

**SCHOOL FUNDING AND PUPILS' PERFORMACE IN SELECTED UNIVERSAL
PRIMARY EDUCATION SCHOOLS IN TORORO MUNICIPALITY**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE
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DECLARATION

I Bilha Wafula hereby declare that this Research project is entirely my original effort and that it has never been submitted to any institution of higher learning for any award.

Signed.....*Bilha Wafula*.....

Date.....*14/02/2024*.....

BILHA WAFULA

.APPROVAL

I certify that this Research Report titled “School Funding and Pupils” Performance in Universal Primary schools in Tororo Municipality” was conducted by Bilha Wafula under my supervision.

Signed 

Date: 

MR. IMAI JULIUS ONYAPIDI

Supervisor

DEDICATION

This Research is dedicated to my beloved children; GLORIA, MITCHELLE, INNOCENT AND FRANCIS as a foundation and the gesture for their academic endeavors.

ACKNOWLEDGEMENT

My sincere gratitude goes to my mother Agutu Jentalice for moral, physical and spiritual guidance she accorded to me right from childhood to date. To my beloved husband Mr. Adongo Leo for the love, encouragement and financial support you extended to me unconditionally which enabled me to accomplish this project. To my supervisor I do extend my appreciation for your guidance, advice and timely feedback that enabled me to complete this Research Report. My thanks also go to all the respondents in Tororo Municipality. My appreciation goes to my class mates in particular Ayeet Agnes and Namuhoma Jane for their academic support and advice. May Almighty God reward you all abundantly.

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ABSTRACT

The study examined the influence of School Funding on Pupils’ Performance in Universal Primary education schools in Tororo Municipality. The objectives of study were; examine the various types of funding, fund allocation and Disbursement, effect of fund utilization and pupil performance and to assess the effect of funding on pupils’ performance in UPE schools in Tororo Municipality. Across sectional survey design was used to collect data from 136 respondents who included head teachers, teachers, members of the school management committees in UPE schools, Municipal education officer, and inspector of schools in Tororo Municipality. A questionnaire and interview guide was used to gather data from the respondents. The study found that there are various sources and types of funding in UPE schools, the major one being donations, grants and PTA among others. The study also found that the funds allocated and disbursed to schools was termly, inadequate and that there was delay in disbursement of funds. The study also established that fund utilization influenced pupils’ performance in UPE schools. The researcher also found that funding enhances

pupils" performance in UPE schools in Tororo Municipality. The researcher concluded that there are several sources and types of school funding in UPE schools in Tororo Municipality such as government grants, donations and school projects among others. It was also concluded that the allocation and disbursement of funds by the government to UPE schools was not very effective due to delays and inadequate release of funds. The study also concluded that utilization of funds in UPE schools in Tororo Municipality significantly influences the performance of pupils in UPE schools, and that Funding enhances the performance of pupils in UPE schools in Tororo Municipality. The following recommendations were made: The management and administration of UPE schools especially those in Tororo Municipality, should make active resource mobilization especially financial resources from the different stake holders. The study recommended that the government and other stake holders involved in allocation and disbursement of funds should allocate adequate resources and make timely release and disbursement of funds to UPE schools. School administration and management of UPE schools should monitor effective utilization of funds by strictly following the votes and making of proper accountability reports to enhance the performance of Pupils in UPE schools in the study area. The government and foundation bodies of the selected UPE schools should put in place proper funding strategies and ensure that the funds received by the selected UPE schools are put to proper use.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study classified as historical, theoretical, conceptual and contextual perspectives. It also includes the, statement of the problem, purpose, specific objectives, research questions, scope and significance of the study.

1.1 Background of the study

The study back ground was divided into historical back ground which looked into the views of the past authors on the study variables, the theoretical background that anchored the study, the conceptual back ground that defines the study variables and the contextual back ground that analyzed the need for conducting the study.

1.1.1 Historical Perspectives

According to Akol (2018), Education is one of the essential means in which a country's socioeconomic and political development is attained. Globally, education is a basic human right and thus every child of school-going age is required to be at school so as to make it viable to everyone in a society (UNESCO, 2007). Primary Education is a major foundation for social-economic and political development of a Nation (UNESCO, 2005). Therefore, if the quality of education is undermined, the schools may not give adequate knowledge, skills, and attitudes to pupils that a country needs in its citizens in order to guarantee the role of education in development (World Bank 2002) in Rono (2013).

Most of the pupils that go through primary education in developing countries fail to master the basic cognitive skills as shown by the poor performance in primary school examination (UNESCO, 2006). This situation is worse in countries that give and use public examination as the basis of important decision making about the educational and vocational future of Pupils Rono (2013).

The issue of pupils' performance at schools has been of concern ever since modern education was introduced. Many countries have come to realize that pupils are the heart of educational process and that without good performance all innovations in education are doomed to failure (Arombo 2010).

UPE can be traced from the Policy Review Commission which was initiated in 1987 to review all sectors of education in the country (MOES 1998). In 1996, the Government announced free education for all with the main components including the provision of free education for a maximum of four

children per family, and the removal of school fees in Primary Schools from grades 1 to 7. The main goal was to provide minimum necessary facilities and resources to enable all Ugandan children of school going age to enroll and remain in school until the Primary cycle is completed

(MOES 2008) . The adoption of the UPE Policy in 1997 also demonstrated the country's commitment to the achievement of Millennium Development Goals (MDGs) and Education for All (EFA). The introduction of the Universal Primary Education (UPE) Policy in 1997 was part of the reform program of the Ugandan government under NRM leadership, (Ndeezi, 2000). The adoption of the policy was to increase access, equity, and quality of primary education with the view to eradicate illiteracy and subsequently transform society from the stagnation of poverty. This was also in line with the Poverty Eradication Action Plan (PEAP) of 1997 and the Education Sector Strategic Plan of 1998-2003.

Due to the government's strong commitment to implement such policies, the enrollment rate at the primary education has improved significantly, from 3.0 million in 1996 to 5.3 million in 1997. In 2010 over 8.0 million students were enrolled in primary schools, of which 51 percent were females and 49 percent males. Consequently, the ratio of boys to girls in primary schools has improved from 55:45 in 1986 to 52:48 in 2000 and to 49:51 in 2010 (MoES, 2010). As in many education systems of the world, the rapid increase in enrollment at the primary level in Uganda brought about several challenges, one of which is the quality of the education being received at the primary level.

After the introduction of Universal Primary Education, Uganda registered a major increase in the total enrolment of pupils in primary schools from 3.1 million in 1996 to 6.1 million in 1997, 7.5 million in 2007 and over 8 million in 2010 (UNESCO 2011). Countries that have taken the bold step to eliminate school fees and other indirect education costs saw a surge in total enrolment in the year following the abolition 11% in Lesotho (2001), 12% in Mozambique (2005), 14% in Ghana (2006), 18% in Kenya (2004), 23% in Ethiopia (1996), 23% in Tanzania (2002), 26% in Cameroon (2000), 51% in Malawi (1995) and 68% in Uganda (1998) , (ADEA, 2007).

However, despite an increase in the enrolment of pupils in primary schools, the academic performance has greatly declined in schools. Learning achievement as measured by competency in numeracy or literacy has been on the decline throughout the implementation of UPE. According to the test score administered under National Assessment of Progress in Education (NAPE) in 1999, only 46% of male and 36% of female grade-six pupils obtained the desired level of proficiency in numeracy. By 2006, the corresponding rates had declined to 26% and 15% respectively (UNEB, 2007). Annual Primary

Leaving Examinations (PLE) and National Assessment of Progress in Education (NAPE) results reflect poor performance by the pupils in rural UPE schools. The NAPE outcome on literacy in English, significantly revealed more of the Primary three (3) pupils from urban schools (70.9%) were rated proficient compared only to 40.8% of those from rural schools. In Primary six, the proficiency in literacy in English was also significantly different; 75.2% in the schools in urban and only 31.1% in rural schools (UNEB, 2011).

The Uganda Government in 1950 assumed greater role in the system and this meant greater financial commitment. Educational development continued to be implemented on the basis of Castle commission report after independence. Funding then became a role of the government in partnership with missionaries, private individuals, non-governmental organizations and donors (Byaruhanga 2001). Following the repressive Amin and Obote regimes, the government of Uganda retreated from funding and managing primary schools. Parents took over most funding of primary education and on average contributed as much as 73 percent of total school spending by 1991. This affected the production of primary education (Odaet 1995). The system eliminated the disadvantaged children of poor families from accessing and completing primary education. In 1990) it was realized that schooling costs for families were a major constraint. Through UPE and by eliminating direct costs of schooling, families could send their children to schools thus increasing demand for education resources (UN, 2002).

Uganda started the program with a big bang approach of abolishing school fees for all grades in form of capitation grants to the schools and subsequently grants aiding all those schools which could not operate on their own (World Bank 2004). The Government abolished all forms of parents' funding towards their children enrolled in UPE schools, especially in rural areas, thereby declaring itself the main funding source (Bitamazire, 2006). It also announced that it was to solely determine and facilitate the conditions of service of UPE teachers, thereby meeting their entire remuneration.

Over the past two decades, education has dominated public expenditure in Uganda, averaging about 18% of national expenditure. The expenditure in the sector rose from UGX 213billion in fiscal year 1997/98 to about UGX 1,313billion and in fiscal year 2012/13 (Guloba & Wokadala). During the 1990s and over, what has been spent on education in Uganda had grown faster, in the actual sense, as compared to total the public expenditure. Actually, real expenditure on education increased rapidly

prior to the inception of UPE where we observed education expenditure doubling between 1993/94 and 1995/96 financial years (Mutabaruka 2018).

Worldwide different scholars have investigated various factors that influence pupils' performance in UPE schools. Mutabaruka et al (2018) examined Various factors influencing the implementation and performance of UPE programme, Kilonzo (2017) investigated the Head teachers related factors affecting the implementation of free primary education in Yuthui Division Machakos Municipality, Mate et al (2013) Examined factors influencing the implementation of free secondary education in Mumias while Ibrahim et al (2014) observed strategies applied by Board of management to enhance students' academic performance in National examinations in Secondary schools in Mandera .However studies relating to School Funding to pupils performance in UPE schools appeared to be limited thus a need for this study.

1.1.2 Theoretical Perspectives

The study was underpinned on Skinner (1945) "Learning Theory and Victor Vroom (1964) expectancy theory. Skinner (1945) "Learning Theory" asserts that achievement vary among individuals due to several reasons. According to this theory the Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education. Similarly Obanya and Ezewu (1988), argue that the higher the status of a family, the more likely it motivates its children to learn and perform better. Therefore Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately controlled. This implies that, the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement. Therefore, when funding (Forms of funding, allocation and disbursement, fund utilization) are effectively used the higher could be the performance of pupils in universal primary education schools in Tororo Municipality.

