

**FACTORS AFFECTING ACCESS TO SECONDARY EDUCATION
IN MITYANA DISTRICT**

BY

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DECLARATION

I, undersigned, declare that this masters dissertation is my own original work and has not been presented to any institution for any scholastic accolade.

Sign:.....

KAYANJA DEO

Date:.....

APPROVAL

I declare that this masters dissertation was written under my supervision and has been presented with my consent.

Sign:.....

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Date:.....

DEDICATION

I dedicate this work to my parents, Dr. Emmanuel Maweje and Mrs Christine Naluwembe, my wife Janat Nabaggala and children Joseph, Maria, Dez, Vivian and Joan.

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ABSTRACT

The study assesses the factors which affect access to secondary education in Mityana District. This study is a result of the concern for the low enrolment to secondary education in Mityana District. It intended to establish the effect of parents' attitude, spatial location of schools and parents' economic status on access to secondary education in Mityana District. A cross-sectional survey design was used; the sample involved 370 secondary school students enrolled in senior one in 2008 as respondents drawn from 24 secondary schools in Mityana District. All data was collected using a questionnaire and descriptive statistics was used to analyse it. The results revealed that when parents value education, when an area is favoured in school establishments and when parents are able to meet education costs, access to secondary education is easy and the reverse is true where these are lacking in Mityana District. It was recommended that;

- (i) The curriculum and school year programme should be updated to meet the community needs.
- (ii) Conducting school mapping and new schools to be built in underserved areas.
- (iii) Public – subsidies should be provided to private schools to facilitate access to secondary education.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

A lot has been done to sensitize people on the importance of education in both social and economic wellbeing of individuals; however, the factors affecting access to secondary education in Mityana District are not clear. This calls for a study on the effect of parents' attitudes, spatial distribution of schools and parents' economic status on access to secondary education in Mityana District.

1.1 Background

In Uganda, access to secondary education has persistently remained low. At the inception of secondary education in the country, access to this level was limited only to sons and daughter of the chiefs (Ssekamwa & Lugumba, 2001). It remained low even after it was opened to all, for instance, by the time Uganda got independence, only 3% accessed secondary education (Balfour et al, 1995; Bategeka et al, 2004) and by 2002 only 50% by 2002 (Ministry of Education and Sports, 2002; World Bank, 2002) of potential secondary school children access secondary education. However, there is high disparities in the rates of access between regions. In Mityana District, access to secondary education is only 34% (Mityana District Local Government, 2007) and urban areas are more favoured than rural areas. In rural Mityana secondary schools operate below their optimum enrolment with girls more favoured than boys in the lower classes and vice versa for upper classes. Mityana District Local Government (2007: 15) indicated that 66% of boys complete secondary education as compared to 34% girls. Unfortunately, no study had previously

been conducted in Mityana District to investigate the factors affecting access to secondary education in the district. It was against this background that an investigation was carried out on the factors affecting access to secondary education in Mityana District.

This study will be guided by Systems Theory of organisation advanced by Miller and Rice in 1967 (Armstrong, 2006). The theory states that organisations should be treated as open systems which are continually dependent upon and influenced by their environments. The theory is adapted for this study because access to education depends on the external forces within the school's environment.

Access to education has been defined differently. Ministry of Education and Sports (2002) views access to education as the democratization of education requiring the freedom to enter school by all. According to Owolabi (2006), access to education is the measure of the extent to which a country is able to satisfy household demand for education. In this study, access referred to enrolment rate for secondary education in Mityana district. On other hand, factors, according to Hornby (2006) are things that cause or influence. This study assessed the influence of parents' attitude, spatial distribution of schools and parents' economic status on access to secondary education in Mityana District will be evaluated.

Not until 2005 Mityana District was part of Mubende District (Mityana District Local Government, 2007). Mubende District was known of her low gross enrolment ratio, which was 12.5% (Ministry of Education and Sports, 2004) however when Mityana

became an independent district, her gross enrolment ratio (GER) became 34% (Mityana District Local Government, 2007), although her gross enrolment ratio is a bit higher than that of her mother district, it is still below the national gross enrolment ratio of 50% (Ministry of Education and Sports, 2002; World Bank, 2002). The District has only 60 secondary schools which are unevenly distributed and majority privately owned (Ministry of Education and Sports, 2005).

1.2 Statement of the Problem

Education plays an outstanding role in the development of any country. A good access to education at all levels helped to equip people with the potentials to overcome the constraints to development. In Mityana District despite the quantitative expansion in secondary education, access to this level is still low. Although the GER to secondary education is 50% (Ministry of Education and Sports 2002, World Bank 2002), Mityana District's GER is Only 34% (Mityana District Local Government, 2007). This study intended to investigate the factors affecting access to secondary education in Mityana District. Specifically the study focused on the following elements:-

- (i) Parents' attitude towards access to secondary education in Mityana District.
- (ii) Spatial distribution of secondary schools, in Mityana District.
- (iii) Economic status of parents, in Mityana District.

1.3 Purpose

The purpose of this study was to assess the factors which affect access to secondary education in Mityana district.

1.4 Objectives

The study specifically sought to achieve the following objectives

- (i) To establish the effects of parents' attitude on access to secondary education in Mityana District.
- (ii) To assess the effect of spatial distribution of schools on access to secondary education in Mityana District,
- (iii) To establish the effects of parents' economic status on access to secondary education in Mityana District.

1.5 Research Questions

This study was guided by the following research questions:

- (i) How does parents' attitude affect access to secondary education in Mityana District?
- (ii) How does spatial distribution of schools affect access to secondary education in Mityana District?
- (iii) How does parents' economic status affect access to secondary education in Mityana District?

1.6 Scope

The study was carried out in secondary schools in Mityana District, which is located in central Uganda. The study focused on the effect of parents' attitude, spatial distribution of schools and parents' economic status on access to secondary education in Mityana

District. The study was conducted between June and July 2009. Respondents comprised students of senior two in 2009.

1.7 Significance

The findings of the study exposed those factors which affect access to secondary education. They will therefore be used by policy makers and education managers to find a solution to the problem of access to education. Scholars will also use the findings of the study to enrich their research on any other study related to access to education.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter will have a theoretical review, a conceptual frame work and related literature on factors affecting access to education.

2.1 Theoretical review

This study is based on systems theory of organizations advanced by Miler and Rice in 1967 (Armstrong, 2006). The theory considers organizations as open systems which relates, depends and influenced by their environment. As an open system organisation transforms inputs into output within its environment. The systems theory is an alternative to the classical and neo-classical organisations theories advanced by Backer in 1973 (Oso and Onen, 2008) because they considers schools as fragmented and closed social units independent of external forces. As adopted in this study, systems theory holds that, factors like parents' attitude, spatial distribution of schools and parents' economic status which affect access to secondary education in Mityana District emerge from the interactions schools have with their external environment.

