9	**7.6**	8.5	49.2	34.7	**83.9**
	Average	**2.9**	**5.1**	**8.1**	**6.2**	**44.9**	**40.8**	**85.7**

Source: Primary Data

On average, 85.7% of the respondents responded in the affirmative to the statements on instructional materials. This was followed by those who were opposed at 8.1% and those who were not sure at 6.2%. Specifically, 7 statements out of the 15 posed, were scored at above 90% followed by 6 at between 80 – 90%. The lowest affirmative scored statement was "Good instructional materials are better than exploratory methods" at 50.4%

4.4.2 Primary Level Syllabus coverage

Syllabus coverage was considered to be an important factor of academic performance. Respondents were asked to gauge this by giving their opinion on eight statements and the findings were as shown in Table 15.

Table 15: Primary level Syllabus coverage

SN	Statement	SD (1)	D (2)	(1+2)	NS (3)	A (4)	SA (5)	(4+5)
1	Syllabus coverage determines pupils' performance in PLE examinations	0.0	0.0	**0.0**	5.1	50.0	44.9	**94.9**
2	Proper syllabus depends on time management by head-teacher, teachers & pupils	0.0	3.4	**3.4**	5.9	53.4	37.3	**90.7**
3	Teachers in my school ensure early syllabus coverage	1.7	12.7	**14.4**	11.0	63.6	11.0	**74.6**
4	Teachers in my school are motivated to ensure syllabus coverage	11.9	44.1	**56.0**	11.8	27.1	5.1	**32.2**
5	Home work given and corrected affect syllabus completion	6.8	19.5	**26.3**	9.3	48.3	16.1	**64.4**
6	Early syllabus coverage allows time for working on pupils' self efficacy thus leading to high academic performance	0.8	0.8	**1.6**	5.9	50.8	41.5	**92.3**
7	Scheme of work and record of work covered by teachers stimulate pupils' achievement	0.0	3.4	**3.4**	9.3	59.3	28	**87.3**
8	PLE syllabus is covered well in time in my school	2.5	8.5	**11.0**	22.1	53.4	13.6	**67.0**
	Average	**3.0**	**11.6**	**14.6**	**10.1**	**50.7**	**24.7**	**75.4**

Source: Primary Data

According to the findings, the majority of the respondents (75.4%) responded in the affirmative to the statements. About 14.6% were opposed to them while 10.1% were not sure. The statement "Teachers in my school are motivated to ensure syllabus coverage" was the most rejected statement as 56.0% with 32.2% agreeing to it. On the other hand, the statement

"Syllabus coverage determines pupils' performance in PLE examinations" received most support (94.9%).

4.4.3 Regularity of assessment of pupils

The results concerning the assessment of pupils, as shown in Table 16, indicate that 79.7% of the respondents agreed to the eight (8) statements posed to them. Just about 10.7% were not sure and so were 9.6% opposed to them.

Table 16: Regular assessment of Pupils

SN	Statement	SD (1)	D (2)	(1+2)	NS (3)	A (4)	SA (5)	(4+5)
1	Pupils' perception influences learning outcomes during assessment	0.0	3.4	**3.4**	7.6	63.6	25.4	**89.0**
2	Classroom assessment motivate and influences learning	0.0	0.0	**0.0**	6.8	64.4	28.8	**93.2**
3	Pupils have different ways of interpreting and perceiving various practices in classroom during assessment	0.0	1.7	**1.7**	7.6	57.6	33.1	**90.7**
4	Classroom assessment in my school is consistent	1.7	18.6	**20.3**	15.3	50.8	13.6	**64.4**
5	Classroom assessment in my school is based on topic coverage	0.8	10.2	**11.0**	12.8	65.3	11.0	**76.3**
6	Feedback on assessment is always given by class teachers	1.7	11.9	**13.6**	13.6	57.6	15.3	**72.9**
7	Outcome of assessment is always monitored	5.9	16.1	**22**	12.7	52.5	12.7	**65.2**
8	Performance criteria and standards of assessment is set by teachers	2.5	2.5	**5.0**	9.3	51.7	33.9	**85.6**
	Average	**1.6**	**8.1**	**9.6**	**10.7**	**57.9**	**21.7**	**79.7**

Source: Primary Data

Specifically, all the 8 statements scored more than 60% support of the respondents. The highest scored were the statement "Classroom assessment motivate and influences learning" at 93.2% followed by "Pupils have different ways of interpreting and perceiving various practices in classroom during assessment" at 90.7%. All the others had support between 64% and 89%

4.5 Accountability in Primary Schools in Kole District

Arising from the interviews conducted, qualitative data collected on the accountability of UPE funds were analyzed and presented as shown in Table 17.

Table 17: Accountability of UPE funds in UPE schools

SN	Themes	Sample Quotations
1.	physical accountability and documentation	"There is physical accountability and documentation of the items bought"
2.	no physical accountability	" … there is no physical accountability backed by non-display of the figure"
3.	Utilization not transparent.	"The utilization is not transparent. The accountability process is poor and not satisfactory. Funds are not spent based on the school budget; in most cases what is accounted for is not physically perfect during follow up"
4.	process always transparent	"The process is always transparent. The committee sits and makes a budget before the money is spent and later on sent to the SMC for approval"

Source: Primary Data

There were mixed findings on the accountability issues because as seen in the table, some respondents there was accountability both physically and documental while others stated that physical accountability was lacking. The accountability in this study was measured using school management committee (SMC) and the Parents Teachers Associations (PTA) as presented below.

4.5.1 School Management Committee

On average, a majority of the respondents (48.7%) were not sure about the seven statements on accountability against 38.1% who supported them. The least (13.2%) of the respondents were opposed to them.

Table 18: School Management Committee (SMC)

SN	Statement	SD (1)	D (2)	(1+2)	NS (3)	A (4)	SA (5)	(4+5)
1	My SMC is trained on record keeping and accounting skills	4.2	7.6	**11.8**	45.8	36.4	5.9	**42.3**
2	SMC always audits the funds before transfer is made to school account	2.5	6.8	**9.3**	45.8	39.8	5.1	**44.9**
3	School accountability plans have been successful	3.4	11.9	**15.3**	52.6	26.3	5.9	**32.2**
4	The accountability input of the SMC has improved the funds utilisation by the school	5.1	6.8	**11.9**	49.2	34.7	4.2	**38.9**
5	My school upholds the SMC accounting guideline in exercising its powers	2.5	7.6	**10.1**	50.0	35.6	4.2	**39.8**
6	Sanctions on funds utilisation are been avoided by ensuring SMC plays its key role in accountability	2.5	8.5	**11.0**	55.9	30.5	2.5	**33.0**
7	There is adequate information flow concerning accountability among different stakeholders of the school	6.8	16.1	**22.9**	41.5	29.7	5.9	**35.6**
	Average	**3.9**	**9.3**	**13.2**	**48.7**	**33.3**	**4.8**	**38.1**

Source: Primary Data

Three of the statements were scored ‘not sure’ by 50.0% and above of the respondents while the statement most support was “SMC always audits the funds before transfer is made to school account” at 44.9% followed by the statement that “My SMC is trained on record keeping and accounting skills” at 42.3%. All the rest had support of less than 40.0%.