Victor Vroom (1964) realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and ability. According to Vroom's expectancy theory behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and minimize pain. The theory suggests that, although individuals may have different sets of goals, they can be motivated if they believe that there is a positive correlation between efforts and

performance, favorable performance will result in a desirable reward, the reward will satisfy an important need and the desire to satisfy the need, is strong enough to make the effort worthwhile. In universal primary education schools when funding (Forms of funding, allocation and disbursement, fund utilization) are effectively used the higher could be the performance of pupils in universal primary education schools in Tororo Municipality. The importance of this theory in underpinning this study was that where once expectation assumes and hypotheses, that employee are supposed to react and show their willingness towards a new policy depending on the fulfillment of their expectation.

1.1.3 Conceptual Perspectives

The independent variable in this study was funding while the dependent variable was pupils performance in UPE Schools. According to Turnbull (2010) performance is the act or process of performing a task or action. Pupil performance is an outcome of education where any learner, tutor or institution has attained their education ambition (Nasser et. Al, 2019). Pupil's performance, is defined as, the ability of pupils to do something (Oxford Advanced Learners Dictionary, 1994). Academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire (Escarce, 2003). Pupil's performance in this study meant (improved grades, end of lesson exercise results, end of year results, PLE results, and pupil's participation in co-curricular activities). Bategeka, et. al, (2004), Universal Primary Education (UPE) is a type of education offered to all school-going age children. Universal primary education (UPE) means the "State Funded Education Programme", where tuition fees are paid by Government and the principle of equitable access to conducive quality relevant and affordable education are emphasized for all children irrespective of gender, race and disabilities (Educational Act 2008). Education can be defined as the process of becoming an educated effectively to achieve self-selected goals and aspirations (Tremblay, Eric, 2010). Pupil performance in UPE schools in this study will mean commitment, change of attitude, retention of pupils, improved enrollment, completing of primary cycle and improved grade passing.

Funding in this study meant: types of funding, fund allocation and disbursement, fund utilization and pupils performance (improved grades, end of lesson exercise results, end of year results, PLE results, pupils participation in co-curricular activities).

1.1.4 Contextual Perspectives

This study was conducted in Tororo Municipality where the performance of pupils in Universal primary education schools appeared to be declining. The poor performance of students was reflected

in poor pupils results in primary leaving exams, failure of the pupils to read and express themselves in English, high dropout rate among others. According to the records of the Municipality education and inspector of schools records (2019) the performance of pupils in Universal primary schools was low. Despite the heavy investment, the levels of pupils performance in literacy and numeracy are still below average rating 45.6% and 42.6% in grade one and two, 33.5% and 30.5% in grade three and four respectively (MOES 2005) and particularly 40.1% and 38.2% in grade one and two, 31.4% and 29.6% in grade three and four respectively for Tororo Municipality. This situation when not properly handled could result into poor quality grades and increased school dropout. Yet the focus of any education system should be on improving learners experience and ensuring highest quality teaching and learning to all (Eton et al 2019). There was therefore need to investigate the relationship between funding (sources of funding, fund allocation and disbursement, Fund utilization and pupils performance (improved grades, end of lesson exercise results, end of year results, PLE results, pupils participation in co-curricular activities) in UPE schools in Tororo Municipality.

1.2 Problem statement

The performance of pupils is a major concern for all stakeholders in education as better performance is associated with social, economic development of a country. The Uganda Government launched a 20-year Poverty Eradication Action Plan (PEAP) and Poverty Action Fund (PAF), where primary education was the focus component of the strategies to eliminate poverty by 2020 (Munene, 1997) in the Ministry of Planning and Economic Development (MPED 1997). However, the performance of pupils in both internal and external examinations conducted by UNEB appeared to be on the decline manifested in poor examination grades, poor performance in co-curricular activities, failure to read and express in English, and increased drop out of students. Similarly, the performance of pupils outside class and inside class activities was on the decline (Tororo Municipality Education officer's records 2022). Despite the heavy investment, the levels of pupils performance in literacy and numeracy are still below average rating 45.6% and 42.6% in grade one and two, 33.5% and 30.5% in grade three and four respectively (MOES 2005) and particularly 40.1% and 38.2% in primary one and two, 31.4% and 29.6% in primary three and four respectively for Tororo Municipality. Therefore, within the above context, the study was conducted to find out the contribution of Government Funding factors influencing the performance of pupils in UPE schools in Tororo Municipality, Uganda. Although the government of Uganda continues to spend a lot of resources on the UPE programme, it is claimed that the public schools were not preparing pupils with the technical competence, intellect, and problem-solving skills that are essential to pursue successful Post-primary

careers. A number of reports point out that the poor quality performance in primary education is a key pointer despite government's continued investment in the sector (Munene, 2009; Kasirye, 2009; Nanyonjo, 2007; Nishimura et al 2008). A case in point is the results of a National Assessment of primary education performance covering a period between 2012 and 2020, which suggests that education performance in terms of pupils' numeric, reading, science, and social studies knowledge and skills declined after the introduction of UPE. There could be several factors affecting the performance of pupils. It is against background the researcher took a study to investigate relationship between funding and performance of pupils in Universal primary education schools in Tororo Municipality.

1.3 Purpose of the Study

The major purpose of the study was to examine School Funding and the Performance of Pupils in UPE Schools in Tororo Municipality.

1.4 Specific Objectives

- i. To Examine the various types of funding in Universal Primary Education Schools in Tororo Municipality
- ii. To establish the effect of fund allocation on performance of pupils in Universal Primary Education (UPE) schools in Tororo Municipality.
- iii. To find out the effect of fund utilization and pupil performance in Universal Primary Education schools in Tororo Municipality.
- iv. To assess the effect of funding and pupils' performance in UPE schools in Tororo Municipality.

1.5 Research Questions

The study was guided by the following research questions.

- i. What are the various types of funding in Universal Primary Education Schools in Tororo Municipality?
- ii. How do the Funds allocated and Disbursed in Universal Primary Education Schools in Tororo Municipality?
- iii. What is the effect of Fund utilization on the performance of Pupils in UPE Schools in Tororo Municipality?
- iv. What is the effect of Funding on the performance of Pupils in Universal Primary Education Schools in Tororo Municipality?

1.6 Research Hypotheses

- i. Fund utilization has a significant effect on pupils' performance in Universal Primary Education Schools in Tororo Municipality.
- ii. Funding has a significant effect on pupils' performance in Universal Primary Education Schools in Tororo Municipality.

1.7 Scope of the Study

Geographically, the study was conducted in Tororo Municipality; 155km from Kampala off Tororo Malaba Highway. Tororo Municipality borders with Tororo County in East and West Budama in the East. This study was preferred due to the existence of many UPE schools with many teachers and school leaders who were the key respondents. The study aimed at investigating the forms of funding, fund allocation, fund utilization, funding and performance of pupils in Universal primary education schools in Tororo Municipality. The time scope of this study was a period between 2020 and 2023.

1.8 Significance of the Study

The study could be a step towards understanding the factors that influence the performance of pupils in UPE schools and the relationship between Government grants and locally resourced funds and performance. Therefore, the study could be crucial for policy makers since it brings out the reasons as to why Tororo UPE Schools still perform poorly despite the financial and other resources that have been allocated to schools in the Municipality. The study also could also explain the relationship between funds allocation and performance of UPE Schools. Academically, like other studies, this study could add to the existing knowledge base being a foundation for further research.

1.9 Conceptual Frame (MODEL)

Independent Variable (I.V)

Sources of Funding
UPE Donations Government Grants Parents contribution(PTA) School projects
Allocation of funds
Pupil enrollment Staff motivation Regular release Proper accountability
Fund Utilization
Teacher motivation School maintenance Instructional materials School management Co-curricular activities Utilities

Dependent Variable (D.V)

Improved grades End of lesson exercise results Weekly tests results Monthly test results UNEB results Debates Music Dance and drama Athletics
--

Extrenious Variables

Government policies Culture School environment NGOs
--

Pupil Performance

Figure 1.1: Conceptual frame work relating School Funding and pupil performance

The conceptual frame work shows the Independent Variable School funding and the Dependent Variable pupil's performance. The frame worker further shows the Independent Variable School funding was conceptualized as sources of funding, allocation, fund utilization while pupil performance was conceptualized as improved grades, end of lesson exercise results, end of year results, PLE results, pupils' participation in co-curricular activities. The frame work proposed a relationship between school funding and performance of pupils. The figure also shows that there were intervening variable that could interfere in the relationship between the study variables but the study used the advice and recommendations of the supervisor to mitigate them.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter includes a detailed literature review on Funding and pupils' performance. The Literature review was aligned according to four major sub titles obtained from the study objectives. The study literature was also reviewed from text books, journal articles, Dissertations and newspapers. This chapter also includes the theoretical review of the theories that anchored the study.

2.1 Theoretical Perspectives

The study was underpinned by Skinner (1945) "Learning Theory and Victor Vroom (1983) expectancy theory. Skinner (1945) "Learning Theory" posits that achievement vary among individuals due to several reasons. According to this theory the Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education. Similarly, Obanya and Ezewu (1988), posits that the higher the status of a family, the more likely it motivates its children to learn and perform better. Therefore, Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately controlled. This implies that, the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement. Therefore, when funding (Forms of funding, allocation and

disbursement, fund utilization) are effectively used the higher could be the performance of pupils in universal primary education schools in Tororo Municipality.

Victor Vroom (1983) realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and ability. According to Vroom's expectancy theory behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and minimize pain. The theory suggests that, although individuals may have different sets of goals, they can be motivated if they believe that there is a positive correlation between efforts and performance, favorable performance will result in a desirable reward, the reward will satisfy an important need and the desire to satisfy the need, is strong enough to make the effort worthwhile. In universal primary education schools when funding (Forms of funding, allocation and disbursement, fund utilization) are effectively used the higher could be the performance of pupils in universal primary education schools in Tororo Municipality. The importance of this theory in underpinning this study is that where once expectation assumes and hypotheses, that employee are supposed to react and show their willingness towards a new policy depending on the fulfillment of their expectation.

2.2 Sources of funding Universal Primary Education Schools

There are various sources of funding Universal primary education. In sub Saharan Africa, outside aid plays a major role, since most countries have a lengthy way to go to congregate the goal and the competence to mobilize domestic funds. According to one estimate, African countries will need 76% of the total donor resources required (Bruns, Mingat, and Rakotomalala 2003) however the author did not examine the sources of funding Universal Primary Education schools in Tororo Municipality the gap this study covered. In Ethiopia, Tanzania, Uganda and many other Sub- Saharan African countries, reaching the goal will require very large increase in external aid, and still with doubling up or tripling of domestic primary spending (Bruns, Mingat, and Rakotomalala 2003). Similarly some reallocation of supporter funding will be very necessary, because at present just 33 percent of donor resources for basic education go to Sub-Saharan Africa. In contrast the researcher agrees with the view that majority of school funding originates at the central government level, though other actors also increasingly contribute to raising funds for school services. Sub-central governments typically complement central school funding from their own revenues and private spending on schools has increased considerably in recent years (OECD 2017) but did not investigate the various sources of funding for Universal Primary Education in Tororo Municipality as this study investigated. This study agrees with the view that International funding provides an important complement to national sources of school funding in

a range of countries. In agreement as the sources of funding are becoming more diverse, an increasing set of actors in the school system are also gaining influence on spending decisions (OECD 2017).