2.2 Conceptual frame work

The various variables in this study and their relationship can be linked as follows;

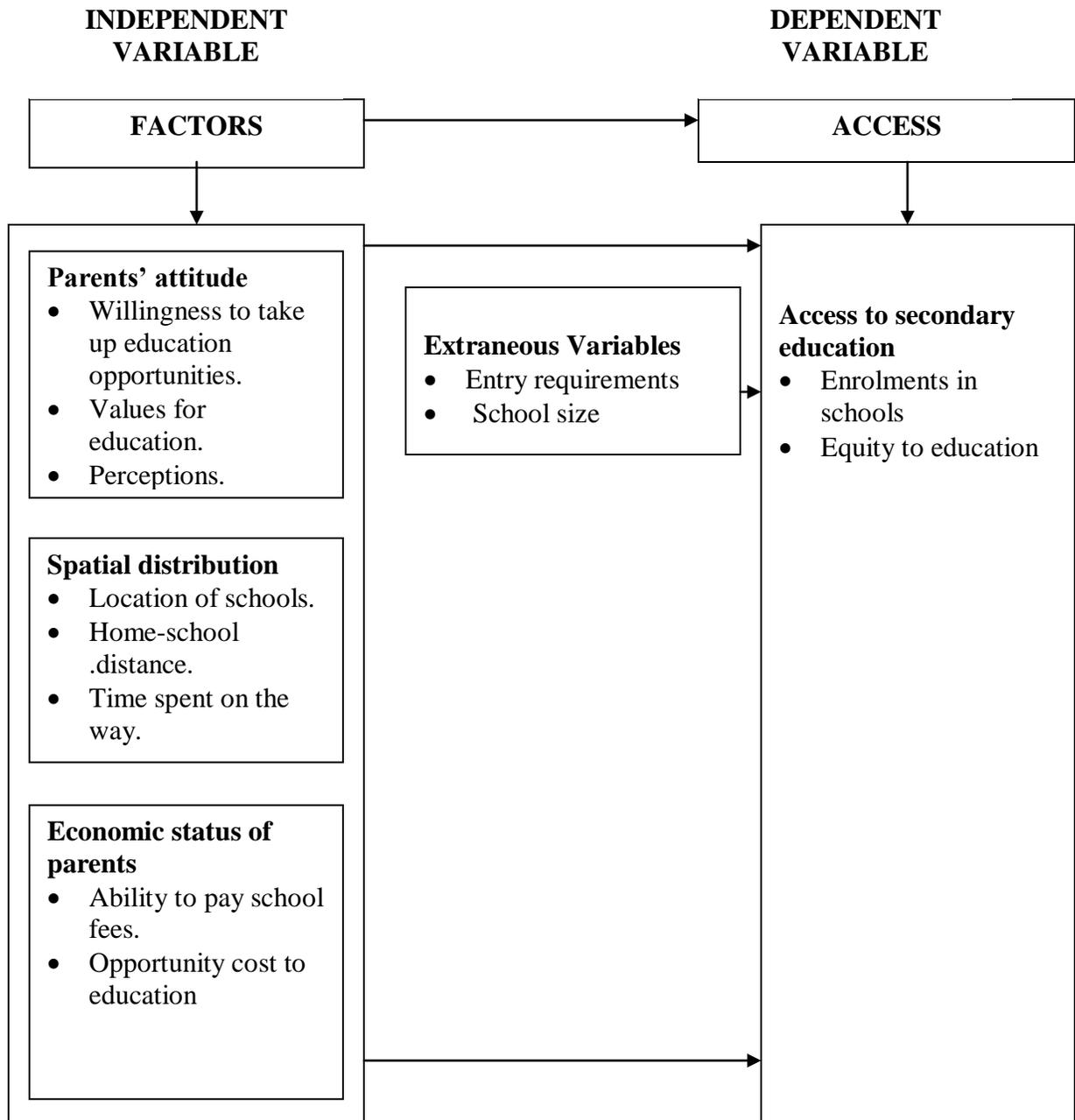


Fig. 2.1: A conceptual frame work for factors affecting access to education

Constructed using ideas of Forojalla (1993) and World Bank (2002)

Figure 2.1 suggests the factors affecting children's access to education, namely parents' attitude, spatial distribution of schools and economic status of parents. These affect access to secondary education as will be seen in enrolment rates and equity to education. Extraneous variables like entry requirements, school size are present and the results of the study might be confounded by these variables. To avoid this, random sampling will be used to control extraneous variables.

2.3 Related literature

In this section, literature related to factors affecting access to education is reviewed. The review is conceptualized under the objectives of the study and focuses mainly on parents' attitude, spatial distribution of school and economic status of parents.

2.3.1 Effect of parent's attitude on access to education

An attitude as defined by Micheal (2006) is a settled mode of thinking. Attitudes are evaluative as described by Makin et al (1996) cited by Micheal (2006), any attitude contains an assessment of whether the object to which it refers is liked or disliked (Micheal, 2006).

Historically, in Uganda males enjoyed a greater access to resources including education. Ministry of Education and Sports (1999) found out gender prejudice among factors affecting access to education noting female gross enrolment ratio of 9% against male gross enrolment ratio of 15% for the period 1990-1996. Studies by Graham (1993), Bategeka et al (2004), UNESCO (2006), World Bank (1996) and Ministry of Education

and Sports (1999) give findings that parents accord higher priority to boys' education than for girls. For example, MOES (2008) gave gender disparity in Universal Secondary schools with 43.2% female and 56% male, only 15.5% girls and 27.9% boys. Cultural norms, household work, early marriages and disappointments by school pregnancies were sighted to be contributing towards negative attitude for girls' education (Balfour 1995, Graham, 1995; World Bank, 1996).

Sekamwa (2001) observed a historical alienation of parents' preference for boys than for girls education and noted that it is driven by the expected education returns from boys than girls' education. He observed that boys had wide openings after leaving school than girls whose courses were teaching and nursing. Consistent with Sekamwa (2001), Zsuzsa (1981) observed that in developing countries, sexual inequality is powerful in education and greater in employment, and that women are still bounded by the agricultural sector. As Akangbou (1987) urged, parents will invest in education where they expect high returns. However, the opportunity cost for education contributes to the sexual disparities. UNESCO (2002) noted that in some countries of Southern Africa, girls are more favoured than boys for education because boys are needed to mind about livestock and observed that sexual disparities to education is more found in countries with low overall value access to education.

Although schools are not supposed to discriminate any child on the basis of religion, parents sometimes feel their children should attend schools of their religious denominations. Fafumwa (1974) reports that secular education was slowed down in

northern Nigeria and among the Muslims in the southern parts because it was Christian oriented. In support, Adesina (1977) urged that Moslem parents feared their children to be converted to Christianity. Such attitude hinders enrolment of children more especially those from disadvantaged religion in school establishments. Ssekamwa (2001) noted that, during the missionary period in Uganda, Catholics and Protestants attended schools in large numbers than Moslems because they had many schools.

Relevance of curriculum as perceived by parents is a key factor affecting access to schooling. Uganda's education system has been accused of failing to meet both local and regional economies' demands. There is a mismatch between education outputs and the needs for both national and regional economies (Balfour and Williamson, 1995, Ministry of education and sports, 1998). Nyerere (1967) commented that education expenditure is justifiable if its results have proportionate relevance to the society. Owolabi (1986) observed that curriculum reforms in almost all African countries have done very little to make popular education respond adequately to the training which the inhabitant of those countries require for rapid economic development. Makerere University Institute of Social Research (2003) found out lack of parental value towards education among the factors contributing to non enrolment to primary schools in Uganda. In Karamoja, non-enrolment is attributed mainly to curriculums failure to address pastoralists' life requirements (Ministry of Education and Sports, 1999). Forojalla (1993) argued that in order to attract both parents and children the curriculum need to address local concerns. For instance, parents do not see any need for sending their children to school because it divorces them from ideal community life. Zsuzsa (1981) noted that irrelevant curriculum

breeds urban migrants who will be unemployed. To address the problem, Owolabi (1989) urged that the content and method of education has to be adjusted to respond to community needs. It is upon this that Akinseinde, in *Makerere Journal of Higher Education* (2004) proposed curriculum review to update it to meet the dynamic community needs. Parents weigh the returns to education against the price of education and other alternatives. Consequently, their decisions for their children's schooling is influenced. Akangbou (1987) observed that in Nigeria parents have always demanded for more education for their children because it is a profitable investment since it increases chances for their children to earn a higher life time income. Balfour (1995) had similar findings in Uganda where parents' expectations for employment in Government service encouraged them to enroll their children for education. UNESCO (2002) noted that in some countries of Southern Africa, the need for boys to mind about livestock has negatively affected boys enrolment compared to girls. While many studies have dealt with parents' attitudes towards education in respect to gender and curriculum and their effect on access to education has been pointed out, no study has so far been conducted specifically on Mityana District.