4.5.2 Parents Teachers Association

The PTA was another organ that was perceived as ensuring accountability of the UPE funds at the school level. Respondents were asked to gauge this by giving their opinion to nine (9) statements about PTA. The findings were as shown in Table 19.

Table 19: Parents Teachers Association (PTA)

SN	Statement	SD (1)	D (2)	(1+2)	NS (3)	A (4)	SA (5)	(4+5)
	There is an effective PTA in my school	11.9	25.4	**37.3**	11.9	38.1	12.7	**50.8**
1.	The PTA ensures that parents pay fees and buys school uniforms in time	4.2	38.1	**42.3**	13.6	43.2	0.8	**44.0**
2.	The PTA is involved in ensuring good behavior by the pupils	6.8	22.0	**28.8**	13.6	51.7	5.9	**57.6**
3.	The PTA always organizes school open days	15.3	44.9	**60.2**	15.2	22.0	2.5	**24.5**
4.	Parents give material, moral and social support to the school	7.6	22.9	**30.5**	17.8	45.8	5.9	**51.7**
5.	The PTA ensures acts as advisory body to the school management team	2.5	11.0	**13.5**	27.1	49.2	10.2	**59.4**
6.	The PTA ensures that pupils are always provided with scholastic materials	4.2	22.0	**26.2**	15.3	53.4	5.1	**58.5**
7.	The PTA is always involved in purchase of school resources	9.3	12.7	**22.0**	37.3	32.2	8.5	**40.7**
8.	The PTA help in putting up physical facilities	4.2	5.9	**10.1**	11.8	61.0	16.9	**77.9**
9.	The PTA ensures always participate in school affairs	3.4	15.3	**18.7**	11.9	50.8	18.6	**69.4**
	Average	**6.9**	**22.0**	**29.0**	**17.6**	**44.7**	**8.7**	**53.5**

Source: Primary Data

On average, majority of the respondents (53.5%) supported the statements while 29.0% rejected them. However, on a specific note, some statements were rejected. For instance 60.2% rejected the statement that “The PTA always organizes school open days”.

4.6 Relationship between size of funds and academic performance of UPE schools

The first objective of this study was to establish the role played by the size of fund disbursement to the primary schools in the study area on the academic performance of those schools. To do so, the Pearson’s Correlation Test was carried out. Correlation is a technique for investigating the relationship between two quantitative, continuous variables in which the Pearson's correlation coefficient (r) is a measure of the strength of the association between the two variables. The Pearson's r can range from -1 to 1 where -1 indicates a perfect negative linear relationship between variables, an r of 0 indicates no linear relationship between variables, and an r of 1 indicates a perfect positive relationship between variables.

To investigate the relationship among the constructs a Zero-order correlation table was generated. The Pearson correlation coefficient (r) was employed to establish the level of relationship between the study variables.

Table 20: Correlation analysis

Correlations[c]

		1	2	3	4	5	6	7
size	Pearson Correlation	1						
	Sig. (2-tailed)							
timing	Pearson Correlation	.237**	1					
	Sig. (2-tailed)	.010						
utiliz	Pearson Correlation	.379**	.425**	1				
	Sig. (2-tailed)	.000	.000					
smc	Pearson Correlation	.386**	.164	.179	1			
	Sig. (2-tailed)	.000	.075	.052				
pta	Pearson Correlation	-.016	.108	.151	-.016	1		
	Sig. (2-tailed)	.862	.242	.102	.862			
accountb	Pearson Correlation	-.329**	-.149	-.258**	-.038	.262**	1	
	Sig. (2-tailed)	.000	.108	.005	.686	.004		
perform	Pearson Correlation	-.243**	-.079	-.060	-.109	-.010	.229*	1
	Sig. (2-tailed)	.008	.398	.517	.240	.913	.013	

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

*. Correlation is significant at the 0.05 level (2-tailed).

c. Listwise N=118

Source: Primary data

The Pearson Correlation findings as shown in Table 20 show that there is a negative and weak statistically significant relationship between the size of financial disbursement and the academic performance of the primary schools ($r = -0.243$, $p < 0.05$). This implies that the size of the fund disbursement is associated with weak academic performance. The study findings agrees to the study conducted by Danga (2007) who established a positive relationship between the size of funding and academic performance where he further argued that poor funding for education affects the younger generations of people, the same people that will be running our country in the future. Poor funding leads to schools having to cut

down on supplies that are needed to give children proper education. For example, books are in short supply, computers, or research sources are in short supply, budgets get too low to have any educational field trips, teachers are not being paid well, therefore leading to less interest in that occupation. Schools need funding to be able to run and to be able to give children the proper education that they deserve.

Table shows that the relationship between timing of the disbursement and performance is weak and negative insignificant ($r = -0.079$, $p > 0.05$), suggesting that the timing of fund disbursement is weakly associated with lower academic performance. The findings concur with the the study findings of Uwazi (2010) which says the flow of funds are shortened between source of funding and their beneficiaries. Capitation grants are intended to be spent to meet the day to day running costs of the school. It has very limited impact on academic performance due to the fact that, without having the required teaching and learning facilities, students cannot access good education. Lack of sufficient and reliable capitation grants lead too many students failing to perform well academically as they lack important facilities for studying.

From the interview results, the themes that emerged from the analysis of the responses were that the timing is not consistent, there is lack of transparency, and that the disbursements are always late. One of the respondents further stated that academic performance depends on the amount of funds disbursed.

As shown in Table 20, there is a very weak negative insignificant relationship between fund utilization and performance ($r = - 0.060$, $p > 0.05$). Thus, fund utilization is very weakly associated with lower academic performance. There is a weak positive significant relationship between accountability and academic performance ($r = 0.229$, $p < 0.05$). This implies that accountability is associated with higher academic performance. Aggregate studies, such as Carnoy and Loeb (2012) and Hanushek and Raymond (2004), states that

adopted high-stakes school accountability plans earlier than others have experienced greater growth in average test scores as compared with late-adopting states. The upshot of these studies is that school accountability has had a moderately large effect on average student outcomes.

4.7 Moderation effect of accountability

According to literature, a moderating variable can either change the direction or the magnitude of the relationship between two variables (independent and dependent variables). A moderation effect could be (a) enhancing, where increasing the moderator would increase the effect of the predictor (IV) on the outcome (DV); (b) buffering, where increasing the moderator would decrease the effect of the predictor on the outcome; or (c) antagonistic, where increasing the moderator would reverse the effect of the predictor on the outcome. In this study, the effect was tested using the moderation test and illustrated below.