The school autonomy in generating funds can help promote local efforts to complement school revenues, there are concerns about the inequities this creates. In relation Uganda government set up school facilities grant (SFG) programme in 1998 as a component of UPE policy to support the construction of school facilities in the neediest government aided schools (Wokadala et al 2019). Since 2000, there have been many infrastructure developments in Ugandan primary schools, which have contributed to increased enrolment, attendance and overall learning outcomes. However, knowledge of the contribution of school facilities to learning is still lacking in developing countries like Uganda which this study covered. School facilities grant has also been occasionally supplemented in some schools by school facilitation grants (SFG), channeled mainly into maintenance and improvement of infrastructure (Yosa 2018).

The government pays the school fees for the children and also provides grants to be spent on instructional materials, co-curricular activities like sport, and the management and maintenance of utilities like water and electricity (Gumisiriza 2015) but did not investigate the sources of funding in Universal primary education schools in the study area the gap this study covered. 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 (Mulyalya 2003 in Okite 2021). Most of the funds are provided as conditional grants and they include, among others, a Capitation Grant and a School Facility Grant. Under the Capitation Grant component, government includes a budget item for capitation grants in the development budget, which is disbursed to the Municipalities as a conditional grant. The Municipality's 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.

Generally, the capitation grant is payment per student enrolled and is a 50 percent matching government contribution against the mandated tuition fees paid by parents (Reinikka 2001). Similarly, the UPE capitation grant is a conditional grant through which the government of Uganda pays annual tuition fees for all pupils in government aided schools. The purpose of the grant is to increase access

to primary education by removing the burden on parents of paying school fees and enhancing the quality of education (MoES 2001). The capitation grant is calculated basing on a variable cost of about 4000 Uganda shillings per pupil per year for all government primary schools and a threshold cost for each school of 100,000 Uganda shillings per month for nine months a year (MoES 2003)

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 (Hoxby et al 2007) but the author did not investigate the sources of funding Universal primary education schools more so in the study area which created need for this study. In relation 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.

The Government of Uganda spends about 30% of the National Budget on the Education Sector and 65% of these funds are invested in UPE on top of what is contributed by other Funding Agencies like, Save the children from Norway, Action Aid, Irish Aid, Netherlands and USAID/Uganda (MOES 2007). According to Indian Overseas Bank (2008), between 2005 and 2006, the Dutch government alone contributed 20 million Euros to the education budget support and 10 million Euros to education projects.

2.3 Fund Allocation, Disbursement and Performance of Pupils in UPE

The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public (Considine, et al, 2002). Education treatment in Sub Saharan Africa is not only unfair but also the quality is extremely inconsistent from one place to another. In agreement where almost, or a big number of children are enrolled, repeating in class, reaching the finishing point and student attainment became visible to vary a lot between countries (Mutabaruka 2018).

At the inception of UPE the government paid a capitation grant of UGX 5,000 per pupil in P.1-P.3 and UGX 8,100 per year for pupils in P.4-P.7. Over time, the grant has been revised to the current UGX 10,000 per child per year, paid regardless of class level .The Capitation grant is a conditional grant which schools have to spend on specific activities like instructional/scholastic materials (50%), co-curricular activities (30%), school management – 15% (maintenance of school, payment for utilities) and on administration (5%) (MOES, 1998 in Namirembe et al 2017) did not relate fund allocation,

disbursement and pupil's performance in Universal primary Education schools as investigated. However, the speed of grant disbursement should be increased for better efficiency. The capitation grant is payment per student enrolled and is a 50 percent matching government contribution against the mandated tuition fees paid by parents (Reinikka 2001). The purpose of the grant is to increase access to primary education by removing the burden on parents of paying school fees and enhancing the quality of education (MOES 2001). In agreement capitation grant is calculated basing on a variable cost of about 4000 Uganda shillings per pupil per year for all government primary schools and a threshold cost for each school of 100,000 Uganda shillings per month for nine months a year (MOES 2003). However it was not related to pupils performance in UPE schools in Tororo Municipality which the study investigated.

Reinnika & Svensson (2006) observed that many Municipalities divert UPE money to fund other projects unrelated to education service delivery. The delays of disbursement, diversions and capture of the grant constrain school budgets and has created running of schools on credit.

In many countries, sub central governments have emerged as important actors in the allocation and management of school funding, individual schools have obtained greater responsibility over budgetary matters and private school providers have become important end users of public spending. This concur with the view that in more centralized school systems, a range of different central-level agencies may contribute to managing and allocating funds for schooling (OECD 2017).

The trends towards multi-level and multi-actor governance of school funding need to be accompanied by adequate school and regulatory frameworks to optimize the role of each actor in ensuring an effective and equitable allocation of funds (OECD 2017). Since the 1980s, many school systems have granted school-level professionals greater responsibility for budgetary matters (OECD 2017). In agreement school autonomy over budgetary matters can provide schools with needed flexibility to use allocated resources in line with local needs and priorities. But it also needs to be accompanied with adequate transparency, leadership capacity and support, and mechanisms to avoid widening inequities (OCED 2017).

The study concurs with the view that a School Facilitation Grant was also introduced, to be used for infrastructure, namely the construction of classrooms and teachers' houses. However, with the decentralization policy in place, the financing arrangement allowed funds to be transmitted by the central government to local governments (via the Municipality Administration Officer), who in turn

would pass them on to the schools (MoES 2011) but did not relate fund allocation and disbursement on pupils' performance in UPE as investigated.

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 and the 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. 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) however the author did not show the relationship between fund allocation and disbursement on the performance of pupils in Universal primary education schools in Tororo Municipality which this study examined.

There have been delays in funds disbursement which results into negative implications on the budget and inconsistency 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 (Okite 2021). Minorini (2014), posits that countries acknowledged a direct relationship between the funding per student and the quality of education provided. Similarly, disparities in funding created a substantial difference in educational opportunities of students in poorer school systems compared to wealthier school systems. The existing disparities between donor commitments in providing financial aid and doing actual disbursements plays a critical role in meeting the set out objectives. In 2004 /05, only 29% of the funds promised by donors were actually disbursed due to the unmet conditions set (International Monetary Fund, 2012). In agreement the National Education Association (NEA) of Kenya (2005) in Okite (2021) cited a strong relationship between education spending, individual, and community economic health but did not link Fund allocation, disbursement to pupils' performance in Universal primary education schools in Tororo Municipality which the study investigated. According to Kilonzo (2007), 94% of primary school head teachers who implement the FPE programme found the cash to be inadequate and coupled with delayed disbursement hampering the effective implementation of the programme. Similarly, a research conducted by Musalia, (2005)

even the areas funded by the government have inadequate funds and cites Quality Assurance, whose funds were found to be very minimal in meeting set requirements.

The late allocation of Free Primary Education (FPE) funds by the government of Uganda has a significant effect on the enrolment rates leading to delays in the implementation of the planned activities (Okite 2021). 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) but did not relate allocation disbursement and pupil performance in Universal primary education schools in Tororo Municipality as the study examined.

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. In agreement 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). According to Binhe (2010), teachers at government-funded schools in Tororo 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 but did not investigate the relationship between allocation and disbursement of funds and pupils' performance in Universal primary education schools which was explored.

Pupil-teacher ratios remain high; the government reports that there are 53 students per teacher in

5 government secondary schools due to delayed disbursement of resources and under-resourcing of these schools hamper the performance of students which has forced many parents to opt for private schools, even when they have to carry the burden of high school fees. The under-resourcing of schools means even though school fees have been abolished, uniforms, classroom materials, meals and other costs make education unaffordable for many. In a survey conducted in 16 Municipalities in 2014, roughly 80% of households stated that lack of money was why their child dropped out of primary or secondary school, while 58% claimed financial constraints prevented their child from ever enrolling (UNICEF, 2015) but did not investigate the relationship between Fund allocation, disbursement and performance of pupils in UPE schools in Tororo Municipality as this study investigated.

Taking the importance of good academic performance of national examinations globally, many governments in developing countries have been allocating much of their resources to education since independence (UNESCO, 2005). This has resulted to a considerable growth of educational activities world over that has led education sector to be one of the largest in most countries (UNESCO, 2005). Since 2002, heavy investments by the government and other stakeholders have been made in education sector (Rono 2013) but did not investigate the relationship between Fund allocation and disbursement on pupil's performance in UPE schools in Tororo Municipality which this study investigated.

2.4 Fund utilization and performance of pupils in Universal primary education schools

According to Uwazi (2010), flows of funds are shortened between source of funding and their beneficiaries but did not examine the relationship between fund utilization and performance of pupils in Universal primary education schools in Tororo Municipality as the study investigates. 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. Similarly lack of sufficient and reliable capitation grants lead to many students failing to perform well academically as they lack important facilities for studying. The UPE Capitation Grant, which is a Conditional Grant, is channeled to the Local Governments. This Grant is used for financing instructional scholastic materials such as the purchase of supplementary books and Teacher's reference books, co-circular activities like games, music, dance and drama, management of the school and specialized equipment/materials.

We ascertain that no countries seriously committed to education for all will be frustrated in their attainment of the goal by lack of resources" (World Education Forum 2000). However, there has been much fresh work exploring the costs of achieving the MDGs and in particular those inside the education sector (Brossard and Gacougnolle 2000; Delmonico et al. 2001; Devarajan et al. 2002; World Bank 2002). Basing on these studies, the guess was that achieving primary education for all required between US\$9 billion and US\$28 billion of additional resources to education annually (Mutabaruka 2018) but this was not related to utilization of funds and pupil's performance in UPE schools in the study area as investigated.

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. A study done by Musalia (2005) and that done by Kilonzo (2007), persistent delays by the government in

sending the money to schools was hampering the effective implementation of free secondary education. As soon as students report to school for the start of the term, learning begins. This means that the materials for learning and teaching to be acquired by free secondary education funds must be in school already. If the government delays in making the funds available, learning is definitely affected both in the short and long term.

Achieving UPE will cost much more than is currently being spent by developed nation governments as well as the International community. However, how much varies from nation to nation and depends on the assumption on which cost estimates are made. Studies by UNICEF (2001), UNESCO (2003), Oxfam International (2002), the Global Campaign for Education (2003), and the World Bank (Sperling 2003) estimate that putting every child in the world in a good quality primary school would cost \$7-\$17 billion a year but did not link Fund utilization and performance of pupils in Universal primary education schools in Tororo Municipality which necessitated this study.