2.3.2 Effect of spatial distribution of schools on access to education

Distribution of the network of schools has an effect on the participation rate in school education (Owolabi, 2006). Geographical location of secondary schools in Uganda has not taken into account inequalities among regions, different social groups and geographical areas (Ministry of Education and Sports, 1989). Ministry of Education and Sports (1999) noted unbalanced distribution of schools across the country with Northern,

Eastern, Mid-Eastern and extreme south-western regions of Uganda having lowest coverage yet availability of educational places is key to increased access. UNESCO (2006) noted that regional imbalances in secondary schools' location in Somalia sidelined enrolment to secondary schools in Puntland and Central / Southern as compared to Somali land region due to lack of education places and majority of primary leavers hardly proceed to secondary education. Citing 2006 report by Somali Joint needs assessment on social services and protection of vulnerable cluster-education and training sub-sector, in Shabelle region, found in Central / Southern Somalia only 370 students in 2006 enrolled in secondary schools because there was lack of educational places. Uganda is also a victim of unbalanced education provision, to address the problem, Namirembe (2006) remarked that the government is to construct secondary schools in each sub-county where there is none or where the need is great. However, setting up schools has not been followed by systematic planning based on the need and economic viability in the areas, Owolabi (2006) suggests that planning of schools' locations need to be done with clear knowledge about the residential patterns of school clients. Unfortunately, population densities influences schools' location and as such urban and peri urban areas get a high school concentration than rural areas (Ministry of Education and Sports, 2004). UNDP and UNICEF (2002) observed that disparities in attendance between urban and rural children are significant in Uganda; there are either too many schools in close proximity or too few in areas of real demand for secondary education. Alam, in *Makerere Journal of Higher Education* (2004) observed that proprietors of education institutions site their institutions in areas where there would be appreciable patronage. This breeds to the concentration of schools in urban areas and sparse location in rural areas. World Bank

(2002) observed that 70% of rural private secondary schools in Uganda have enrolment of less than 250 and the corresponding figure for urban and peri-urban is 53% and 44% respectively. Suitable location of schools enables children to travel to and from school with ease hence increasing opportunities for schooling. Therefore, schools should be located with full knowledge of residential patterns for school clients. Owolabi (2006) and Forojalla (1993) suggested that schools should be located in a walkable distance of every potential school client. Basing on convenience and minimization of costs, they suggested five kilometers as walkable distance for secondary school children. Although, in Uganda, the Ministry of Education Policy on the location of secondary schools recommends the same (Ministry of Education and Sports, 2004) what is on the ground is far from reality, there a wide imbalances in the location of secondary schools (Ministry of Education and Sports 2007). To address this problem, the World Bank (2002) suggested creation of seed school where there are no or few secondary schools. Little research has been done on this problem in respect to access to education. The effect of spatial distribution of schools on access to education will be dealt with in the study.

2.3.3 Effects of parents' economic status on access to education

Ministry of Education and Sports (2002), World Bank (2002) and Balfour (1995) noted that there is low enrolment rate to secondary education in Uganda. Inequalities in education exist between poor and rich families. Macro Economic Policy (1999) report, indicated 6% and 24% enrolment rates for the core poor and non poor respectively. A study by Common Wealth (2007) in Bangladesh, Benin, Burkina Faso, Cote d'Ivoire, India, Mali, Morocco, Niger and Senegal, observed that children from poorest families do

not enroll in school. UNESCO (2009) observed that in Mali girls from the richest households are four times more likely than the poorest girls to attend primary school and in Senegal, the rich urban children are twice as likely to be in school than the rural poor.

Education cost constitutes the biggest barrier to access schooling particularly to the poor. Balfour (1995) analysis based on primary National Enrolment Ratio before and after introduction of UPE in Uganda concluded that the cost of education was the main barrier to primary school access. In Ethiopia and Tanzania abolition of school fees increased enrolment (UNESCO, 2009). Namirembe (2006) noted that introduction of universal post primary education and training (UPPET) in Uganda aimed at increasing access to post primary education. Both direct and indirect education costs tend to affect more children from poor than those from rich families. A study by Common Wealth (2007) in Uganda conformed with Forojalla (1993) that charging of school fees constitutes a strong disincentive to schooling because parents fail to pay fees. However even where education is free, out of pocket and other private costs imposes substantial financial burden; for example, under UPPET, parents are supposed to provide for accommodation, lunch, uniform and stationery (Namirembe, 2006). These costs present an obstacle to universal access to education especially for the poor. Graham (1993) observed that in Costa Rica, despite of free secondary education, some children can not enroll because of costs on out of pocket and other school requirements.

Schooling also imposes indirect financial burden through alternatives forgone for instance children's labor contributes significantly to household incomes. Graham (1993)

study in Mexico concluded that children contribute 38% of the income in single parents' households and 40% in female extended households. It therefore follows that the economic efficiency of households in peasant societies increases with greater total work input from children. Akangbou (1987) noted that in Botswana, although the rural rich are those with large cattle holding; children are not sent to school because greater wealth creates a greater demand for children labour. UNESCO (2009) contends that child labour is a barrier to school attendance even where education is free. Akangbou (1987) remarked that areas with alternatives to education have low levels of education attainment unlike where it is believed that education has no substitute. Although wide study has been conducted on the effect of parents economic status on access to education, unfortunately none has even been conducted in Mityana district.

2.4 Conclusion

The reviewed literature shows that access to education is hindered not only by physical but also financial and social cultural factors. Physical location of schools, financial situation of guardians and the culture of client system can inhibit, to varying degrees, children's access to school education. This therefore calls for appropriate strategies to eliminate these hindrances if education is to be accessed by all.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter examines research design, population, sample size, sampling technique, instrumentation, data quality control, data management and data analysis techniques used in the study.

3.1 Research design

This study used cross-sectional survey research design. A cross-sectional survey method allows the researcher to gather data from a sample of the population at a particular time (Amin, 2005: 212). A cross section of secondary school students from Mityana District was used to investigate the effect of parents' attitude, spatial distribution of schools and parents' socio-economic status on access to secondary education. The design was preferred because it is economical and suitable for extensive research.

3.2 Target population

The study was conducted in Mityana District; results from researcher's survey on secondary schools are indicated on table 3.1. Appendix A shows secondary schools, their locations and enrolment at Ordinary level in Mityana District. Mityana District was preferred because her gross enrolment ratio is only 34% (Mityana District Local Government, 2007) as compared to National Gross Enrolment Ratio of 50% (World Bank, 2002). Since students are directly affected by the problem, it was considered appropriate to use them for this study.

Table 3.1 Regional distribution of secondary schools and enrolment at Ordinary level in Mityana District

Region	Number of schools	Enrolment
Urban	18	7042
Rural	42	7532
Total	60	14,574

3.3 Sample and Sampling technique

Appendix B shows the list of schools sampled. The sample size was selected according to Krejcie and Morgan (1970) table for determining sample size as cited in Amin (2005: 454). The study employed stratified and simple random sampling strategies. Stratified sampling grouped school according to county/ town council and simple random sampling was used to select schools from each, hence giving equal chances for selection in each as suggested by Amin (2005).