The test specifically looked at establishing the influence of accountability on the relationship between funding and academic performance. To do this, hierarchical multiple regression analysis was carried out using SPSS to assess the effects of a moderating variable (accountability). The findings were as shown in Table 27 where two models were generated to first of all assess whether the models are significant and if the amount of variance accounted for Model 2 (with the interaction) is significantly more than Model 1 (without the interaction).

i. Model 1 (without the interaction term) was significant, $F(1, 116) = 40.011$, $p < .001$
ii. Model 2 (with the interaction term) was significant, $F(2, 115) = 88.29$, $p < .001$

To establish whether Model 2, that is, with the interaction term is significant the model summary (Table 28) was generated

As such, it can be concluded that accountability greatly enhances the relationship between funding and academic performance in Kole District.

4.8 Regression analysis of academic performance on funding and accountability.

To examine the effects of the different (predictor/independent) variables, a multiple regression analysis was carried out. The findings were presented Table 21.

Table 21: Model Summary of Regression Analysis

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.167[a]	.028	.019	11.14707	.028	3.318	1	116	.071	
2	.248[b]	.062	.045	10.99837	.034	4.158	1	115	.044	2.061

a. Predictors: (Constant), funding

b. Predictors: (Constant), funding, accountability

c. Dependent Variable: perform

Source: Primary Data

According to the results in Table 21, the model summary indicates that the proportion of variation in the academic performance of UPE schools that is explained by the independent variable was 4.5 percent. What this means is that 4.5 percent of the variation in academic performance of UPE schools can be explained by the funding disbursements.

Table 22: ANOVA Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	412.339	1	412.339	3.318	.071[b]
	Residual	14413.841	116	124.257		
	Total	14826.180	117			
2	Regression	915.299	2	457.650	3.783	.026[c]
	Residual	13910.881	115	120.964		
	Total	14826.180	117			

a. Dependent Variable: perform

b. Predictors: (Constant), funding

c. Predictors: (Constant), funding, accountability

Source: Primary Data

The Analysis of variance (ANOVA) table shows that the proportion of variance explained in the model summary table is statistically significant since the p-value is 0.026 which is below the 0.05 level. It can be concluded, therefore, that the overall model is statistically significant, or that the independent variable has a significant combined effect on the dependent variable (academic performance of UPE schools).

Table 23: Coefficients of Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	21.898	12.542		1.746	.083					
	size	-5.711	2.222	-.253	-2.570	.011	-.243	-.234	-.233	.849	1.178
	timing	-.967	2.357	-.041	-.410	.682	-.079	-.038	-.037	.813	1.230
	utiliz	1.099	2.178	.053	.505	.615	-.060	.047	.046	.737	1.356
2	(Constant)	8.548	9.233		.926	.357					
	funding	.393	.099	.251	3.947	.000	.527	.345	.227	.818	1.223
	accountb	.551	.054	.647	10.171	.000	.754	.688	.585	.818	1.223

a. Dependent Variable: perform

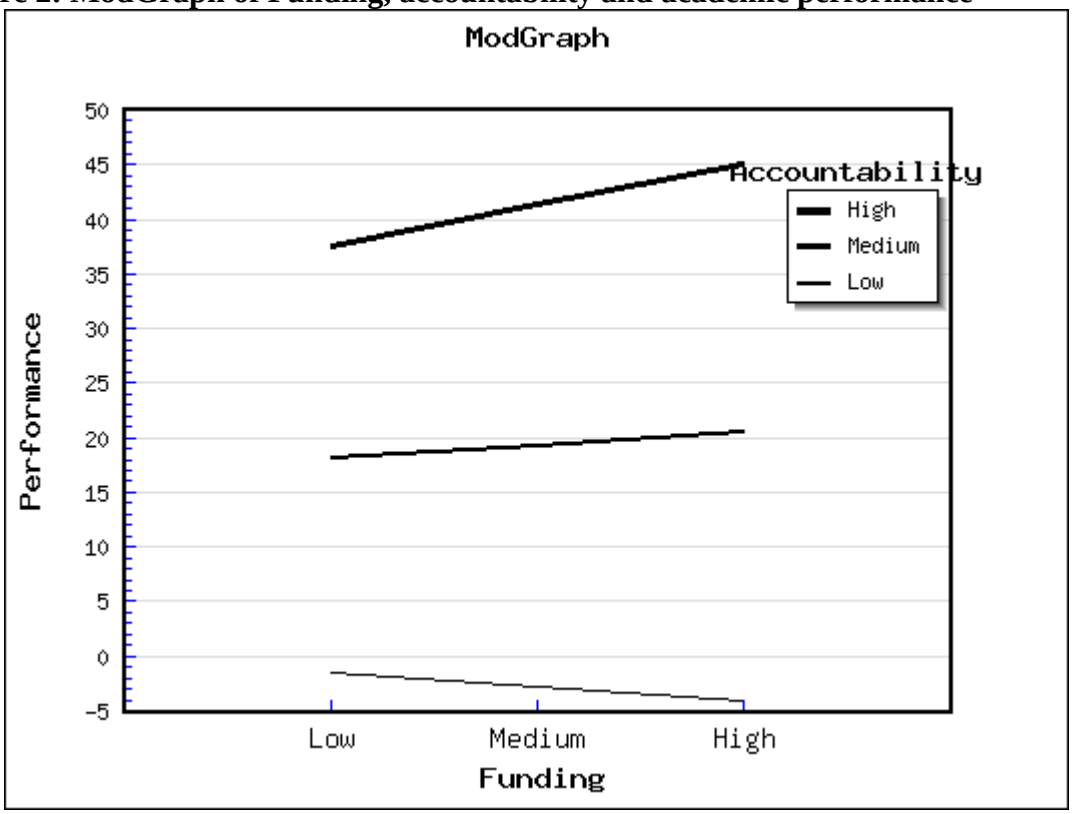
Source: Primary Data

As seen in the Table 22, the relationship between size of disbursement and academic performance is significant negative (B = -5.7, $p < 0.05$). This finding suggests that one unit increase in the size of funding disbursement decreases academic performance by 5.7 times. The results in Table 22 also indicate that the relationship between timing of the disbursement and academic performance is negative insignificant (B = - 0.967, $p > 0.05$) suggesting that timing of the disbursement decreases academic performance. The findings indicate that utilization of funding is positive but insignificantly related with academic performance (B = 1.099, $p > 0.05$). This finding suggests that funding utilization increases academic performance. Results in Table 22 illustrate that the relationship between funding and academic performance is positive significant (B = 0.393, $p < 0.05$). This suggests that funding increases academic performance. The results in Table 22 indicate that there is a positive significant relationship between accountability and academic performance (B = 0.551, p = 0.05) suggesting that one unit increase in accountability will accelerate academic performance by 0.55 units. The prediction equation is based on the Unstandardized coefficients, as follows:

Academic Performance= 21.898 + 0.393 Funding + 0.551accountabily + 0.151 funds utilization + e

In this equation, the constant (21.687) is the predicted value of the academic performance variable when the independent variables (disbursement size, timing and utilization) have a zero value.