UNICEF assumes that countries will increase education spending by 1.1 per cent a year amid 2000 and 2015. Similarly, Bruns, Mingat, and Rakotomalala (2003) explains that if all countries that have low performance harmonized their financial effort to those other countries that are making faster progress in education, then, even low income countries might cover 60% of the incremental costs and 80% of the total cost of achieving the goal but did not examine the relationship between Fund utilization and performance of Universal Primary Education schools in Tororo Municipality as this study examined.

The 1995 constitution of the Republic of Uganda confirms education as a right for all children of School-going age. In addition, in its report of 2004, the Uganda Human Right Commission (UHRC) made it a point that the state has an obligation to establish sufficient schools, hire enough and qualified teachers and provide quality education as stipulated in the international right instruments (Juuko & Kabonesa 2007) but did not relate funding to performance of pupils in UPE schools which this study examined.

2.5 Funding and performance of pupils

Pupil's performance, is, the ability of pupils to do something (Ng'ethe, 2004) while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire (Johnson, 2000). But the authors did not

investigate funding and pupils' performance in Universal Primary education schools in Tororo Municipality the gap this study covered.

Studies have established that pupils are at the centre of educational processes and if they do not perform well both inside and outside the classroom, all key developments in education are regarded as failures (Ntuyo, 2017) however these studies were not carried out in the study area which necessitated this study.

The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public (Ashioya, 2009). Similarly, Birdsall and Ibrahim (2005) suggests that a child's self- image, self -concept or expectations are critical for academic development because they forecast on the self and even determine the child's experience. In relation when pupils are bored and fail to see the connection between their personal life and what they are taught in schools, they become candidates of „academic failure“ and eventually this leads to poor performance in examination (UNESCO 2002).

Poropt (2011) observes that lack of school materials impact on performance in both primary and secondary schools. According to Ibrahim, & Orodho (2014) lack of facilities is a major contributing factor to poor performance. However, the authors did not link funding to the performance of pupils in Universal Primary Education schools which this study explored.

Uganda Budget allocation data shows that the education sector has over the last decade been among the top three most funded sectors in the national budget (Uganda Budget Database in Namirembe et al 2017).

Research indicates that even where private schools cannot select students or raise fees, families from disadvantaged backgrounds are less likely to make use of school choice and less frequently consider academic quality criteria when deciding which schools to attend (OECD 2017). Previous OECD (2016) work found that while larger education budgets are no guarantee of better student results, a minimum level of spending is necessary for ensuring good quality education provision. Similarly, a school system that lacks quality teachers and school leaders, adequate infrastructure and textbooks will have more difficulties to promote quality education. At the same time, the overall level of school funding does not seem to be a key factor for the success of high-performing school systems (OECD, 2016)

Duignan (1986) in Rono (2013) observes that there are many factors which affect pupils' achievement directly or indirectly. These affecting factors are: Leadership and decision making, school culture and climate, teacher behavior, pupil behavior, parental support and involvement, socio-economic background of the pupils and poor management of finances and school facilities. In relation Lezotte (2001) in his studies came up with seven correlates of effective schools-strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of pupils' progress, positive home-school relations and opportunity to learn time on tasks. While scholars like Smith and Street (2006) argue that funding in education plays a vital role in the performance of educational institutions however their views were not related to funding and pupils' performance in Universal primary education schools the gap this study covered.

Hanushek and Raymond (2003) postulate that institutions could use more accountability to increase productivity in utilizing public resources and hence better overall educational performance. In agreement Reinikka and Sevansson (2002) note that accountability systems translate into efficient budget formulation and resource allocation, efficient budget utilization, employee motivation and better school facilities. While 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) but the views of the authors were not related to funding and pupils performance in Universal primary education schools which this study examined.

Uganda government set up school facilities grant (SFG) programme in 1998 as a component of UPE policy to support the construction of school facilities in the neediest government aided schools (Wokadala et al 2019). Since 2000, there have been many infrastructure developments in Ugandan primary schools, which have contributed to increased enrolment, attendance and overall learning outcomes. However, knowledge of the contribution of school facilities to performance of pupils in Universal Primary Education schools is still lacking in developing countries like Uganda and more so I the study area the gap this study filled.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section presented and discussed the philosophical assumptions and research methods used in the study. The first section was a review the philosophical assumptions that underlies the study. The section described the methodology and methods adopted and followed which included population, sampling methods, data collection and analysis, followed by strategies put in place to ensure internal and external validity.

3.2 Area of study

This study was conducted in Tororo Municipality because of the vast area with many primary schools under the UPE programme besides being the place of work for the researcher. This helped the researcher to gather enough information on the study variables funding and performance of pupils in UPE Schools. This area was considered the study because it was where the pupil performance under UPE appeared to be low. According to the records of the Municipality Education officer and inspector of schools Tororo Municipality (2022) the performance of pupils in UPE schools in the Municipality was on the decline. (UNEB, 2023)

3.3 Research Design

The study used a cross sectional survey design based on both qualitative and quantitative research approaches, because according to Fraenkel and Wallen (1996), cross sectional research describes an existing relationship between variables. It was also encouraged by Amin (2005) for studies that involve collecting data from a large population. This design was also appropriate as it involves analysis of respondents from across a wide spectrum within a short time, it also act as the best design to describe the required study findings and use of qualitative method helps one to yield more information, (Vessels and Huitt 2005). The study adopted a mixture of qualitative and quantitative research approaches. The quantitative approach was used to collect data in figures using the survey method while the qualitative approach was used to collect information in words using interviews. Triangulation of these two approaches subsequently help to generate both quality and quantity rich information about the study variables.

3.4 Study Population

Teachers, and Head teachers, Members of the school management committees, Municipality education officer and inspector of schools in Tororo Municipality because of their expert role in the implementation of the Universal primary education program. It was anticipated that their involvement in this study could enable the researcher to generate adequate valid and reliable data.

3.5 Sample Size

The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. The sample size for this study was 110 respondents. These included 6 bursars 60 teachers, 6 head teachers and 6 Deputy Head teachers, 30 members of the school management, from UPE schools. The UPE schools included in the study are; Police Children Primary School, Rock View Primay School, Industrial View Primary School, Mudakori Primary School, St. Jude Primary School and Tororo College Primary School, proved through sample random sampling. The sample size for this study was selected basing on the criteria set according to Roscoe’s rule of thumb cited in Sekaran (2003) who posits that “a sample size larger than 30 and less than 500 is appropriate for most research. It was also selected based on the Krejcie and Morgan (1970) Table of sample size determination in (Amin 2005).

3.6 Sampling Techniques

Purposive sampling was used to select, bursars, head teachers and members of the school management committees in UPE schools, Municipality education officers and inspector of schools. According to Kish, (2005), purposive sampling involves selecting a certain number of respondents based on their experience and knowledge about the topic at hand. A purposive sampling strategy was used to provide adequate evidence and to take into consideration alternative perspectives (Yin, 2009). As Wilmot (2005) stated, that with purposive as non-random sampling, the number of people interviewed is less important than the criteria used to select them. Purposive sampling is also considered as “the best kind of non- probability sampling to identify primary participants” (Groenewald, 2004). The Bursars, head teachers, Members of school management committees, Municipality officers and inspector of schools participated in this study because of their important role in the planning, coordinating and implementing UPE programmes in the selected area. And thus they were key informants in this study. The teachers in this study were selected using simple random sampling because it ensures that significant sub-groups of the population were represented in the sample.

3.7 Data collection Methods

Data collection refers to the gathering of information to serve or prove some facts, (Kombo and Tromp, 2006). Data collection methods are integral part of research methodology. The primary and secondary data collection methods were used in this study. Primary data collection methods included the questionnaire and interview guide to gather data. The questionnaire was used to collect quantitative and qualitative data from a large number of respondents as it saves time and easily covers a large area. The Secondary data gathering included documentary review such as text books, dissertations, Journals and Newspapers related to Funding and Pupil performance in UPE Schools.

3.8 Data collection Instruments

The questionnaire and interview guide were used to collect data

3.8.1 Questionnaire

The study used questionnaire and interview guide in gathering data, which served as prove to some facts, (Kombo and Tromp, 2006). The questionnaire was used to gather data from teachers in UPE schools. A Questionnaire is a research instrument that gathers data over a large sample and saves time. It involves use of open ended and closed-ended questionnaires (Orodho and Kombo, 2002). The questionnaire was based on the Likert scale where 1. Strongly Disagree (SD), 2. Disagree (DA), 3. Neutral (N), 4. Agree (A) and 5. Strongly agree (SA). The questionnaire in this study was used because it covers large samples of respondents, saves time and being cost effective.

3.8.2 Interview Guide

An interview is any person to person interaction between two or three or more individuals with a specific purpose in mind (Kumar 2005). The study was conducted using in-depth interviews since they involve face to face interaction between the informant and the researcher and seek to understand the informant's perspectives especially those who have actively participated in the area of focus. The interview was used to collect data from the Bursars, Head teachers, Members of the school management committees in UPE schools, Municipality education officer and inspector of schools Tororo Municipality because of their busy schedules. The interview was used to gather data left out by the questionnaires.

3.9 Quality Control

The Data Quality control was ensured by maintaining the validity and reliability of the instrument to be used in the study. The study maintained the quality of the instruments by ensuring validity and reliability of the instruments.

3.9.1 Validity

An instrument is taken to be valid when it can measure what it is supposed to measure (Mulusa, 1990). The study ensured validity and reliability of the questionnaire and interview guide basing on the comments of the supervisors and adjustments were made in line with the instruments. Pretesting of the instruments was done in Tororo Municipality but in different sub-counties on respondents with similar characteristics like those in the study area. Validity, Accuracy of information was ensured by the use of relevant instruments.

3.9.2 Reliability

According to Kerlinger (1993) reliability refers to the consistency that an instrument demonstrates when applied repeatedly under similar conditions. Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept (Orodho, 2004). Reliability of the instruments was ensured by following the guidance and recommendations of the supervisors. Pretesting of the instruments was done in Tororo Municipality but in different sub-counties on respondents with similar features like those in the study area. The items considered unreliable were removed. Cronbachs Coefficient Alpha was used because it is suitable to ensure reliability of Bi-variants and essay tests. The reliability of an instrument is any figure between 0-1. The researcher made continuous interaction with the respondents to ensure reliability.

Table 3.1: Reliability test Using Chronbachs Alpha Provided by SPSS

INDICATOR	CHRONBACHS ALPHA	NUMBER OF ITEMS
Types of funding	0.673	3
Allocation and disbursement	0.692	6
Fund Utilization	0.584	5
Performance	0.567	9

Table 3.1 shows Chronbachs Alpha which was all above 0.6 for all the quantitative indicators on funding and Pupils performance in UPE schools in Tororo Municipality. This meant that the study instruments were reliable and appropriately used for data collection.