Table 3.2 Composition of sample

Region	Number of schools	Enrolment
Urban	07	105
Rural	17	265
Total	24	370

The selected schools are shown in Appendix B. The sample size was selected according to Krejcie and Morgan (1970) table of determining sample as cited in Amin (2005: 454).

3.4 Instrumentation

The study used a close ended questionnaire and with Likert scale type questions. The Likert scale questions had five category responses continuum: strongly agree, agree, no comment, disagree, strongly disagree. A Likert scale was preferred because it is flexible and easy to construct. Questionnaire was used because the target population was large and literate, it was therefore possible for the respondents to respond to questionnaire items. Although 370 questionnaires were administered, 351 were adequately filled for data analysis hence giving a respondent rate of 95%.

3.5 Data quality control

In order to guarantee the validity of the questionnaire, the developed questionnaire was discussed with supervisor and colleagues. The relevance of each was critiqued and adjustments were made where necessary. To establish reliability, questionnaires were thoroughly pre-tested using ten students from two secondary schools, these were Mumsa High school and Mityana College Kikumbi, adjustments were done before they were administered. Pre-testing checked against any ambiguity.

3.6 Research procedure

Quantitative data was collected, the researcher with the assistance of one teacher from each selected school administered the questionnaires.

3.7 Data management

In order to ensure proper data management, rating and coding of the responses following Likert scale was employed. Summary of the raw data was then edited before entering it into the computer data base, for storage on created data file from where it was retrieved for analysis.

3.8 Data analysis

Descriptive statistics was used to present characteristics of the sample. Descriptive statistics provided numerical and graphically presented information. Frequency distributions were analysed and interpreted basing on percentages and their effect evaluated following stated objectives.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter gives the descriptive statistics and frequency used to present data. It also has analysis and interpretation of data on factors affecting access to secondary education in Mityana District.

4.1 Effect of parents' attitude on access to secondary education in Mityana District

The first objective of this study was to establish the effect of parents' attitude on access to secondary education in Mityana District. To achieve this objective, the respondents were asked to respond to the following statements:

- (i) My parents do not discriminate between boys and girls for secondary education.
- (ii) My parents say that what is taught in secondary schools is relevant to community needs.
- (iii) My parents see high job opportunities for the educated.
- (iv) My parents see high opportunities for further education after secondary level.
- (v) My parents do not mind about the school's foundation body.

Data on this objective was analysed under the research question: "How does parents' attitude affect access to secondary education in Mityana District?" the description of the results are presented in table 4.1.

Table 4.1: Students' responses on the attitude of parents towards secondary education

		Count	Col %
My parents do not discriminate between girls and boys for secondary education	Strongly Agree	160	45.6%
	Agree	69	19.7%
	Strongly Disagree	59	16.8%
	Disagree	44	12.5%
	No comment	19	5.4%
Total		351	100.0%
My parents say that what is taught in secondary school is relevant to community needs	Strongly Agree	127	36.2%
	Agree	145	41.3%
	Strongly Disagree	35	10.0%
	Disagree	27	7.7%
	No comment	17	4.8%
Total		351	100.0%
My parents see high job opportunities for the educated	Strongly Agree	181	51.6%
	Agree	116	33.0%
	Strongly Disagree	28	8.0%
	Disagree	18	5.1%
	No comment	8	2.3%
Total		351	100.0%
My parents see high opportunities for further education after secondary level	Strongly Agree	165	47.3%
	Agree	110	31.5%
	Strongly Disagree	34	9.7%
	Disagree	24	6.9%
	No comment	16	4.6%
Total		349	100.0%
My parents do not mind about the school's foundation body	Strongly Agree	51	14.5%
	Agree	65	18.5%
	Strongly Disagree	131	37.3%
	Disagree	76	21.7%
	No comment	28	8.0%
Total		351	100.0%

From table 4.1, majority of the students indicated a positive attitude of their parents towards secondary education as regards education for both boys and girls (65.3%), relevance of secondary school curriculum (77.5%), job opportunities (84.6%), further studies (78.8%), and consideration for school's foundation body (59.0%); minority indicated a negative attitude of their parents on these indices to access. However, the

minority view among those in schools signals the negative attitudes towards secondary education among parents which may be the majority's view among those out of school. Demand for education has to come from parents themselves; they must therefore see advantages of education to the family before they invest in schooling for their children. Although majority (65.3%) regarded secondary education to be relevant to both boys and girls, the sexually biased attitude shown by 29.3% indicated among those in school signals the existence of sex-biasness in parents demand for their children's secondary education. Possibly some parents think returns from education are higher from a particular sex than the other, therefore demand more education for the favoured sex. Results further indicate that parents are attracted to enroll their children because the curriculum is relevant and therefore open their children's opportunities for the jobs, further education and the knowledge desired to meet community needs.

4.2 Effect of spatial distribution of schools on access to secondary education in Mityana District

The second objective of this study was to assess the effect of spatial distribution of schools on access to secondary education in Mityana District. To achieve this objective, responses were sought on the following statements:

- (i) Distance to the nearest secondary school from my home.
- (ii) Distance from home to my school
- (iii) Type of secondary school nearest to my home.
- (iv) Type of school I go to.
- (v) Mode of transport I use from home to school.

All students' responses on these items are summarized in table 4.2.

Table 4.2: Students' responses on the effect of spatial distribution of schools on access to secondary education

		Count	Col %
Distance to the nearest secondary school from my home	Less than 1km	124	35.5%
	1-3km	105	30.1%
	3-5km	59	16.9%
	More than 5km	63	17.9%
Total		351	100.0%
Distance from home to my school	Less than 1km	86	24.5%
	1-3km	101	28.8%
	3-5km	65	18.5%
	More than 5km	99	28.2%
Total		351	100.0%
Type of secondary school nearest to my home	Boarding	24	6.8%
	Day and boarding	269	76.6%
	Day	58	16.5%
Total		351	100.0%
Type of school I go to	Boarding	20	5.7%
	Day and boarding	265	75.7%
	Day	65	18.6%
Total		350	100.0%
Mode of transport used	Foot	226	64.4%
	Bicycle	55	15.7%
	Motor transport	52	14.8%
	Other	18	5.1%
Total		351	100.0%

From table 4.2, majority of the students (82.5%) have secondary schools in a distance not exceeding 5km, only (17.9%) have secondary schools beyond 5km from their homes. Majority (71.8%) attend schools in a distance of not more than 5km and only (28.2%) attend to schools above 5km. the results shows that children in close proximity to schools have easy access to education than those far away from schools since majority (71.8% to

near by schools (0-5km). the results show that most of the schools (76.6%) are day and boarding. Few schools are purely day (16.5%) or boarding (6.8%). Given the disparities in school distribution in Mityana District, schools which are both day and boarding dominate because they widen the catchment area since they enroll children who are near, and therefore can manage daily trekking to school and those from far away distances who take a termly lodging at the school. This is further indicated by the majority (75.7%) who attend day and boarding schools compared to 18.65 for purely day and 5.7% boarding schools. Day schools are more attended (18.6%) than boarding schools (5.7%). The results mean that nearness to a school provides a wider opportunity for children's schooling since those who attend day schools are always from short distances. Boarding schools are less attended because of the additional costs (high fees).

The relationship between distance from home and type of schools students go to was drawn and the results are shown in table 4.3.

Table 4.3: Relationship between distance from home and type of schools students go to

Count		Type of school I go to			Total
		Boarding	Day and boarding	Day	
Distance from home to my school	Less than 1km	5	66	15	86
	1-3km	5	78	18	101
	3-5km	4	42	18	64
	More than 5km	6	79	14	99
Total		20	265	65	350

The results indicated that majority (265) attends day and boarding school while purely boarding schools are least attended (20). Day and boarding have the majority for both

less than 5km (186) and above 5km (79). Boarding schools are least attended by both below 5km (14) and above 5km (06). The results show that day and boarding schools are more attended to possibly because they provide enrolment opportunities for both far and nearby children.