Figure 2: ModGraph of Funding, accountability and academic performance



Source: Primary data

As indicated in Figure 2, higher levels of funding as moderated by accountability are associated with higher academic performance. Thus, accountability moderates the relationship between funding and academic performance.

CHAPTER FIVE

SUMMARY OF DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions of the results in chapter four, followed by the conclusions arrived at, before recommendations are made. It ends with a section on suggested areas of further research.

5.1 Summary of Discussions

5.1.1 Background Information of Respondents

The results on the background information of the respondents indicated that there were more male respondents (70.3%) compared to the female respondents. Considering that both purpose and random sampling techniques were used to generate the study sample, it is likely that the variation was because most of the purposively sampled respondents (head teachers, PTA and SMC chairpersons, and head prefects) happen to be men. It could also suggest that there were more male teachers than the female ones because all teachers, other than head teachers, were randomly selected.

As far as age is concerned, the majority of the respondents were aged 10-15 years old (23.7%). Considering that data were also collected from pupils, this category comprised of them. In terms of the frequency, though, this was equivalent to 28 pupils. The rest of the respondents accounted for 90 who were spread from the age of 16 years to over 50 years. This could be explained by the fact that some on the lower side of the range were still pupils while a number of those over 50 years were members of the PTA and SMC.

The respondents were relatively lowly educated considering that none of them reported having a bachelor's degree and above. While 43.2% had acquired a certificate, 22.0% had a diploma. In total, 65.2% had a post-secondary school qualification and most of these were teachers. The pupils constituted about one third of the total (29.7%)

More than 50% of the respondents (51.6%) had stayed at their current school for six years and above with 19.5% (about one fifth) having been at their current schools for over 15 years. This implies that the movements of the respondents were rather restricted meaning that many of the teachers were last transferred more than a decade ago.

As far as the performance of the schools was concerned, only 0.8% rated theirs as being very good. About 81.3% rated theirs as being either fair or good. This points out at a performance that is not very impressive meaning that the sub-county has not been performing well in the national exams.

5.2 Funding of UPE School

The discussion in this section is about the findings on the size of disbursement, the time of disbursement, and fund utilization.

5.2.1 Size of disbursement

Majority of the respondents (39.8%) supported the statements on size of disbursement while a substantive 30.5% (about one third) indicated that they were not sure. This suggests that, collectively, more respondents (61.1%) either opposed to the statements or were not sure about them. It is possible that some of the respondents in this category were pupils. Indeed only three out of the seven statements recorded a more than 50% acceptance percentage. The

statement “Fund disbursement depends on school enrolment” was the highest rated as 69.5% of the respondents supported it. This is in relation to the findings of Oketch & Somerset (2010) who demonstrated that there is a linear relationship between the primary school enrolment and the FPE funds allocated to the education sector and that the late allocation of Free Primary Education (FPF) funds by the government has a significant effect on the enrolment rates leading to delays in the implementation of the planned activities.

The findings of this study that majority of the respondents (43.2%) were undecided compared to26.2% who agreed with the statement and 30.5% who were opposed to the statement that their schools gets adequate funding from the government, seem to suggest that most of them were not clear as to how much UPE funds their schools get. However, considering that just about a third (30.5%) agreed to this statement means that the figures may be relatively low. These findings were in agreement with those by Grogan (2008) who posits that of the money remitted by government to UPE schools; only about 13% reaches schools as most of the grant is absorbed by local politicians and administrators. That suggests that schools in Uganda which were dependent on revenue from school fees collection have suffered greatly for there is little operational capital. That is even worse in rural areas because as Reinikka and Swensson (2004) intimate, schools in better off communities receive larger fractions of the original grant money because less is embezzled.

The qualitative result shows that as far as the amount of the UPE funds releases are concerned in relation to their adequacy, the two key issues that arose were that there is no transparency and that the funds are always inadequate.

5.2.2 Time of disbursement

This study established that, on average, a majority of the respondents (38.6%) reported that they were not sure about matters related to the timing of disbursements to the UPE schools. This implies that there are no visible indications which would otherwise suggest that funds have been received for all to know. It was also established that the combined proportions of those respondents that were opposed and those who were not sure about the statements about the timing of the disbursement of funds were more than 60% in all cases implying that very few of the respondents were happy with the timing of the disbursements of funds to the schools. These findings agree with those by Uwazi, (2010) who argued that the flow of funds should be shortened between their source and their beneficiaries but this seems not to be the case. Capitation grants are intended to be spent to meet the day to day running costs of the school but delays in their disbursement affects the very same operations. Such delays haves an impact an academic performance due to the fact that without having the required teaching and learning facilities students cannot access good education. Lack of sufficient and reliable capitations grants leads too many students failing to perform well academically as they lack important facilities for studying.

Arising from the interviews, one of the respondents indicated that the timing is not favorable. Specifically he said,

> Timing is not good. For example, the term is opening on 06/02/2017 and nothing has yet been released and this affects their efficiency and effectiveness in terms of preparation. In most cases it reaches the school in the second week and the school borrows materials to begin the term. This may force the school to borrow materials from another in order to begin the term. This also delays syllabus coverage.

5.2.3 Fund utilization

As far as fund utilization was concerned, 40.8% on average, of the respondents agreed to the statements posed to them about effective use. Proper utilization is critical in the academic performance of the schools and this is in line with the Organization for Economic Co-operation and Development [OECD] (2007) whose report on the Programme for International Student Assessment (PISA) shows that resource shortages hinder instruction and lower student performance. Also Okorie, (2011) agreed that the adequacy of physical resources and teaching materials as well as their effective utilization has been a matter of serious concern to educators. The utilization of resources in education brings about fruitful learning outcomes since it stimulates and motivates both the students and the teachers.