3.10 Data Processing

The data obtained was checked, edited, coded and arranged into frequency tables and figures for validation before processing for presentation of the findings. The questionnaire data was coded for each of value and the analysis that only accepts numerical date were used.

3.11 Data Analysis

Quantitative data was analyzed using the descriptive statistics. Quantitative data was presented in form of statistical tables, frequency, percentages, mean, standard deviations and graphs with the aid of the statistical package for social science (SPSS) which besides being user friendly, was appropriate for handling standard deviations, inferential statistics like correlations which were used to measure the relationship between the variables plus regressions in the study. Qualitative data in this study was measured in words basing on the study themes using content analysis.

3.12 Limitations and Delimitations

The study anticipates challenges such as limited literature such as text books, Journals, and Dissertations relating School Funding and pupils' performance in UPE schools but the researcher used internet sources to get more information. The respondents could have also hesitated to respond to the different items but the researcher properly identified himself and explained to the respondents the purpose of the study. The study also faced limited funds and Time but the researcher sparingly used the available time and funds to accomplish the study. The researcher could also face the challenge of biasness in selecting respondents and data but the researcher followed the statically approved research methods for sample size selection and only collected data related to study objectives.

3.13 Ethical Considerations

The nature of this study indicates the existence of some potential ethical challenges related to the confidentiality, disclosures, avoidance of false or deceptive statements, school approval, and informed consent to research inducements for research participation and reporting of research results. All responsible precautions were taken regarding the collection of primary data and reporting of the results. In addition, the study focused on the limits of the confidentiality pursuant to ethical code of conduct and made every attempt to keep private and confidential identities of all the respondents. The researcher also clearly stated in all its instruments (questionnaire and interview guide), that all information provided by the respondents was for research purposes only, and was to be treated with strict confidence. Approval was sought from the University where a letter was provided from the school of Post graduate and Research, and the ethical form, while consent of the respondents was also sought from them before administering the questionnaires and interview guide.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter includes presentation, analysis and interpretation of findings based on sub themes got from the study objectives. The section also includes respondent's response rate and back ground information of respondents.

4.2 Respondents response rate

The researcher analyzed and presented the respondents response rate in Table 4.1

Table 4.1: Respondents response rate

Category of respondents	Target sample	Actual Sample	Percentage response rate
MEO & MIS	2	2	100
Members of school management & PTA	30	28	93
Head teachers & Deputy Head teachers	12	10	83
Teachers	60	58	96
Bursars	6	3	50

Source: Primary Data 2023

Table 4.1 indicates that 110 respondents in UPE School in Tororo Municipality participated in the study. The 100% response rate was for the Municipality education officer and Municipality inspector of schools in Tororo Municipality. The researcher was able to get the 100% response rate for this category of participants due to prior arrangements made with them and met them in their convenient time and places. The response rate of members of school management committees was 93%. The response rate of head teachers and deputy head teachers was 83%. The response rate of the teachers was 96%. The response rate from the bursars was 50%. The response rate of above 70% implies that the respondent's response rate was good. In agreement Mugenda and Mugenda (1999) commend 70% as a good response rate for collection of quantitative data. The response rate of Bursars was 50% (low) as most UPE school do not employ Bursars, because the head teachers / deputies reform the duties of bursars.

4.3 Back ground Information of respondents

This section presents the back ground information of respondents such as age, gender, highest level of education and employment status.

Table 4.2: Responses on age of respondent

Age category	Frequency	Percentage
30 Years and below	16	14
31 – 40 years	72	65
41 Year and above	12	10
Total	110	100

Source: Primary Data (2023)

Table 4.2 shows that 65% of the respondents were in the age group of 31-40 years. The 10% were in the age group of 41 years and above while the 14% of the respondents were in the age group of 30 years and below. All the respondents who participated in this study were above 18 years. This implies that the respondents in this study were mature and appropriately consented and responded in this study. The researcher investigated the gender of respondents as presented in Table 4.3.

Table 4.3: responses of gender of respondents

Gender	Frequency	Percentage
Male	80	73
Female	30	27
Total	110	100

Source: Primary Data (2023)

Table 4.3 shows that the majority of the respondents in this study were male indicated by 73% of the responses. The 27% of the respondents were female. This implies that the majority of the staff members in UPE schools in Tororo Municipality were male. It also implies that the researcher gathered diversified views from both male and female respondents without bias. The researcher investigated the highest level of respondents as presented in Table 4.4.

Table 4.4: Responses on highest educational Level of Respondents (Teachers)

Education Level	Frequency	Percentage
Bachelor's degree	14	12
Diploma	40	06

Grade 111 certificate	20	18
Others (O“level, A“ level)	30	33
Total	74	100

Source: Primary Data (2023)

According to Table 4.4, majority of the respondents indicated by 36% were Grade V Certificate holders. The 18% were Grade III Certificate holders while the 13% were diploma holders. 13% were the senior and below. The table shows that all respondents in this study were literate. This imply that all the respondents were able to respond to the study instruments. The researcher investigated the employment status of respondents and data was presented in Table 4.5.

Table 4.5: Responses on employment status of respondents

Employment status	Frequency	Percentage
Full time	80	73
Part time	30	27
Total	110	100

Source: Primary Data (2022)

Table 4.5 shows that majority of the respondents in this study were full time staff members indicated by 73%. The 27% of the respondents were part time staff members in the selected UPE schools in Tororo Municipality. This meant that the researcher gathered reliable data from respondents of different experience and back ground. It also implies that the respondents were knowledgeable about the study variables and used their different working experience to appropriately respond to the study tools.

4.5 Pupil performance

The dependent variable in this study was pupil performance and it was measured using nine quantitative questions, qualitative questions and interviews Items. The quantitative questions were measured as 1. Strongly disagree (SD), 2. Disagree, 3. Not sure, 4. Agree and 5. Strongly agree.

Table 4.6: Responses on pupil Performance

Indicators	SD	D	NS	A	SA	M	StD
There is improved learners grades in this school	11 (8%)	20 (15%)	08 (6%)	89 (65%)	8 (6%)	4.05	0.23

The performance of pupils in end of term exams is good	14 (10%)	20 (15%)	16 (12%)	50 (37%)	36 (26%)	4.29	0.66
There is excellent performance of learners in every test	13 (10%)	25 (18%)	17 (12%)	73 (54%)	8 (6%)	3.94	0.54
There is improved performance of pupils in monthly tests	7 (5%)	05 (4%)	14 (10%)	102 (75%)	8 (6%)	3.88	0.76
The end of year grades pupil grade in this school is good	3 (2%)	20 (15%)	50 (37%)	52 (38)	11 (8%)	3.47	0.50
The performance of pupils in UNEB exams is excellent	5 (4%)	8 (6%)	51 (38%)	64 (47%)	8 (5%)	3.52	0.69
The performance of pupils in debates in this school is good	5 (4%)	30 (22%)	17 (13%)	47 (34%)	37 (27%)	4.05	0.72
The performance of pupils in Music dance and drama in this school is high	17 (13%)	8 (6%)	19 (14%)	42 (31%)	50 (37%)	4.35	0.76
The performance of learners in athletics in this school is high	12 (11%)	8 (6%)	20 (15%)	40 (29%)	56	4.11	0.90

Source: Primary Data (2022).

Table 4.6 shows that majority of the respondents indicated by 71% agreed on the indicator that there was improved learners grades in the selected UPE schools in Tororo Municipality. The 23% of the respondents disagreed while 6% of the respondents were not sure. The high mean of 4.05 out of 5.00 implies that there was great improvement in the quality of learner"s grades in the selected UPE primary schools in Tororo Municipality while the low standard deviation of 0.23 implies that the views of the respondents were related.

The majority of the respondents indicated by 63% agree on the item that performance of pupils in end of term exams was good in UPE schools in Tororo Municipality. The 25% of the respondents disagreed while 12% of the respondents were not sure. The high mean of 4.29 out of 5.00 meant that the

respondents agreed on this indicator while the low standard deviation of 0.66 implies that the views of the respondents were related on this indicator.

Most of the respondents reportedly agreed that there was excellent performance of learners in every test indicated by 60% of the responses. The 28% of the responses disagreed while the 12% of the responses were not sure. The high mean of 3.94 meant that there was good performance of pupils in every test in the selected UPE schools in Tororo Municipality. The low standard deviation of 0.54 implies that the views of the respondents agreed on this indicator.

The majority of the respondents indicated by 81% agreed on the indicator that there was improved performance of pupils in monthly tests. The 10% of the respondents were not sure while 9% of the respondents disagreed. This meant that the performance of pupils in monthly tests in UPE schools in the study area was good while the standard deviation of 0.76 meant that the responses were related.

The almost average number of respondents indicated by 46% agreed on the indicator that ends of year pupil grades in UPE schools was good. The 37% of the responses were not sure while 17% of the respondents disagreed. The mean of 3.47 meant that the respondents agreed that end of year pupil grades in the selected UPE schools was fair while the standard deviation of 0.50 meant that the views of the respondents were similar.

The majority of the respondents indicated by 52% agreed on the measure that performance of pupils in UNEB exams was excellent. The 38% of the respondents were not sure while 10% of the respondents disagreed. The mean of 3.52 implies that pupils in UPE schools in Tororo Municipality fairly performed in primary leaving exams (PLE). The standard deviation of 0.69 meant that the views of the respondents were similar.

Most of the respondents indicated by 61% agreed on the item that performance of pupils in debates in the selected UPE schools in Tororo Municipality was good. The 26% of the respondents disagreed while 13% of the respondents were not sure. The mean of 4.05 meant that the performance of pupils in debates in the selected UPE schools was good while the standard deviation of 0.72 meant that the respondent's views were related on this indicator.

The majority of the respondents indicated by 68% agreed on the indicator that the performance of pupils in music dance and drama in the selected UPE schools was good. The 18% of the respondents

disagreed while the 14% of the respondents were not sure. The mean of 4.35 meant that the performance of pupils in music, dance and drama in UPE schools in Tororo Municipality was good. The standard deviation of 0.76 implies that the views of the respondents were related.

Table 4.7: Average responses on pupil’s performance

Statistic	Value
Mean	32.04
95% Confidence interval	
Lower	31.63
Upper	32.63
Median	3.00
Standard deviation	4.10
Range	12.22
Skewness	-1.51

Source; Primary Data 2023

Table 4.7 shows the mean of 32.04 out of 50 at the 95% confidence interval between 31.63-32.63 bounds on pupil performance in UPE schools in Tororo Municipality. This implied that the performance of pupils in the selected UPE schools was good. The standard deviation of 4.10 meant that the views of the respondents were related on this indicator. The negative skewness of -1.51 implies that the performance of pupils in selected UPE schools in Tororo Municipality was good.

In an interview when asked to comment on pupil performance in the selected primary schools a respondent said:

.....The performance of pupils in this school is average..... Another respondent said

.....the performance of pupils was generally good.....