Further analysis was made on distance from my home to my school by use of cross tabulation; the results are shown on table 4.4.

Table 4.4:Distance from home to my school * Type of school I go to Cross-tabulation

% within Type of school I go to

		Type of school I go to			Total
		Boarding	Day and boarding	Day	
Distance from home to my school	Less than 1km	25.0%	24.9%	23.1%	24.6%
	1-3km	25.0%	29.4%	27.7%	28.9%
	3-5km	20.0%	15.8%	27.7%	18.3%
	More than 5km	30.0%	29.8%	21.5%	28.3%
Total		100.0%	100.0%	100.0%	100.0%

The results show that more than 5km, consists majority (30%) go to the boarding school and the minority (21.5%) go to day schools. The results show a positive correlation between home school distance and type of school students go to.

Respondents were further asked to state the mode of transport they use to got to school. The results on table 4.2 indicated that majority (64.4%) use foot while other means are least used (35.6%). The results indicated that, those in trekable distances are more favoured to access school and where other means of transport for example bicycle, motor transport and others are needed, schooling for many children becomes impossible.

Limited use of these means of transport is partly due to their limited availability in homes, costs involved and cultural requirements for instance among the Baganda, girls are not allowed to ride bicycles.

A relationship between type of schools students go to and modes of transport used was drawn and the results are shown in table 4.5.

Table 4.5: Type of schools students go to and modes of transport used

		Mode of transport used				Total
		Foot	Bicycle	Motor transport	Other	
Type of school I go to	Boarding	6	1	6	7	20
	Day and boarding	176	39	41	10	266
	Day	44	15	5	1	65
Total		226	55	52	18	351

The results show that foot constitutes majority for those attending day and boarding (176) and day school (44) bicycle are least used in boarding (01) and others in day (01). Majority of the students go to school by foot (226) and others are the least used (18). The results show that were footing to school by students is hard or impossible children's chances to enroll a minimal.

A cross-tabulation was made to find out the relationship between mode of transport and type of school students go to, the results are indicated on table 4.6.

Table 4.6: Type of school I go to * Mode of transport used Cross-tabulation

% within Mode of transport used

		Mode of transport used				Total
		Foot	Bicycle	Motor transport	Other	
Type of school I go to	Boarding	2.7%	1.8%	11.5%	38.9%	5.7%
	Day and boarding	77.8%	70.9%	78.8%	55.6%	75.7%
	Day	19.6%	27.3%	9.6%	5.6%	18.6%
Total		100.0%	100.0%	100.0%	100.0%	100.0%

The results show that bicycles are mostly used by day (27.3%) and least used by boarding (1.8) students. In the same way, most students in boarding (38.9%) use other means as compared to those in day (5.6%). Also footing is least used in boarding (2.7%) as compared to day (19.6%). The results show that majority of students in boarding incur transport costs to reach school.

4.3 Effect of parents' economic status on access to secondary education in Mityana District

The third objective of this study was to establish the effect of parents' economic status on access to secondary education in Mityana District. To achieve this objective, responses were sought on the following statements:

- (i) My parents have no problems in paying my school fees.
- (ii) My parents can afford to get my school requirements.
- (iii) Free secondary education helped me to be in school.
- (iv) There is little need for my labour at home.
- (v) I am not bound to provide for the financial needs of my home.

Table 4.7 has the description of the results.

Table 4.7: Students' responses on the effect of parents' economic status on access to secondary education

		Count	Col %
My parents have no problems in paying my school fees	Strongly Agree	82	23.4%
	Agree	88	25.1%
	Strongly Disagree	93	26.5%
	Disagree	74	21.1%
	No comment	14	4.0%
Total		351	100.0%
My parents can afford to get my school requirements	Strongly Agree	87	24.8%
	Agree	144	41.0%
	Strongly Disagree	58	16.5%
	Disagree	58	16.5%
	No comment	4	1.1%
Total		351	100.0%
Free secondary education helped me to be in school	Strongly Agree	60	17.1%
	Agree	55	15.7%
	Strongly Disagree	153	43.6%
	Disagree	71	20.2%
	No comment	12	3.4%
Total		351	100.0%
There is little need for my labour at home	Strongly Agree	71	20.2%
	Agree	76	21.7%
	Strongly Disagree	105	29.9%
	Disagree	78	22.2%
	No comment	21	6.0%
Total		351	100.0%
I am not bound to provide for the financial needs of my home	Strongly Agree	59	16.8%
	Agree	61	17.4%
	Strongly Disagree	117	33.3%
	Disagree	76	21.7%
	No comment	38	10.8%
Total		351	100.0%

Majority of the respondents (48.5%) agreed that their parents have no problems in paying school fees while 47.6% disagreed, 65.8% agreed that their parents can afford to get school requirements while 33.0% disagreed. 32.8% agreed that free secondary education

helped them to be in school while 63.8% disagreed. The results from those in schools show that school fees and school requirements are strong hindrances to many children schooling. The 32.8%, who agreed that free secondary education helped them to be in school, means that if there was no opportunity for free education, they would not have attended school. Therefore many children whose parents are unable to meet school fees and universal secondary education, schools are inaccessible to them; such children have missed out schooling.

Students were further asked their contribution towards their homes. Only 41.9% agreed that there is little need for their labour and the majority 52.1% disagreed, 34.2% agreed that they do not provide for their homes financial needs while 55.0% disagreed. The results show that although students contribute to their homes' financial needs their schooling is not hindered. Through their labour, children help to improve household earnings through savings or direct income earned from their productive work and as such their parents are more able to meet their education costs.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This chapter focuses on the discussion of the results, conclusions drawn from the study findings and recommendations based on the conclusions.

5.1 DISCUSSION

This sub-section presents discussions of results following the research objectives.

Effect of parents' attitude on access to education

The first objective was to establish the effect of parents' attitude on access to secondary education in Mityana District. Data analysis and interpretation of questionnaire responses from students revealed that parents' positive attitude towards secondary education is fundamental in children's access to education. The relevance of the curriculum to meet aspiration for further education and thereafter expectations for good employment opportunities are parents' attractions for their children's schooling. Consequently, they enroll their children irrespective of sex or schools' foundation body. These findings indicate that children whose parents value secondary education, enroll for secondary education unlike those whose parents have negative attitude to it. This could owe to the degree at which parents weigh the advantages secondary education provides. An attitude as described by Michael (2006) is a settled mode of thinking and contains an assessment of the likes and dislikes of an object. It is against this that parents' decisions to enroll children for secondary education will be influenced. These findings are supported by

Akangbou (1987) that demand for education is due to individuals' assessment of the benefits of education. Also Makerere University Institute of Social Research (2003) found out lack of parents value towards education among the factors contributing to non-enrolment to primary schools in Uganda. To attract parents, the curriculum has to address community needs and therefore equip children with the required knowledge to handle the communities' needs such as required skills on job market. In this way, parents will not hesitate to enroll their children. These findings are consistent with Forojalla (1993) who argued that in order to attract both parents and children, the curriculum need to address local concern. Ministry of Education and Sports (1999) found out that failure of the curriculum to address the pastoralists' life is a key factor to non-enrolment in Karamoja. There is a wide variation in what a relevant curriculum is between the rural and urban areas. The highly literate secondary school curriculum is more relevant to urban than to the rural parents who have little or no aspiration for further education of their children and thereafter get employed, the literacy curriculum provided by secondary schools is a disincentive to their children's schooling. In rural Mityana, few parents aspire beyond the farming practices, having their children employed in white color jobs offered mostly in towns is a far to reach dream. Yet findings of the study indicated that expectations for employment in education oriented jobs is a strong attraction for parents to send their children to school. Similar observation were made by Ssekamwa et al (2001) and Nyerere (1967) that good jobs after school are every parents' expectation for their children. Unfortunately, even those who manage to go through, the curriculum divorces them from their real society life; they migrate to towns where they end up unemployed. This contradicts parents' expectation and demotivates many to enroll their children.