5.3 Academic Performance of Primary Schools in Kole District

The academic performance discussion has been presented in terms of availability of instructional materials, syllabus coverage and the regularity of assessment of pupils. From the qualitative data, among the key issues that were raised as relates to performance were parents' negligence, negative attitude, low motivation of teachers, and irregular assessments. Others were, absenteeism of head teachers, non-participatory decision making poor interpersonal relationship, wrong teaching methods, and inadequate school feedings

5.3.1 Availability of instructional materials

The study findings on the availability of instructional materials were that 85.7% of the respondents on average responded in the affirmative to the statements on instructional materials. Specifically, most of the statements were rated at 80% and above. This implies that there were adequate materials in the schools regardless of whether they were acquired using the UPE funds or not. As such, it is expected that good learning must also be taking place

compared to situations where such instructional materials are lacking. These findings relate with the work of Nicholls (2010) who exclusively emphasized that oral teaching cannot be the key to successful pedagogy and that to make the teaching learning process interesting the teacher has to use instructional aides. The findings disagree with a research conducted in Mpigi District by Juuko & Kabonesa (2007) that showed as much as the government, the largest owner of schools in Uganda (81.3% were government owned), would seem to be fulfilling its mandate to provide education for the masses, some of the schools had inadequate space; teachers and teaching materials. They concluded that, the majority of UPE schools in Uganda have inadequate teaching and learning materials, and suggested that the state should address the requirements in the school system for the children to realize their right to education.

In addition to the work of McGuffey (2012), the quest to understand the relationship between physical resources and school performance remains unclear. A meta-analytical study conducted in Mukono District indicated that a school's physical environment impacts student performance. Most of the studies included by McGuffey looked at facilities, pupil's self-concept, ages of school buildings, and other educational resource variables thought to impact pupil achievement. The majority of studies showed that school building ages were significantly related to student achievement. McGuffey's findings seem to support the notion that educational facilities are important in facilitating teaching and learning processes (McGuffey, 2012). Yet in the developing countries, there is a prevalent shortage of educational facilities. For instance, Mutakyahwa (2009) reports the lack of critical teaching facilities in Tanzanian secondary schools. This situation is likely to be true in many other developing countries.

5.3.2 Primary level syllabus coverage

According to the findings of this study, the majority of the respondents (75.4%) responded in the affirmative to the statements about syllabus coverage. Specifically, 94.9% of the respondents supported the statement that, “Syllabus coverage determines pupils’ performance in PLE examinations” while 56.0% rejected the statement that teachers in their schools are motivated to ensure syllabus coverage. These results indicates that s much as the respondents know that syllabus coverage leads to better academic performance, the teachers in their schools are not motivated enough to ensure that this happens. These findings agrees with those by Ferla Valcke & Cai (2009) who in their study established that early coverage of the school syllabus allows time for working on the students’ self efficacy and mathematical self concept which are very important in developing self confidence and improving performance of individual students.

5.3.3 Regularity of assessment of pupils

The results concerning the assessment of pupils indicate that 79.7% of the respondents agreed to the eight (8) statements posed to them on its regularity. This implies that the assessment is conducted often. The highest scored statement was that, “Classroom assessment motivate and influences learning” at 93.2%. This further supports the argument that schools are doing what is expected for an effective learning system. Continuous assessment results can also inform decision making in terms of determining as to whether students should be promoted from one class to another. These findings agree with those of Graume & Naidoo (2004) who asserted that continuous assessment or schools based assessment should test the total growth of the pupils in the non scholastic areas and therefore should be built into the teaching learning process. This implies that helping students acquire the needed knowledge and skills would require changes in the public examination system and assessment techniques at the school

and classroom levels. Despite the central role of continuous assessment in enhancing the teaching-learning process, this study did not explore exactly how teachers continuously assess their students in primary school classes of Kole District. The quality of the assessment, therefore is not know, and as Yet and Greany (2013) puts it, there is evidence that the quality of those practices may be deficient in many ways and this could probably explain why students' performance in primary schools in Kole District has continued to deteriorate.

5.4 Accountability in Primary Schools in Kole District

The accountability in schools is discussed under the school management committee (SMC) and the Parents Teachers Associations (PTA).

There were mixed findings on the accountability issues from interviews conducted because some respondents said there was accountability both physically and documental while others stated that physical accountability was lacking,

5.4.1 School Management Committee

The role of the SMC in academic performance was established as not being clear to the majority of the respondents (48.7%) as only 38.1% agreed to the statements posed about it. The statement, "SMC always audits the funds before transfer is made to school account" was agreed upon by 44.9% of the respondents further indicating that the majority of the respondents either disagreed or were not sure about this statement. The findings were in line with those by Antonowicz (2010) who in his survey conducted in U.P.E schools in Uganda found out that administrative inefficiency in most schools is hard to distinguish from corruption at this level. He further established that a high percentage of head teachers and managers do not know when resources are dispatched, or what to expect in terms of amounts or the kind of resources sent to them. There is a high degree of uncertainty and inconsistency

as to when the money is received. In these cases planning, financial management and oversight are undermined. Such administrative inefficiencies and information black holes increase the risks of corruption.

The findings also agree with many others. For instance, Bennell & Akyeampong (2006) indicate that studies in sub-Sahara Africa and South Asia indicate that the implementation of governance reforms is encountering major difficulties. Teacher opposition to these reforms has been intense in some countries. In Nepal, for example, some teacher unions have resisted plans to hand over the management of schools to communities because of the fear that their rights and privileges will be trampled upon and teachers will be excluded from decision-making. In Bangladesh, there is widespread dissatisfaction with how school management committees are functioning. They tend to be dominated by head teachers and local political leaders and do not have sufficient resources to carry out their designated responsibilities.

5.4.2 Parents Teachers Association

On average, majority of the respondents (53.5%) supported the statements about PTA while 29.0% rejected them. However, some specific statements such as, “The PTA always organizes school open days “were rejected. This was rejected by 60.2% of the respondents. This is in spite of the fact that schools have to involve parents in decision making, for example through parent organizations and advisory committees. This, according to Epstein (2001) gives parents a voice in decision making to the benefit of the schools. In previous literature, involvement of parents is also associated with empowerment (Bray, 2001; Delgado-Gaitan, 2011; Suzuki, 2012; van‘t Rood, 2006). Empowerment has to do with the acquisition of skills that lead to the opportunity for people to play an active and participating role in their own environment (van ‘t Rood, 2006). Through empowerment, parents are

expected to become aware of the conditions of their children in school as well as of their rights as parents to cooperate with the school and their opportunity to create change. This awareness is expected to lead to a lasting dialogue between the school and parents (Delgado-Gaitan, 2011).

5.5 The relationship between size of fund disbursement and academic performance

The Pearson Correlation findings as shown in Table 20 show that there is a negative and weak statistically significant relationship between the size of financial disbursement and the academic performance of the primary schools ($r = -0.243$, $p < 0.05$). This implies that the size of the fund disbursement is associated with weak academic performance. The study findings agrees to the study conducted by Danga (2007) who established a positive relationship between the size of funding and academic performance where he further argued that poor funding for education affects the younger generations of people, the same people that will be running our country in the future. Poor funding leads to schools having to cut down on supplies that are needed to give children proper education. For example, books are in short supply, computers, or research sources are in short supply, budgets get too low to have any educational field trips, teachers are not being paid well, therefore leading to less interest in that occupation. Schools need funding to be able to run and to be able to give children the proper education that they deserve.