When the researcher investigated the nature of student’s performance in the study area majority of the respondents reported that it was good.

4.5 School funding

The independent variable in this study was school funding and it was conceptualized using four indicators such as various types of funding, fund allocation and disbursement, effects of fund utilization and effects of funding.

4.5.1 Various types of funding

This study variable was measured using four quantitative questions, qualitative questions and interviews. The quantitative questions were measured as 1. strongly disagree (SD), 2. Disagree, 3. Not sure, 4. Agree and 5. Strongly agree.

Table 4.8: Responses on types of Funding

Indicators	SD	D	NS	A	SA	M	StD
The school receives UPE donation every term	5 (4%)	8 (6%)	04 (3%)	43 (32%)	76 (55%)	4.06	0.49
The school receives government grants every term.	12 (9%)	20 (15%)	16 (12%)	32 (24%)	56 (40%)	4.18	1.05
This school receives PTA contribution every term	8 (6%)	30 (22%)	8 (6%)	40 (29%)	50 (37%)	4.41	0.97
This school receives funds from school projects every term	3 (2%)	9 (7%)	10 (7%)	40 (29%)	74 (55%)	4.03	0.88

Source: Primary Data 2023

Table 4.8 shows that majority of the respondents indicated by 87% agreed on the indicator that the selected UPE schools received UPE donations every term. The 10% of the respondents disagreed while the 3% of the respondents were not sure. The mean of 4.06 meant that the selected UPE schools in Tororo Municipality fairly received UPE donations every term while the standard deviation of 0.49 meant that the views of the respondents were related on this indicator.

Most of the respondents indicated by 64% agreed on the indicator that the selected UPE schools received government grants every term. The 24% of the respondents disagreed on this indicator while 12% of the respondents were not sure on this item. The mean of 4.18 meant that most of the UPE schools fairly received government grants every term while the standard deviation of 1.05 meant that the views of the respondents were related on this indicator.

The respondents indicated by 66% agreed on the indicator that UPE schools in Tororo Municipality received PTA contribution every term. The 28% of the respondents disagreed and it was attributed to government policy of abolition of fees payment and other school costs in UPE schools while the 6% of the respondents were not sure. The mean of 4.41 meant that parents in the selected UPE schools

fairly contributed PTA to the schools while the standard deviation of 0.97 meant that the views of the respondents were related on this item.

The majority of the respondents indicated by 83% reportedly agreed that the selected UPE schools received funds from school projects every term. The 9% of the respondents disagreed while the 7% of the respondents were not sure. The mean of 4.03 implied that the respondents agreed that UPE schools in Tororo Municipality fairly received funds from the school projects while the standard deviation of 0.88 meant that the views of the respondents did not differ. The researcher generated average responses on various types of funding to UPE schools in Tororo Municipality and the findings were recorded in table 4.9.

Table 4.9: Average responses on types of funding

Statistic		Value
Mean		10.23
95% Confidence interval	Lower	9.96
	Upper	10.50
Standard deviation		1.57
Range		4.00
Skewness		-0.31

Source: Primary Data 2022

Table 4.9 shows the mean of 10.23 at the 95% confidence interval between 9.96-10.50 bounds. This meant there were various forms of school funding to UPE schools in the study area. It also meant that UPE schools in the study area fairly received various types of funds while the standard deviation of 1.57 means that the views of the respondents were related on this indicator. The negative skewness of -0.31 meant that selected UPE schools in Tororo Municipality fairly received various types of funds and from different sources.

When the researcher investigated the other sources and types of funding received by the selected UPE schools in the study area a respondent said:

.....*Funds in this school is received from ROCOBAO and UNICEF*..... Another

respondent said:

.....*The parents in this school contribute money for lunch for their children*.....

The above views imply that there are various sources and types of funds for UPE schools in the study area.

The researcher in an interview investigated the various sources of school funding for the UPE schools in Tororo Municipality and the responses were ranked and recorded according to their magnitude in table 4.10.

Table 4.10: Interview responses on sources of funding for UPE schools in Tororo Municipality

Sources of Funding for UPE schools Indicators	Frequency	Percentage
Government	80	73%
Individual and organizational well wisher	10	09%
Parents	25	23%
Local government	02	2%
Non-government organizations	03	3%

Source: Primary Data 2022

Table 4.10 shows that mostly of the respondents (73%) reported that UPE schools in the study area majorly received funds from the government. 25% of respondents also reported that UPE schools in the study area received funds from parents, inform of PTA. 10% of the respondents also reported that the selected UPE schools received funds from individuals and organizations. 2% also reported by the respondents that UPE schools received their funds from the local government (Municipality local council) among others. The minority of the respondents reported that UPE schools in Tororo Municipality received donations from Non-government organizations such as UNICEF.

4.5.2 Allocation and Disbursement of funds

This study variable was measured using six quantitative questions and qualitative and interview questions. The quantitative questions were measured as 1. strongly disagree (SD), 2. Disagree, 3. Not sure, 4. Agree and 5. Strongly agree.

Table 4.10: Responses on Allocation and Disbursement of Funds

Indicators	SD	D	NS	A	SA	M	StD
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The government grants are allocated to this school per term	02 (1%)	19 (14%)	13 (10%)	32 (24%)	69 (51%)	4.17	1.05
The government allocates funds for staff motivation every term	40 (29%)	76 (56%)	8 (6%)	8 (6%)	4 (3%)	4.11	0.76
The funds allocated to this school is adequate	8 (6%)	64 (47%)	32 (24%)	22 (17%)	8 (6%)	2.94	0.94
There is regular release of funds for this school every term	16 (12%)	12 (9%)	20 (15%)	80 (58%)	8 (6%)	3.58	0.91
There is timely release of funds for this school	25 (18%)	16 (12%)	5 (4%)	50 (37%)	40 (29%)	4.05	0.87
The funds in this school are received after submission of accountability reports every term	4 (3%)	20 (15%)	03 (2%)	32 (24%)	76 (56%)	4.23	1.11

Source: Primary Data 2022

Table 4.10 shows that majority of the respondents indicated by 75% agreed on the indicator that government grants were allocated to the selected UPE schools per term. The 15% disagreed while the 10% were not sure. The high mean of 4.17 meant that UPE schools in the study area received government grants while the standard deviation of 1.05 meant that the views of the respondents were related.

The respondents indicated by 85% disagreed on the indicator that the government allocated funds for staff motivation to the selected UPE schools every term. The 9% of the respondents agreed while the 6% of the respondents were not sure. The mean of 4.11 meant that the respondents agreed on this indicator while the standard deviation of 0.76 implied that the views of the respondents were similar on this study item.

The respondents indicated by 53% of the responses disagreed on the item that funds allocated to the selected UPE schools in Tororo Municipality was adequate. The 23% of the responses agreed while the 24% of the responses were not sure. The low mean of 2.94 meant that UPE schools in the study area did not receive adequate funds while the standard deviation of 0.94 meant that the views of the respondents were related on this item.

The 64% of the respondents agreed that there was regular release of funds for the selected UPE schools every term. The 21% of the respondents disagreed while 15% of the respondents were not sure. The mean of 3.58 imply that funds were regularly released to the UPE schools in the study area while the standard deviation of 0.91 meant that the views of the respondents were related.

The majority of the respondents indicated by 66% agreed on the indicator that there was timely release of funds for the selected UPE schools in the study area. The 30% of the respondents disagreed while the 4% of the respondents were not sure. The mean of 4.05 meant that the respondents highly agreed that there was timely release of funds for the selected UPE schools in the study area while the standard deviation of 0.87 meant that the views of the respondents were related on this indicator.

The majority of the respondents indicated by 80% agreed on the indicator that the funds in the selected UPE schools were received after submission of accountability reports every term. The 18% of the respondents disagreed while 2% of the respondents were not sure. The mean of 4.23 imply that UPE schools in Tororo Municipality received their funds after submission of accountability reports every term while the standard deviation of 1.11 meant that the views of the respondents were related. The researcher generated average responses on allocation and disbursement of UPE funds and results were recorded in Table 4.11.

Table 4.11: Average responses on allocation and disbursement of funds

Statistic	Value
Mean	19.58
95% Confidence interval	
Lower	19.10
Upper	20.06
Standard deviation	2.82
Range	11.50
Skewness	-0.11

Source: primary Data 2023

Table 4.11 shows the mean of 19.58 at the 95% confidence interval between 19.10 to 20.06 bound. This implies that the allocation and disbursement of UPE in the selected schools was fairly done. The low standard deviation of 2.82 meant that the views of the respondents were related. The negative skewness of -0.11 meant that the allocation and disbursement of UPE funds in the selected schools was good.

In the qualitative questions when asked to comment on the funds allocated to UPE schools in the study area a respondent said:

.....The funding is inadequate and it cannot help to smoothly run the school activities....

Another respondent said:

.....The funds disbursed do not reach the schools in time as it delays to be put on the school account.....

A respondent also said:

.....Funds are allocated to UPE schools basing on the number of pupils.....

Another respondent said:

...The funds allocated are used for paying support staff and transport.....

This implies that the allocation and disbursement of funds for UPE schools in the study area was effectively done.

4.5.3 Effects of Utilization of Funds on Pupil Performance

This study variable was measured using five quantitative questions, qualitative questions and interview items. The quantitative questions were measured as 1. strongly disagree (SD), 2. Disagree, 3. Not sure, 4. Agree and 5. Strongly agree.

Table 4.12: Effects of funds utilization on pupil performance

Indicators	SD	D	NS	A	SA	M	StD
The funds received in this school are used for staff motivation	3 (2%)	72 (54%)	24 (18%)	29 (21%)	8 (6%)	2.82	0.98
The funds received in this school are for school maintenance	10 (7%)	40 (29%)	6 (4%)	64 (48%)	16 (12%)	3.88	0.83
The funds received in this school are used for the purchase of instructional material	30 (22%)	8 (6%)	8 (6%)	32 (24%)	58 (42%)	4.47	0.85
The funds received in this school are used for school management	38 (28%)	8 (6%)	8 (6%)	32 (24%)	50 (36%)	4.47	0.85

The funds received in this school are used for co-curricular activities	8 (6%)	50 (37%)	8 (6%)	54 (40%)	16 (12%)	3.94	0.64
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Source: Primary Data 2023

The majority of the respondents represented by 56%, shows that the funds received in the selected UPE schools were used for staff motivation. The 27% of the respondents disagreed while the 18% of the respondents were not sure. The mean of 2.82 implies that most of the funds received in the UPE schools were not used for staff motivation while the standard deviation of 0.98 meant that the views of the respondents were similar on this indicator.

The majority of the respondents indicated by 60% agreed on the indicator that funds received by the selected UPE schools were for school maintenance. The 36% of the respondents disagreed while the 4% of the respondents were not sure. The mean of 3.88 meant that there was good utilization of funds for school maintenance in the selected UPE schools. The standard deviation of 0.83 meant that the views of the respondents were related.