ramentendly, Nyerere (1967) remarked that irrelevant curriculum divorces children from their real society life which according to Zsuzsa (1981) is indicated by urban immigrants who end up unemployed. According to Owolabi (1986), the relevance of a curriculum is subjective, to the rural poor, it is relevant if it imparts knowledge and skills to secure adequate food, shelter and clothing to sustain life, while literate curriculum is relevant to those in urban areas, where aspirations for employment are diverse. The participation rates at secondary level in Mityana District deteriorates the far away one moves from urban areas and this is partly due to curriculum failure to address the heterogeneity in the learning needs between rural and urban Mityana, the highly literate curriculum favours urban than rural Mityana. Findings of this study hold that parents' attitude affect access to secondary education in Mityana District.

Effect of spatial distribution of schools on access to education

The second objective was to establish the effect of spatial distribution of schools on access to secondary education in Mityana District. Data analysis and interpretation of questionnaire responses from students revealed that imbalances in distribution of secondary schools affect access to school. It was revealed that participation rates are high in areas advantaged in school location, where home to school distances are short and therefore children can easily trek to school on daily basis. It was also revealed that children do not necessarily go to schools close to their homes but sometimes in a distant but trekable distance. Most of the schools are day and boarding to give chance for children from far away areas to enroll and thus for school to attract a reasonable enrolment especially where it necessitates a wider catchment area. These findings

indicate that children from advantaged areas easily access school unlike those from disadvantaged areas. This could owe to how accessible school are, with given education places, school home distances and means of transport to reach school.

These findings are supported by Nwankwo (1981) who found that regional imbalances in location of schools in Nigeria contributes to the low enrolment in the disadvantaged North and high enrolment to the advantaged south. Besides Nwankwo, Forojalla (1993) found that low participation rates in southern Sudan, where education provision has lagged behind and high participation rate in northern Sudan with a well developed school system. In Mityana District, disparities in distribution of secondary schools as seen in Appendix A, contributes to high rates of participation in Mityana town council as compared to the disadvantaged rural sub-counties like Butayunja and Manyi where, there are only two and one secondary school respectively. In disadvantaged sub-counties children hardly attend school due to lack of places. Keith (2002) contends that uneven participation rate is a consequence of unequitable distribution of educational places. Similar observation was made by UNDP and UNICEF (2002) that disparities in school attendance between rural and urban children are significant in Uganda among other countries. Urban Mityana, favoured in school location has higher enrolment rates than the rural Mityana which is disfavoured in school location. UNESCO (2006) had similar findings in Somalia where disparities in secondary school attendance between the three divisions of the country is a product of unevenness in school location. Somali land which is more favoured in school location, has higher enrolment followed by Puntland while Southern Somalia with very few schools has poor enrolment.

Home to school distances impact on children's enrolment to school. Findings from the study indicated that children with home to school distance not exceeding five kilometers had easy access to school than those from more than five kilometers. These findings are consistent with Owolabi (2006) and Forojalla (1993) who found that secondary school need to be located in a distance not more than five kilometers to allow easy access to school by all potential school client. Ministry of Education and Sports (1999) observed that large numbers of rural primary graduates do not continue with secondary education due to lack of nearby secondary schools.

Findings of this study indicated that trekking is the most convenient way for children to reach school and therefore necessitates that home to school distance need to be trekable. The convenient distance for children to trek on daily basis was found to be not exceeding five kilometers. These findings concur with Owolabi (2006) and Forojalla (1993) that in order to increase convenience and minimize cost, five kilometers, is a walkable distance for secondary school students on daily basis. Ministry of Education and Sports (2004) observed that, the ministry's policy on location of secondary schools in Uganda is five kilometers from one school to another. When schools are located five kilometers from each other, access to them by all potential children is made easy. However, the dominance of private sector in secondary education provision in Mityana District compromised this policy, Alani, in Department of Higher Education Makerere University (2004) cited Tilak (1991) who asserted that private proprietors are insensitive to distributional consideration of education facility. In Mityana District, imbalances in school distribution is due to this, for example, Mityana Town Council, given a population

of 34,032 out of the district's total population of 265,994 (Mityana District Local Government, 2007) has eighteen (30%) out of the sixty secondary schools in the district. Private schools' entrepreneurs who are the major providers of secondary education in the district, are business oriented and therefore suitable areas to site their schools are areas with a high threshold since such areas offer higher opportunities for high enrolments. In Mityana District, the low population densities in rural areas, is a disattraction to school establishment. Owolabi (2006) noted the importance of threshold in siting schools. However, in Mityana, areas which are disadvantaged in school location also have low demand for secondary education, despite of having few school, the exiting schools operate far below their optimum enrolments. Similar observation was made by Ministry of Education and Sports (2008) in Kanungu District, where Sanyo Secondary School had only three students enrolled in senior one in 2008 inspite of the school being under universal secondary education porgramme yet in Kampala, schools under the program have over whelmed enrolment and some are forced to operate double shifts.

Study findings indicated that access to school can be increased by widening the range through schools having boarding section or by providing means of transport for example, use of bicycles and motor transport. This facilitates children from distant areas to access school by removing daily trekking constraints. Forojalla (1993) argued that the provision of transport or boarding facilities enlarges the catchments area and thus provide equality of educational oppotunities irrespective of the location and demographic distribution of schools. However, study findings indicated that such measures are constrained by their availability to household as indicated in Appendix C, (house hold asset for transport)

together with the extra cost to be met thus could not do much to assist children from disadvantaged families and areas to access school. Bicycles which are the dominant asset for families is the mostly used by children to reach school. However, its use is constrained by the Baganda culture which does not allow girls to ride them, consequently their use is limited. Findings of this study hold that spatial distribution of schools affect access to secondary education in Mityana District.

Effect of parents' economic status on access to secondary education

The third objective was to establish the effect of parents' economic status on access to secondary education in Mityana District. Data analysis, and interpretation of questionnaire responses from students revealed that access to education depends on parents' ability to meet the private cost to education for example, school fees and uniforms, books and other requirements. It was also revealed that children's contribution towards economic wellbeing of their homes does not hinder their access to secondary education. These findings indicated that access to secondary education is more in favour of children from rich than those from poor families. This owe to the fact that rich parents are more able to meet both direct and indirect costs incurred in their children's education. Study findings further indicated that children's contribution towards the home's income assists in meeting the financial expenses for their education. This owe to the fact that their productive works increases family income and therefore their parents are more able to send them to school.