5.6 Relationship between the timing of fund disbursement and performance

The Pearson Correlation findings show that the relationship between timing of the disbursement and performance is weak and negative insignificant ($r = -0.079$, $p > 0.05$), suggesting that the timing of fund disbursement is weakly associated with lower academic performance. The findings concur with the the study findings of Uwazi (2010) which says

the flow of funds are shortened between source of funding and their beneficiaries. Capitation grants are intended to be spent to meet the day to day running costs of the school. It has very limited impact on academic performance due to the fact that, without having the required teaching and learning facilities, students cannot access good education. Lack of sufficient and reliable capitation grants lead too many students failing to perform well academically as they lack important facilities for studying.

From the interview results, the themes that emerged from the analysis of the responses were that the timing is not consistent, there is lack of transparency, and that the disbursements are always late. One of the respondents further stated that academic performance depends on the amount of funds disbursed.

5.7 The relationship between fund utilization and academic performance

The Pearson Correlation in Table 20 shows that there is a very weak negative insignificant relationship between fund utilization and performance ($r = -0.060$, $p > 0.05$). Thus, fund utilization is very weakly associated with lower academic performance. This is in agreement with the study Hanushek (2008) argues that increased school expenditures do not provide the requisite incentives within schools to improve learning outcomes. Rather, it is mainly family background in terms of parental income and education that are most importantly determinants of student performance.

5.8 The relationship between accountability and academic performance

The Pearson Correlation findings show that there is a weak positive significant relationship between accountability and academic performance ($r = 0.229$, $p < 0.05$). This implies that accountability is associated with higher academic performance. Aggregate studies, such as Carnoy and Loeb (2012) and Hanushek and Raymond (2004), states that adopted high-stakes school accountability plans earlier than others have experienced greater growth in average

test scores as compared with late-adopting states. The upshot of these studies is that school accountability has had a moderately large effect on average student outcomes.

5.9 The moderation effect of accountability

The Pearson Correlation test established positive, strong, and statistically significant relationship between accountability and academic performance; and between accountability and funding. These findings imply that providing the funds in terms of the size of disbursements, the timing and utilization of the funds will influence academic performance but that accountability is relevant to ensure this is possible. The findings agree with those by Nwadiani and Igbineweka (2005) who observed that there is a strong relationship between funds disbursement and accountability systems. Public expenditure is channeled through government departments which are authorized to budget and spend money in the provisions of public utilities (Esser, 2010). The weak aspect of financial reporting that occurs in funds disbursement alters spending pattern to the optimal pattern given by their needs thus generating inefficiencies (World Bank, 2005). The systems where resources are properly managed, substantial benefits accrue to schools by way of high productivity and reduced wastage (Nwadiani and Igbineweka, 2005).

5.10 Regression Analysis of Academic Performance and Funding

From the model summary it was established that 24.5% of the variation in performance of UPE schools can be explained by the disbursement size, disbursement timing and funds utilization. The Analysis of variance (ANOVA) indicated that the independent variables (funds size, disbursement timing and funds utilization) have a significant combined effect on the dependent variable (academic performance of UPE schools). However, on further analysis (regression analysis), it was established that the disbursement size was the only

significant predictor of the academic performance of the UPE schools at 95% level of confidence (Beta = .317, $p < .05$). This means that the size of funding impacts more on performance than does the timing and utilization of the funds. This probably makes sense considering that the funds to the UPE schools are normally limited and so this becomes the critical factor in academic performance and not when the funds are released or how they are used. These findings agree with the assertion by MoES (2013) that poor funding results in poor and unhealthy school environments leading to poor pupils' and staff performance and exposure to health and safety issues. For instance, some of the dilapidated buildings could collapse on some pupils injuring or killing them. The leaking roofs and open classes may also cause pneumonia (cold) and other adverse health hazards. It may also discourage the pupil's interest in schools, thus leading to early drop out and poor academic performance in U.P.E schools.

5.11 Conclusion

5.11.1 The relationship between size of fund disbursement and academic performance

The Pearson Correlation findings as shown in Table 20 show that there is a negative and weak statistically significant relationship between the size of financial disbursement and the academic performance of the primary schools ($r = -0.243$, $p < 0.05$). This implies that the size of the fund disbursement is associated with weak academic performance.

5.11.2 Relationship between the timing of fund disbursement and performance

The Pearson Correlation findings show that the relationship between timing of the disbursement and performance is weak and negative insignificant ($r = -0.079$, $p > 0.05$), suggesting that the timing of fund disbursement is weakly associated with lower academic performance.

5.11.3 The relationship between fund utilization and academic performance

The Pearson Correlation in Table 20 shows that there is a very weak negative insignificant relationship between fund utilization and performance ($r = - 0.060$, $p > 0.05$). Thus, fund utilization is very weakly associated with lower academic performance.

5.11.4 The relationship between accountability and academic performance

The Pearson Correlation findings show that there is a weak positive significant relationship between accountability and academic performance ($r = 0.229$, $p < 0.05$). This implies that accountability is associated with higher academic performance.

5.11.5 The moderation influence of accountability

As indicated in Figure 2, higher levels of funding as moderated by accountability are associated with higher academic performance. Thus, accountability moderates the relationship between funding and academic performance.

5.11.6 Regression Analysis of Academic Performance and Funding

From the model summary it was established that 24.5% of the variation in performance of UPE schools can be explained by the disbursement size, disbursement timing and funds utilization. The Analysis of variance (ANOVA) indicated that the independent variables (funds size, disbursement timing and funds utilization) have a significant combined effect on the dependent variable (academic performance of UPE schools). However, on further analysis (regression analysis) it was established that the disbursement size was the only significant predictor of the academic performance of the UPE schools at 95% level of confidence (Beta = .317, $p < .05$). This means that the size of funding impacts more on performance than does the timing and utilization of the funds. This probably makes sense considering that the funds to the UPE schools are normally limited and so this becomes the critical factor in academic performance and not when the funds are released or how they are used.

5.12 Recommendations

To mitigate on the inadequacy of teaching/learning materials and equipments, the government needs to enhance their provisions to schools. It should extend loan facilities and bursaries to primary school pupils from poor families.

The head teachers should learn more of how teachers are motivated and to try and do so. This will encourage teachers to work harder. School administration accountability should be availed to school management committees and parents and the community as a whole should be increased in order to increase community involvement.

The Ministry should motivate teachers especially after the release of P.L.E examination results. This includes recommendation for promotion, subsidizing of house rents

The Ministry of Education should review the curriculum to make it relevant and flexible to the diverse needs of different regions and background of the students. The Ministry of Education and Sports should put in place regulations, checks and balances to ensure that different class assessment strategies are used both in government funded and privately owned primary schools. A uniform policy on this practice should be emphasized so that all schools benefit from it

Higher institutions of learning should train teachers on how to use Class Assessment strategies for their implementation in secondary schools. It was found out through the interviews and focused group discussions that teachers complained of the many problems they found as they attempted to implement Continuous Assessments.