Most of the respondents indicated by 66% agreed on the indicator that funds received in the selected UPE schools were used for the purchase of instructional material. The 28% of the respondents disagreed while 6% of the respondents were not sure. The mean of 4.47 meant that the funds received by the school were fairly used for the purchase of instructional materials while the standard deviation of 0.85 meant that the views of the respondents were related on this indicator.

The majority of the respondents indicated by 60% agreed on the indicator that the funds received in the selected UPE schools were used for school management. The 34% of the respondents disagreed while the 6% of the respondents were not sure. The mean of 4.47 meant that part of the funds received by the UPE schools in the study area was used for school management. The researcher generated average responses on the effects of funds utilization on pupil performance as presented in Table 4.13.

Table 4.13: Average responses on effect of funds utilization on Pupils performance

Statistic	Value	
Mean	19.58	
95% Confidence interval	Lower	19.10
	Upper	20.06
Standard deviation	2.82	
Range	11.50	

Table 4.13 shows the mean of 19.58 at the 95% confidence interval between 19.10-20.06 bound this implies that fund utilization affects pupil performance. The standard deviation of 2.82 meant that the views of the respondents were related. The negative skewness of -0.11 meant that the utilization of funds in the study area was good which enhanced pupils' performance.

The researcher tested the relationship between Fund utilization and performance of pupils in UPE schools using Pearson correlation coefficient and the results were presented in Table 4.14

Table 4.14: Relationship between fund utilization and Pupil performance

		Fund utilization	Pupil Performance
Fund utilization	Pearson correlation	1	0.233**
	Sig.(2-tailed)		0.006
	N	136	136
Pupil performance	Pearson correlation	0.233**	1
	Sig.(2-tailed)	0.006	
	N	136	136

****Correlation is significant at 0.01 levels (2-tailed)**

Source: Primary Data 2023

Table 4. Shows Pearson correlation coefficient of 0.233** and the significance or P-value was 0.006 which less than 0.01 at the 0.01 level of significance. This shows that Fund utilization significantly influences pupil performance in UPE schools in Tororo Municipality. It also meant that the better the funds utilization the higher could be the performance of Pupils in UPE schools and Vice Versa.

In the qualitative items a respondent said:

..... *Funds in USE schools are used for school renovation.....*

In an interview when asked to comment on the utilization of funds in UPE schools the responses obtained were recorded in Table 4.15.

Table 4.15: Responses on the utilization of funds in the study area

Utilization	Frequency	Percentage
Purchase of instructional materials	75	68%
Co-curricular activities	25	28%
School management	8	8%
Staff motivation	2	2%
Total	110	100%

Source: Primary Data 2023

Table 4.15 shows that majority of the respondents 75% agreed that funds in the selected UPE schools were used for the purchase of instructional materials. It was also reported that funds in the selected UPE schools were used for the purchase of materials for curricular activities 28%. 8% of the respondents also reported that funds in the selected UPE schools were used for school management such as transport costs among others.

4.5.4 Effects of school funding on Pupil performance

The researcher computed average responses on funding using indicators like various types of funding allocation and utilization of funds in UPE schools and responses were recorded in Table 4.15.

Responses on effect	Frequency	Percentage
Improved staff motivation	10	10%
Procurement of instructional materials	60	55%
Construction of classrooms blocks	5	5%
Caters of school administrative costs	10	10%
Creation of conducive learning environment	25	23%
Total	110	100%

Table 4.15: Average responses on Funding in UPE schools

Statistic	Value
Mean	35.30
95% Confidence interval	
Lower	34.59
Upper	36.01
Standard deviation	4.18
Range	11.50
Skewness	-1.10

Source: Primary Data 2023

Table 4.15 shows the mean of 35.30 at the 95% confidence interval of 34.59-36.01 bound. This meant that there was fair school funding in the selected UPE schools in the study area. The standard deviation of 4.18 meant that the views of the respondents were related. The negative skewness of -1.10 implies that funding in the selected UPE schools was good.

The researcher investigated the relationship between funding and performance of pupils in UPE schools using Pearson’s correlation coefficient and findings were presented in Table 4.15.

		Funding	Pupil Performance
Funding	Pearson correlation	1	0.170**
	Sig.(2-tailed)		0.048
	N	136	136
Pupil performance	Pearson correlation	0.170**	1
	Sig.(2-tailed)	0.048	
	N	136	136

***Correlation is significant at 0.01 levels (2-tailed)**

Table 4.15 shows the Pearson Correlation coefficient of 0.170** and the Significance or P-value of was 0.048 which was less than 0.01 at the 0.01 level of significance. This shows that funding was significantly related to pupil performance in UPE schools in Tororo Municipality. This implies that the better the funding in UPE schools the better could be the performance of pupils in UPE schools in Tororo Municipality and vice versa. The researcher in an interview investigated the influence of funding on Pupil performance and the results were presented in Table 4.16

Source: Primary Data 2023

Table 4.16 shows that majority of the respondents reported that funds in the selected UPE schools was used for to motivate staff in terms of paying teachers allowances which induced them to work harder and led to improved learners’ performance. The study also found that funds in the study area were used to procure students reading materials such as text books among others which led to improved students’ grades. The respondents also reported that funds in the study area were used to construct class room blocks which sheltered the learners during the teaching and learning process. The respondents also reported that funds in the selected schools were used for the construction of school

library to store the different types of instructional materials. It was also reported that funds in the selected UPE schools were used to create a conducive learning environment for the learners.

CHAPTER FIVE

DISCUSSION OF FINDINGS CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter includes discussion of study findings, conclusion and recommendation. The discussion of study findings were discussed according to sub themes got from objectives.

5.2 Discussion of findings

The study findings were discussed in relation to sub themes got from study objectives such as various types of funding in UPE schools, allocation and disbursement of funds in UPE schools, utilization of funds and performance of pupils in UPE schools and Funding and pupil performance.

5.2.1 Pupil Performance

5.2.1 Various types of Funding in UPE schools

The study found out that there are various types of funding in UPE schools in Tororo Municipality. The major ones being donations, Government grants and PTA fee among others. According to an estimate, African countries needs about 76% of the total donor resources required (Bruns, Mingat, and Rakotomalala 2003) however the author did not examine the sources of funding in Universal Primary Education schools in Tororo Municipality the gap this study covered. The Capitation grant is a conditional grant which schools have to spend on specific activities like instructional/scholastic materials (30%), co-curricular activities (20%), school management – 15% (maintenance of school, payment for utilities) and on administration (10%), Contingency 20% (MOES, 1998 in Namirembe et al 2017). However, the author did not examine the various forms of funds used in Universal Primary Education schools as investigated. However, the speed of grant disbursement should be increased for better efficiency. In the same vein Ethiopia, Tanzania, Uganda and many other Sub- Saharan African countries, reaching the goal could require very large increase in external aid, and still with doubling-up or tripling of domestic primary spending (Bruns, Mingat, and Rakotomalala 2003).

The researcher also found that UPE schools in the study area fairly received various types of funds from the Government, individual and organizational well-wisher, Parents, Local government and Non-government organizations. In agreement Sub-central governments typically complement central school funding from their own revenues and private spending on schools has increased considerably in recent years (OECD 2017) but did not investigate the various sources of funding for Universal Primary Education in Tororo Municipality as this study investigated. This study agrees with the view that International funding provides an important complement to national sources of school funding in a range of countries. In agreement as the sources of funding are becoming more diverse, an increasing set of actors in the school system are also gaining influence on spending decisions (OECD 2017).

It was also established that some UPE schools had their own income generating projects such as poultry which enabled them to generate own resources. Similarly, the school autonomy in generating funds could help promote local efforts to complement school revenues, there are concerns about the inequities this creates. In relation Uganda government set up school facilities grant (SFG) programme in 1998 as a component of UPE policy to support the construction of school facilities in the neediest government aided schools (Wokadala et al 2019). But though such studies exist research relating to the various sources of income for UPE schools in Tororo Municipality seems limited which necessitated this study.

5.2.2 Allocation and Disbursement of Funds

The study found that funds in UPE in Tororo Municipality were allocated and disbursed per term quarter. In agreement the government pays the school fees for the children and also provides grants to be spent on instructional materials, co-curricular activities like sport, and the management and maintenance of utilities like water and electricity (Gumisiriza 2015) but did not investigate the allocation and disbursement of funds in Universal primary education schools in the study area the gap this study covered.

It was also found that the funds allocated to the selected UPE schools in the study area were inadequate. A study done by Musalia (2005) and that done by Kilonzo (2007), reported that persistent delays by the government in sending the money to schools was hampering the effective implementation of free primary education. In the same line 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). 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 (Mulyalya 2003 in Okite 2021). Most of the funds are provided as conditional grants and they include, among others, a Capitation Grant and a School Facility Grant.

The researcher found that funds were regularly allocated and disbursed to the selected UPE schools in the study area. Taking the importance of good academic performance of national examinations globally, many governments in developing countries have been allocating much of their resources to education since independence (UNESCO, 2005). This has resulted to a considerable growth of educational activities world over that has led education sector to be one of the largest in most countries (UNESCO, 2005). Since 2002, heavy investments by the government and other stakeholders have been made in education sector (Rono 2013) but did not investigate the relationship between Fund allocation and disbursement on pupil's performance in UPE schools in Tororo Municipality which this study investigated.

The findings show that funds were timely released after submission of accountability. In agreement Hanushek and Raymond (2003) postulate that institutions could use more accountability to increase productivity in utilizing public resources and hence better overall educational performance. In agreement Reinikka and Svensson (2002) notes that accountability systems translate into efficient budget formulation and resource allocation, efficient budget utilization, employee motivation and better school facilities. While 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) but the views of the authors were not related to funding and pupils' performance in Universal primary education schools which this study examined.

5.2.3 Funds utilization and Pupil performance

The study found that the funds allocated and disbursed to UPE schools was used for staff motivation. In contrast the capitation grant is payment per student enrolled and is a 50 percent matching government contribution against the mandated tuition fees paid by parents (Reinikka 2001).

The funds in the selected UPE schools were used for the construction of class room blocks among others. School facilities grant has also been occasionally supplemented in some schools by school facilitation grants (SFG), channeled mainly into maintenance and improvement of infrastructure (Yosa 2018). However, this was not linked to utilization of funds and pupil performance in the selected UPE schools in the study area the gap this study covered. Similarly, the Ugandan government set up school facilities grant (SFG) programme in 1998 as a component of UPE policy to support the construction of school facilities in the neediest government aided schools (Wokadala et al 2019). Since 2000, there have been many infrastructure developments in Ugandan primary schools, which have contributed to increased enrolment, attendance and overall learning outcomes. However, knowledge of the contribution of school facilities to performance of pupils in Universal Primary Education schools is still lacking in developing countries like Uganda and more so in the study area the gap this study filled.