The findings of this study are consistent with The World Bank (2002) that children from better off families are more likely to enroll than their poor counterparts, and Macro Economic Policy (1999) in the study on the effects and the rights of children in Uganda found out that less than six percent of children of the core poor access secondary education as compared to twenty four percent of non-poor. Private education cost like school fees, uniform and stationary hinders children attendance to school, findings by Ministry of Education and Sports (2000) indicated that primary schools enrolments in Uganda after introduction of UPE increased from 2.9 millions to 5.3 millions in 1997. Akangbou (1987) had similar findings for Nigeria where after introduction of UPE scheme in 1976/1977, increased enrolment at primary school level from 5.95 millions in 1975/1976 to 8.24 millions in 1976/1977. He remarked that to increase demand for particular type or level of education, governments have always done it through removal of tuition fees, supply free books and subsidize students boarding. Consistence with Akangbou, UNESCO (2009) observed that in Ethiopia and United Republic of Tanzania such measures have contributed remarkably in increasing enrolment. The relationship between the cost of education and the quantity of education demanded follows the normal demand relations which according to Akangbou (1987) states that more education will be demanded at a lower cost. This is due to the fact that when education costs are low, many parents are more able to meet the education costs for their children than when they are high. However, Keith (2002) observed that school fees rates in both government and private schools in Uganda are approaching the limits of affordability for marginal households noting that 60% households' income is below Ushs 100,000 per month and only 1% is above 200,000 Uganda shillings per month. There is therefore a limit to the

capacity to pay the school fees by households. Increased access can be achieved through pro-poor interventions like free secondary education. However, liberalization of education coupled by limited government secondary schools constraints their success. Ministry of Education and Sports (1999) observation that Ministry of Education and Sports' school fees structure and relevant guidelines to regulate the cost of secondary education to parents to increase opportunities for poor children to participate in secondary education in 1995, were compromised by liberalization of education among other factors. Private schools are not subsidized by government and therefore tend to charge high fees to finance school programmes. Department of Higher Education Makerere University (2004) findings by Alani's study titled "Redressing the problem of access: The Relevance of private university in Nigeria, observed that high fees charged limit access to private universities in Nigeria. Tilak (1991) as cited by Alani observed that private institutions of education are insensitive to socio-economic inequalities. These findings explain how school fees constraints access to education. Provision of free secondary education could help to increase enrolment to secondary education, in Mityana District however its limited provision as shown in Appendix B renders it inadequate to be accessed by all.

Findings of this study are consistent with Graham (1993), in a study in Mexico found out that children labour contribute significantly to household income that they contribute 38% of income in single parents households and 40% in female extended households. The economic efficiency of households are improved with children's input, and therefore parents are more able to meet their financial obligations including educational cost. These findings differs from findings of the World Bank (2002) report on Uganda's post primary

education that the immediately visible returns from child labour in the family outweigh the potential future benefits of post primary schooling and parents do not send their children to school. Children's labour can adequately be used by parent during out of school hours and days for example, school holidays and public holidays for example, in the gardens for rural parents or vending goods for the urban parents. Forojalla (1993) observe that flexibility in school day and school year permits children to be available to help parents with household work. In subsistence economy, children help with planting, harvesting and so on during weekends, holidays or after school time. Forojalla (1993) also argued that education oriented work system should be multidimensional, providing part time and full time education to allow time to work so as to eliminate foregoing education for work. Children's labour help parents not only to earn but also to save hence allowing investments including in education. Study findings therefore uphold that parents' economic status affects access to secondary education in Mityana District.

5.2 CONCLUSIONS

This study investigated the factors affecting access to secondary education in Mityana District. It was intended to assess the factors which affect access to secondary education in Mityana District. This was in relation to parents' attitude, spatial distribution of secondary schools and economic status of parents in Mityana District. The study specifically sought to establish the effect of parents' attitude, spatial distribution of secondary schools and the economic status of parents on access to secondary education in Mityana District. The study established that;

1. Parents who value secondary education enroll their children irrespective of sex or schools' foundation body.
2. Children from advantaged areas in terms of school distribution easily access schooling unlike those from disadvantaged areas.
3. Access to education depends on the parents' ability to meet the educational cost.

In view of these findings, the study concludes that;

1. Parents weigh the benefits to be acquired from their children's secondary education against non-educational alternatives and make a choice either to enroll or not to enroll their children.
2. Imbalances in distribution of secondary schools lead to disparities in education places and home to school distances. Therefore, children from advantaged areas have easy access to school than their counter parts in disadvantaged areas.
3. Educational costs like school fees, stationary etc, present hardship in children's access to secondary education. To the poor, these costs are real barriers to access secondary education.

5.3 RECOMMENDATIONS

I have urged in this study that parents' attitude, spatial distribution of schools and economic status of parents affect access to secondary education in Mityana District. The study has shown that parents make a choice between education and non-educational alternatives before they enroll their children, poor accessibility due to unbalanced

distribution of schools and educational costs affect access to secondary education in Mityana District. It is against this background that the recommendations below are made:

1. Secondary school should be made attractive to parents. This can be through redesigning the curriculum and school's year programmes. The curriculum should be updated to meet the current community demands such as entrepreneurship skills since the county needs job creators. The curriculum should be widened to include skill oriented subjects, for skill development alongside academic work. Such efforts will make returns to education more feasible since it will provide for life skills to individuals and employment requirements. Alongside curriculum redesigning, schools' year and day should be designed in a way which permits children to be available to help their parents when their labour is most needed. For instance, school holidays should coincide with rainfall season to allow children to fully participate in gardening.
2. School mapping exercise should be carried out to establish distribution of secondary schools and construction of schools should be done in underserved areas, this will help to avail education places to areas where they are lacking. New schools should be developed following the drawn school map.
3. Government should adopt pro-poor public subsidies to encourage enrolment from poor households. Since private schools are the major providers of secondary education, they need also to be considered as is the case in Brazil, Bangladesh, China and other countries (Belfield et al, 2002), these subsidies could be inform of teachers'

secondment. This strategy will help to lower school fees charged by private schools and therefore become more affordable to the majority of parents. Opportunities to enroll for free secondary education need to be widened by increasing on USE schools and improving their locations. This could be done through construction of more government aided secondary school or co-partnership with the already existing private schools. This will eliminate the school fees burden which is the strongest handle in accessing school education.

5.4 AREAS FOR FURTHER RESEARCH

Having concluded from this study that parents' attitude, spatial distribution of schools and parents' economic status affect access to secondary education, further research should also be done on the following areas;

1. Apart from effect of parents' attitude, there is need to investigate the effect of children's attitude on access to secondary education.
2. There is also need to investigate on how best government can co-partner with private education providers to increase access to secondary education.

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APPENDIX A

SECONDARY SCHOOLS IN MITYANA DISTRICT AND THEIR ENROLMENT

AT 'O' LEVEL 2008

Sub-county/ Town Council	Name of school	Number of students				Total
		S.I	S.II	S.III	S.IV	
Mityana	Central College S.S	205	187	178	167	737
Mityana	Mityana College Kikumbi	225	198	80	41	524
Mityana	Mityana Light	30	40	33	31	134
Mityana	Wamala High School	80	75	63	41	259
Mityana	Cleveland	20	25	15	18	78
Mityana	Kingfaisal Bbuye Mityana	53	80	57	49	218
Mityana	Royal Giant High School Mityana	66	80	54	47	247
Mityana	Kiyinda Islamic Mityana	50	80	40	30	180
Mityana	Mityana SDA Vocational	48	52	41	24	165
Mityana	Mityana Town S.S.S	78	89	83	54	284
Mityana	Mityana S.S	150	182	198	214	724
Mityana	St. Lawrence S.S Mityana	95	80	1305	66	347
Mityana	St. Joseph's S.S Buganda	78	74	113	58	323
Mityana	Mityana Modern S.S	255	215	205	292	967
Mityana	Pride S.S	60	35	88	98	300
Mityana	Glory High School	96	110	136	131	473
Mityana	Trinity College Mityana	92	98	115	107	412
Mityana	Jordan High School	27	25	37	38	127
Mityana	Singo S.S	160	140	133	110	543
Busimbi	Naama S.S	89	93	50	42	274
Busimbi	St. Peter's S.S Busuubizi	80	77	40	45	242
Busimbi	St. Noah's College Lubanja	30	40	35	28	133