Therefore the training should focus on how teachers can carry out continuous assessment in the different teaching and learning stations with ease. Given the complexity of classroom assessment and evidence relating to teachers‟ skills and practice in this area, there is an obvious need for development of an infrastructure to support improvement of its quality. Therefore, regular training seminars/workshops should be constantly organized for teachers to update their knowledge of the process involved in the implementation of continuous assessment to further boost the realization of learning objectives as room still exists for improvement

5.13 Areas of Further Research

Considering that this study could not explore all aspects related to the UPE school programme, the following areas of further research are suggested:

i. Conduct a similar research in other districts to compare and test the generalizability of the findings of this study.
ii. The effect of school administration management style on academic performance. This is because many of the activities that SMCs are involved in are dependent on the management style of the administration in order to bear fruits.
iii. The role of parents and home environment on pupils' academic performance. A lot of effort could be made at school but the attitude of parents and the environment that they provide their pupils with at home could be affecting academic performance significantly.
iv. How teachers carry out class assessment strategies in various school settings. This will also give a detailed picture of the adaptation of a strategy to various situations.
v. The role of the students, administrators and parents in class assessment.

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APPENDICES

Appendix I: Questionnaire

Dear respondent,

I am **Apio Sarah Okite,** a Master of Public Administration (MPA) student at Gulu University. As part of academic requirements of this course, I am conducting a study on the topic: *Funding and Academic Performance: A Case of Universal Primary Education Schools in Aboke Sub County, Kole District*. The study seeks to establish whether a relationship exists between, the funding and academic performance of UPE schools. As a respondent, your opinions are very important to this study. The information that you shall provide will be used only for academic purposes and will be treated with confidentiality and anonymity. Kindly answer the questions below by writing in the space provided or ticking against the appropriate response as per your opinion.

SECTION A: Demographic characteristic of respondents

1) Name (Optional).....
2) Gender: Male ☐ Female ☐
3) What is your age group?
   10-15Years ☐ 16-20 Years ☐ 21-25 Years ☐ 26-30 Years ☐
   31-35 Years ☐ 36-40 Years ☐ 41-45 Years ☐ 46-50 Years ☐
   Over 50 Years ☐
4) Highest level of education:
   No formal education ☐ upil PLE ☐ O-Level ☐ A-Level ☐
   Certificate ☐ Diploma ☐ Bachelor's Degree ☐ Master's Degree ☐
5) What is your title?
   Head teacher ☐ eputy head-teacher T☐r DE☐ LC III ☐istrict ☐
   School Inspector ☐member ☐il ☐
   School management committee member ☐
6) For how long have you been in service or in this school?
   1-5 Years ☐ 6-10 Years ☐-15 Years 1☐Years ☐
   Over 20 Years ☐
7) Name of your primary school
   Wigua ☐ Imato ☐ Aculbanya ☐ Abongodero Boys ☐

Ogwangadar ☐ Wipip ☐ Apedi ☐ Agwet ☐ Abongodero Girls ☐

Aweingwech ☐ Onoro ☐ Alyat ☐ Opeta ☐

8) Grade of your school

Grade 1 ☐ Grade II ☐ Grade III ☐

9) How would you rate the performance of UPE schools in Kole District?

Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent ☐

10) How would you rate the performance of your school?

Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent ☐

11) Do you know the number of pupils who got first to third grade in your school for the last five years? Yes ☐ No ☐ Not sure ☐

12) If yes, please fill the table below

Years	**No of pupils who scored**		
	Grade 1	**Grade 2**	**Grade 3**
2015			
2014			
2013			
2012			
2011			
Total			

SECTION B: Funding of Primary Schools in Kole District

This section is about the funding of primary schools in Kole District in terms of the size of funding or disbursement, the timing of the disbursements, and the utilisation of the funds. Using the scale 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; and 5 = Strongly Agree rate the statements in the table below:

	FUNDING					
	a) Size of funding/disbursement	**1**	**2**	**3**	**4**	**5**
1	Higher funding has significant impact on students' performance					
2	Fund disbursement depends on school enrolment					
3	U.P.E funds are adequate for undertaking all school activities					
4	Teaching materials are adequate					
	Due to adequate funding, there are adequate infrastructures in my school					
5	Consistency in fund disbursement leads to good performance in my school					

6	Increased funding has great impact on pupils' achievement					
7	My school gets adequate funding from the government					
	b). **Timing of Funds disbursement**	**1**	**2**	**3**	**4**	**5**
1	My school receives UPE funding from government in time					
2	My school receives UOE funding in the first term of each year					
3	My school receives capitation grant every term					
4	Due to timely disbursement of funds, my school academic performance is high					
5	My school never experiences delays in planning process since funds disbursement never delays					
6	Not strikes take place in my school since disbursement of funds never delays					
7	My school never operates on credit since disbursement of funds is always done timely					
	c). Utilization of funds	**1**	**2**	**3**	**4**	**5**
1	All pupils in my school have access to learning materials					
2	Learning space in classroom is adequate for all pupils					
3	My school has a work plan that guides the utilization of funds					
4	Capitation grants are spent according to the guidelines					
5	Capitation grants are utilized as per the school budget					
6	District leaders ensure that school spending is in accordance with the school budget					
7	School spending has a positive impact on pupils' academic performance					
8	School infrastructures are adequate due to better use of UPE funds					
9	There are adequate scholastic materials in my school					
10	Staff salaries in my school are paid as per the UPE funds					

Give general comments on the following as per your opinion:

1. In your own opinion, how do you rate the size of funding or disbursement?

.....
.....
.....

2. What do you have to say concerning the timing of the UPE disbursements to your school?

.....
.....
.....

3. How would you describe the utilisation of the UPE funds in your school?

.....
.....
.....