It was also established that the funds allocated and disbursed to schools was used for school maintenance and procurement of school sports materials among others. The government pays the school fees for the children and also provides grants to be spent on instructional materials, cocurricular activities like sport, and the management and maintenance of utilities like water and electricity (Gumisiriza 2015) but did not investigate the sources of funding in Universal primary education schools in the study area the gap this study covered.

The study established that funds utilization in the selected UPE schools influenced the performance of pupils in Tororo Municipality. Pupil performance is an outcome of education where any learner, tutor or institution has attained their education ambition (Nasser et. Al, 2019). The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public (Considine, et al, 2002).

The study also found that when funds are properly used the higher could be the performance of pupils in UPE schools in Tororo Municipality and vice versa. Pupil's performance, is defined as, the ability of pupils to do something (Oxford Advanced Learners Dictionary, 1994), while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire (Ferguson, 1990). Academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire (Escarce, 2003).

The study also established that funds in the selected UPE schools were used for the purchase of instructional materials, Co-curricular activities, School management and staff motivation among others. The government pays the school fees for the children and also provides grants to be spent on instructional materials, co-curricular activities like sport, and the management and maintenance of utilities like water and electricity (Gumisiriza 2015) but did not investigate the sources of funding in Universal primary education schools in the study area the gap this study covered.

5.2.4 Funding and Pupil Performance

The study found that funding enhances pupil's performance in the selected UPE schools in Tororo Municipality. This agrees with the view that Pupil's performance, is, the ability of pupils to do something (Ng'ethe, 2004). Similarly, academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire (Johnson, 2000). But the authors did not investigate the link between funding and pupils' performance in Universal Primary education schools in Tororo Municipality the gap this study covered.

The study shows that funding was significantly related to pupil performance in UPE schools in Tororo Municipality. This implies that the better the funding in UPE schools the better could be the performance of pupils in UPE schools in Tororo Municipality and vice versa. In relation studies have established that pupils are at the centre of educational processes and if they do not perform well both inside and outside the classroom, all key developments in education are regarded as failures (Ntuyo, 2017) however these studies were not carried out in the study area which necessitated this study.

The researcher found that the higher the funding the better could be the performance of pupils in universal primary education schools in Tororo Municipality. In agreement the quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public (Ashioya, 2009). Similarly, Birdsall and Ibrahim (2005) suggests that a child's self- image, self - concept or expectations are critical for academic development because they forecast on the self and even determine the child's experience. In relation when pupils are bored and fail to see the connection between their personal life and what they are taught in schools, they become candidates of „academic failure“ and eventually this leads to poor performance in examination (UNESCO 2002). However,

the author did not explore the relationship between funding and pupil's performance in UPE schools the gap which this study filled.

The findings indicate that availability of enough funds enable schools to easily acquire needed instruction materials. In contrast Poropt (2011) observes that lack of school materials impact on performance in both primary and secondary schools. According to Ibrahim, & Orodho (2014) lack of facilities is a major contributing factor to poor performance. However, the authors did not link funding to the performance of pupils in Universal Primary Education schools which this study explored.

The researcher found that funding in the selected UPE schools in Tororo Municipality was good. In agreement, Uganda Budget allocation data shows that the education sector has over the last decade been among the top three most funded sectors in the national budget (Uganda Budget Database in Namirembe et al 2017). But did not reveal the relationship between funding and pupils' performance in UPE schools in Tororo Municipality the gap this study covered.

The study results show that funding promotes staff motivation and enables institutions to cater for their own costs. In the same vein previous OECD (2016) work found that while larger education budgets are no guarantee of better student results, a minimum level of spending is necessary for ensuring good quality education provision. Similarly, a school system that lacks quality teachers and school leaders, adequate infrastructure and textbooks will have more difficulties to promote quality education. At the same time, the overall level of school funding does not seem to be a key factor for the success of high-performing school systems (OECD, 2016)

The study found that there are other factors that affect pupil's performance in UPE schools like private schools in the study area. In relation Duignan (1986) in Rono (2013) observes that there are many factors which affect pupils' achievement directly or indirectly. These affecting factors are: Leadership and decision making, school culture and climate, teacher behavior, pupil behavior, parental support and involvement, socio-economic background of the pupils and poor management of finances and school facilities. In relation Lezotte (2001) in his studies came up with seven correlates of effective schools-strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of pupils progress, positive home-school relations and opportunity to learn time on tasks. While scholars like Smith and Street (2006) argue that funding in education plays a vital role in the performance of educational institutions however their

views were not related to funding and pupil's performance in Universal primary education schools the gap this study covered.

5.3 Conclusions

The study concluded that:

1. There are several sources and types of school funding in UPE schools in Tororo Municipality such as government grants, donations and school projects among others.
2. It was also concluded that the allocation and disbursement of funds by the government to UPE schools was not very effective due to delays and inadequate release of funds.
3. The study also concluded that utilization of funds in UPE schools in Tororo Municipality significantly influences the performance of pupils in UPE schools in Tororo Municipality.
4. It was concluded that Funding enhances the performance of pupils in UPE schools in Tororo Municipality.

5.4 Recommendations

The researcher recommended the following:

1. The management and administration of UPE schools especially those in Tororo Municipality should make active resource mobilization especially financial resources from the different stake holders the bridge the budget deficit arising from inadequate UPE funds
2. The study recommended that the government and other stake holders involved in allocation and disbursement of funds should allocate adequate resources and make timely release and disbursement of funds to UPE schools.
3. School administration and management of UPE schools should monitor effective utilization of funds by strictly following the votes and making of proper accountability reports to enhance the performance of Pupils in UPE schools in the study area.
4. The government and foundation bodies of the selected UPE schools should put in place proper funding strategies and ensure that the funds received by the selected UPE schools are put to proper use.

5.5 Areas for further Research

There is need for more studies in the following areas:

1. Nature of funding and effectiveness of secondary schools in Uganda.
2. The allocation and disbursement of funds and administration and management of UPE schools in Uganda.
3. The utilization of funds and implementation of UPE policy in primary schools in Uganda.
4. Funding and the performance of Lecturers in institutions of higher learning in Uganda.

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APPENDICES

APPENDIX 1:

QUESTIONNAIRE FOR HEADTEACHERS, TEACHERS AND BURDONS

Dear Respondent,

I am a student of Busitema University currently undertaking a research on the topic “School funding and pupils’ performance in Universal Primary Schools” in Tororo Municipality Uganda” The information sought is purely for academic purposes. Your participation in providing information on this research shall be treated with confidentiality and anonymity.

Thank you.

SECTION A: Background information

Tick in the appropriate place provided

1. Sex

Male	Female
1	2

2. My age group

Below 30 years	31 – 40 years	41 years and above
1	2	3

3. Highest level of Education

Masters	Degree	Diploma	Grade III Certificate	Others
1	2	3	4	5

4. Employment status respondents

Full time	Part time
1	2

SECTION B:

5. Responses on types of funding

	Indicators	SD	D	NS	A	SA
B1	The school receives UPE Donation every term					
B2	The school receives government grants termly					
B3	The school receives PTA contribution termly					

B4	The school receives funds from school projects termly					
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6. Responses on the utilization of funds in the study area.

	Utilization of funds	SD	D	NS	A	SA
B5	Purchase of Instructional Materials					
B6	Co-curricular Activities					
B7	School Management					
B8	Staff Motivation					

Relationship between fund utilization and pupil performance

	Indicators	SD	D	NS	A	SA
B10	The funds received in this school are used for staff motivation					
B11	The funds received at school are used for school maintenance					
B12	The funds received in this school are used for purchase of instructional materials					
B13	The funds received are used for school management					
B14	The funds received in the school are used for co-curricular activities					

7. Effects of School funding on Pupils' Performance

	Responses on effect	SD	D	NS	A	SA
B15	Improved staff motivation					
B16	Construction of Classroom blocks					
B17	Caters for School Administration Costs					

B18	Creation of Conducive Learning Environment					
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8. Responses on Allocation and disbursement of funds in Tororo Municipality UPE Schools.

	Indicators	SD	D	NS	A	SA
B19	Grants are allocated to this School termly					
B20	The government allocates funds for staff motivation termly					
B21	The funds allocated to this school are adequate					
B22	There is regular release of funds for this school every term					
B23	There is timely release of funds for this school					
B24	The funds for this school are received after submission of accountability report every term					

APPENDIX II:

QUESTIONNAIRE FOR MUNICIPAL EDUCATION OFFICER, INSPECTOR OF SCHOOLS, AND MEMBERS OF SCHOOL MANANAGEMENT COMMITTEE.

Dear Respondent,

I am a student of Busitema University presently undertaking a research on the topic “School Funding and Pupils” performance in Universal Primary Schools in Tororo municipality” The information I am seeking is purely for academic purposes. All your responses shall be treated with confidentiality.

Thank you.

SECTION A: Background information

Tick in the appropriate boxes provides

1. Sex

Male	Female
1	2

2. Age

Below 30 years	31 – 40 years	41 years above
1	2	3

3. Highest level of Education

Masters	Degree	Diploma	Certificate	Others
1	2	3	4	5

4. Responses on types of funding

	Indicator	SD	D	NS	A	SA
1	Schools receives UPE termly					
2	Schools receives government grants termly					
3	School receives PTA contribution termly					
4	The school receives funds from school projects termly					

5. Responses on the Utilization of funds in the study area.

Utilization of funds	SD	D	NS	A	SA
Purchase of Instructional Materials					
Co-curricular activities					
School management					
Staff motivation					

6. Effect of School Funding on pupils performance

Response on effects	SD	D	NS	A	SA
Procurement of instructional materials					
Construction of classrooms					
School administrative costs					

Creation of conducive classroom environment					
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7. Effects of school funding on Pupils’ performance

Responses on effect	SD	D	NS	A	SA
Improved staff motivation					
Procurement of Instructional Materials					
Construction of classroom block					
Administrative costs					
Conducive learning environment creation					

APPENDIX III.

INTERVIEW GUIDE FOR HEADTEACHERS BURSARS, MUNICIPAL EDUCATION OFFICER AND MEMBERS OF THE SCHOOL MANAGEMENT COMMITTEE.

A. Types of funding in Universal Primary Education Schools.

1. What are the sources of funds in your school(s)?
2. Do you receive them timely?
3. Do parents willingly fund the school activities? If No, Why?

B. Allocation and Disbursement of funds

1. How are these funds allocated?
2. What is your opinion on the government’s way of allocation of this grants (funds)?
3. Is the government’s release of the grants timely?
4. Effects of Utilization of funds on Pupils’ Performance.
5. Do you budget for the funds received in your school?
6. Is the budget followed in the utilization of funds (UPE)?
7. Has the funding in UPE schools contributed in pupils’ performance?

8. Is there need for government to increase funding in government primary schools in Tororo Municipality?
9. What funding challenges do UPE Schools face in Tororo Municipality?