SECTION C: Academic Performance of Primary Schools in Kole District

This section is about the academic performance of primary schools in Kole District. The performance is measured in terms of the availability of instructional and physical materials; syllabus coverage; and regular assessment of pupils. Using the scale 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; and 5 = Strongly Agree rate the statements in the table below:

	a) Instructional materials	**1**	**2**	**3**	**4**	**5**
1	My school has adequate teaching and learning materials					
2	Learning materials have sufficient impact on learners achievement					
3	Learning materials facilitate learning of abstract concepts and ideas					
4	Instructional materials keep learners busy and active					
5	Instructional materials increase learners' participation in lesson					
6	Instructional materials saves teachers' energy of talking too much					
7	Instructional materials illustrate concepts more clearer than teachers' words only					
8	Instructional materials overcomes the limitations of classroom by making the inaccessible accessible					
9	Instructional materials broaden students' knowledge					
10	Instructional materials increases pupils' level of understanding as well as discouraging row learning					
11	Instructional materials stimulate and motivate learners					
12	Instructional materials makes teachers effective when is adequate and relevant					
13	Good instructional materials are better than exploratory methods					
14	Proper utilization of instructional materials controls dropout rate					
15	Availability of materials facilitates smooth operation of my school					
	b) Syllabus coverage	**1**	**2**	**3**	**4**	**5**
1	Syllabus coverage determines pupils' performance in PLE examinations					
2	Proper syllabus depends on time management by the head teacher, teachers and pupils.					
3	Teachers in my school ensure early syllabus coverage					
4	Teachers in my school are motivation to ensure syllabus coverage					
5	Home work given and corrected affect syllabus completion					
6	Early syllabus coverage allows time for working on pupils' self efficacy thus leading to high academic performance					

7	Scheme of work and record of work covered by teachers stimulate pupils' achievement					
8	PLE syllabus is covered well in time in my school					
	c) Regular assessment of Pupils	**1**	**2**	**3**	**4**	**5**
1	Pupils' perception influences learning outcomes during assessment					
2	Classroom assessment motivate and influences learning					
3	Pupils have different ways of interpreting and perceiving various practices in classroom during assessment					
4	Classroom assessment in my school is consistent					
5	Classroom assessment in my school is based on topic coverage					
6	Feedback on assessment is always given by class teachers					
7	Outcome of assessment is always monitored					
8	Performance criteria and standards of assessment is set by teachers					

Give general comments on the following as per your opinion:

1. In your own opinion, how available are instructional materials in your school?

.....
.....
.....

2. What general comment do you have concerning syllabus coverage in your school?

.....
.....
.....

3. What can you say about the academic assessment of pupils in your school?

.....
.....
.....

SECTION D: Accountability in Primary Schools in Kole District

This section is about accountability in primary schools in Kole District. The accountability is measured in terms of the school management committee and the Parents Teachers Association (PTA) activities. Using the scale 1 = Strongly disagree; 2 = Disagree; 3 = Not sure; 4 = Agree; and 5 = Strongly Agree rate the statements in the table below:

	a) School management committee (SMC)	**1**	**2**	**3**	**4**	**5**
1	My SMC is trained on record keeping and accounting skills					
2	SMC always audits the funds before transfer is made to school account					
3	School accountability plans have been successful					
4	The accountability input of the SMC has improved the funds utilization by the school					
5	My school upholds the SMC accounting guideline in exercising its					

	powers					
6	Sanctions on funds utilization are been avoided by ensuring SMC plays its key role in accountability					
7	There is adequate information flow concerning accountability among different stakeholders of the school					
	b) Parents Teachers Association (PTA)	**1**	**2**	**3**	**4**	**5**
	There is an effective PTA in my school					
1	The PTA ensures that parents pay fees and buys school uniforms in time					
2	The PTA is involved in ensuring good behavior by the pupils					
3	The PTA always organizes school open days					
4	Parents give material, moral and social support to the school					
5	The PTA ensures acts as advisory body to the school management team					
6	The PTA ensures that pupils are always provided with scholastic materials					
7	The PTA is always involved in purchase of school resources					
8	The PTA help in putting up physical facilities					
9	The PTA ensures always participate in school affairs					

Thank you for your cooperation

Appendix II: Interview Guide for District Officials

Dear respondent,

I am **Apio Sarah Okite,** a Master of Public Administration (MPA) student at Gulu University. As part of academic requirements of this course, I am conducting a study on the topic: *Funding and Academic Performance: A Case of Universal Primary Education Schools in Aboke Sub County, Kole District*. The study seeks to establish whether a relationship exists between, the funding and academic performance of UPE schools. As a respondent, your opinions are very important to this study. The information that you shall provide will be used only for academic purposes and will be treated with confidentiality and anonymity. Kindly respond to the questions below.

Questions:

1) Kindly introduce yourself and the nature of your work
2) In your opinion how would you describe the performance of your school or of UPE schools in Aboke Sub-county?
3) What can you say concerning the amount of UPE funding by the government to your school or the UPE schools in general in Aboke Sub-county?
4) In your opinion, how does the amount of UPE funding impact on the academic performance of UPE schools in Aboke Sub County?
5) What can you say about timing of UPE fund disbursement and how does this affect the academic performance of UPE schools in Aboke sub-county?
6) How would you describe the utilization of UPE funds by your school or UPE schools in Aboke sub-county?
7) What would you say is the relationship between funds utilization and academic performance of your school of UPE schools in Aboke Sub-county?
8) How are the UPE funds accounted for in your school or UPE schools in Aboke Sub-county?
9) Explain how, if at all, accountability of the UPE funds accountability affects the performance of your school or of UPE schools in Aboke Sub County, Kole district.
10) What are your general comments about UPE funding and academic performance in Aboke Sub-county?

Thank you for your cooperation

Appendix III: Teacher-Pupil Ratio Checklist

To be filled by the Headteachers of the UPE Schools in Aboke Sub-county, Kole District

Class	**Number of Teachers**		**Number of Pupils**		**Teacher: Pupil Ratio**	**General Comments**
	Male	Female	Male	Female		
Primary 1						
Primary 2						
Primary 3						
Primary 4						
Primary 5						
Primary 6						
Primary 7						
Total						

Thank you for your cooperation

Study findings on the effects of education funding on student performance have been inconsistent. Some have indicated that it is how money is spent and not how much is available that determine academic outcomes. In Uganda, poor performance of Universal Primary Education (UPE) schools has partly been blamed on ineffectively utilization of UPE funds disbursed by government. This study aimed at establishing the relationship between funding and academic performance of such schools in Aboke sub-county, Kole District, northern Uganda. A cross-sectional study design was adopted where both qualitative and quantitative research approaches were used. Six schools out of 13 and a total of 165 respondents were sampled purposively or randomly to constitute study samples. Questionnaire, interview and documentary review methods were used to collect primary and secondary data. Tool validity was ensured through pre-testing while reliability was tested using Cronbach's alpha test of reliability. Quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) while content analysis was used for the qualitative data. A total of 85.7% agreed on the availability of instructional materials. The role of the SMC in academic performance was established as not being clear (48.7%) while on average, majority of the respondents (53.5%) supported the statements about PTA. The Pearson Correlation findings indicate positive strong and statistically significant relationships between the size of financial disbursement and academic performance; timing of disbursement and academic performance; accountability and academic performance; and between accountability and funding. The regression analysis indicated that the funds size, disbursement timing and funds utilization have a significant combined effect on academic performance of UPE schools. It was concluded that low level of funding leads to poor performance of schools and that the size of funding greatly affects the academic performance compared to the timing of disbursement. It was recommended that the Government should improve UPE funding so as to improve academic performance of UPE schools.

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