Busimbi	Mumsa High School	69	85	60	57	129
Busimbi	St. Joseph's Naama Modern	35	40	30	25	130
Busimbi	Nakaseeta Vocation S.S	25	37	20	19	101
Busimbi	St. Jude S.S Mityana	25	19	20	15	79
Busimbi	Hill Side College Mityana	60	107	68	70	305
Busimbi	Kaganvu S.S Mityana	140	150	160	100	550
Ssekanyonyi	St. Francis S.S	40	47	37	29	153
Ssekanyonyi	JK Excel Orame	25	17	0	0	42
Ssekanyonyi	Real College Busunju	40	43	35	37	155
Ssekanyonyi	Busunju Parents	41	33	0	0	74
Ssekanyonyi	Mpirigwa Parents	29	23	21	17	90
Ssekanyonyi	Namungo S.S	29	21	0	0	50
Ssekanyonyi	Progressive S.S	58	37	21	17	133
Ssekanyonyi	St. Francis High School	60	51	35	37	183
Ssekanyonyi	Country View Busunju	30	23	0	0	53
Ssekanyonyi	Ssekanyonyi S.S	110	100	70	61	341
Kakindu	St. Kizito High School Bethany	75	70	68	56	226
Kakindu	St. Joseph's S.S Kakindu	150	140	90	92	472
Kakindu	Busujuu College	25	19	0	0	44
Kakindu	Kakindu Parents	78	62	48	31	219
Malangala	St. Ambroze Kyegeza	70	65	60	58	253
Malangala	Kiwawu S.S	90	81	60	49	280
Bulera	Kalangaalo S.S	110	100	80	75	365
Bulera	Buyoda S.S	50	48	55	40	193
Bulera	Kiryokya Parents	109	75	0	0	184
Bulera	Kiryokya Progressive	49	43	50	47	189
Bulera	Buyambi S.S	96	90	0	0	186

Bulera	Namutamba S.S	110	92	70	45	317
Bulera	Kitemu S.S	50	61	47	35	193
Kikandwa	Nampeewo S.S	40	47	33	12	155
Kikandwa	Bbambula High School	28	37	25	15	105
Kikandwa	St. Joseph's Nalungi	40	44	31	30	145
Kikandwa	Nakwaya S.S	75	78	50	45	248
Kikandwa	St. Kizito Bukalamuli	23	17	0	0	40
Butayunja	Kiggwa S.S	48	62	38	30	178
Butayunja	Busuju S.S	50	57	49	41	207
Maanyi	Bujjubi S.S	88	90	43	33	254

Source: Survey compiled by the researcher from Mityana District secondary schools

APPENDIX B

SAMPLED SECONDARY SCHOOLS IN MITYANA DISTRICT AND THEIR LOCATION

SUB-COUNTY / TOWN COUNCIL	NAME OF SCHOOL
Bulera	Namutamba S.S.
Bulera	Kalangalo S.S.
Busimbi	Naama S.S.
Busimbi	St. Peters S.S. Busuubizi
Busimbi	Kagavu S.S.
Butayunja	Kiggwa S.S.
Butayunja	Busujju S.S.
Kakindu	St. Joseph S.S. Kakindu
Kakindu	Kakindu Parents
Kikandwa	Nakwaya S.S.
Kikandwa	St. Joseph's Nalungi
Malangala	St. Ambroze S.S.
Malangala	Kiwawu S.S.
Manyi	Bujjubi S.S.
Mityana Town Council	Pride S.S
Mityana Town Council	Trinity College Mityana
Mityana Town Council	Singo S.S.
Mityana Town Council	Glory High School
Mityana Town Council	Mityana S.S.

Mityana Town Council	St. Lawrence S.S. Mityana
Mityana Town Council	Mityana modern S.S.
Sekanyonyi	Sekanyonyi S.S.
Sekanyonyi	Mpirigwa Parents
Sekanyonyi	St. Francis S.S.

APPENDIX C

UNIVERSAL SECONDARY EDUCATION PARTICIPATING SCHOOLS IN MITYANA DISTRICT 2008

COUNTY	SCHOOL
Bulera	Kalangalo S.S.
Bulera	Buyambi St. John's S.S.
Bulera	Namutamba S.S.
Busimbi	Maama S.S.
Busimbi	St. Peter's Busumbizi S.S.
Butayunja	Kiggwa S.S
Kakindu	St. Joseph S.S. Kakindu
Kakindu	Nabunga Parents
Kikandwa	Nakwaya S.S.
Manyi	Bujubi S.S.
Manyi	St. Kizito Banda S.S.
Malagala	Kiwawu S.S.
Sekanyonyi	Sekanyonyi S.S.
Sekanyonyi	St. Francis S.S.
Mityana Town Council	King Faisal Bbuye Islamic
	Mityana College Kikumbi

Source: Ministry of Education and Sports (2008). A report on the
USE/BTUET Head Count

APPENDIX D

HOUSEHOLD ASSETS FOR TRANSPORT IN MITYANA DISTRICT

Transport asset	Rural (%)	Urban (%)	Overall (%)
Bicycle	33.8	24.7	33
Motor vehicle	0.8	5.5	1.2
Motor cycles	3.9	8	4.2
Canoe / boat	0.3	0.2	0.3
Donkey	0.1	0.2	0.1
None of the above	61	61.3	61

Source: Mityana District Local Government (2007), Statistical Abstract

APPENDIX E

**SECONDARY STUDENTS' QUESTIONNAIRE ON FACTORS AFFECTING
ACCESS TO SECONDARY EDUCATION IN MITYANA DISTRICT**

Dear Student,

An academic research is being carried out to assess the factors which affect access to secondary education in Mityana District. You were randomly selected from your school to participate in this study by filling this questionnaire. You are requested to return the filled questionnaires to your headmaster's office not later than 24th April 2009. I will be very grateful for your acceptance to participate in this study.

Yours,

.....

KAYANJA DEO

A student of Masters (Education Policy and Planning),

Makerere University

Instructions;

- (i) Do not indicate your name
- (ii) Put a tick (√) in the box which corresponds to your option.
- (iii) All answers given are right.

Section A: Independent variable (parents' attitude)

In each of the boxes in this section, please put a tick (√) to indicate any appropriate answer to you.

S.A – Strongly agree, A – Agree, S.D. – Strongly disagree, D – Disagree,

N.C– No comment

		S.A	A	S.D	D	N.C
		1	2	3	4	5
1.	My parents do not discriminate between girls and boys for secondary education.					
2.	My parents say that what is taught in secondary school is relevant to community needs.					
3.	My parents see high job opportunities for the educated.					
4.	My parents see high opportunities for further education after secondary level.					
5.	My parents do not mind about the school's foundation body.					

Section B: Independent variable (spatial distribution of secondary schools)

In this section put a tick (✓) in the box which corresponds to your option.

6. Distance to the nearest secondary school from my home

(a) Less than 1 km

(b) 1 – 3km

(c) 3 - 5km

(d) More than 5km

7. Distance from home to my school.

(a) Less than 1 km

(b) 1 – 3km

(c) 3 - 5km

(d) More than 5km

8. Type of secondary school nearest my home.

(a) Boarding

(b) Day and boarding

(c) Day

9. Type of school I go to

(a) Boarding

(b) Day and boarding

(c) Day

10. If you travel from home to school, what mode of transport do you use?

(a) Foot

(b) Bicycle

(c) Motor transport

(d) Any other

Section C: Independent variable (Effect of parents' economic status on access to secondary education)

In this section please insert a tick (√) to indicate any appropriate answer to you –

SA - Strongly Agree, A – Agree, SD- Strongly Disagree, D – Disagree, NC- No comment

	Item	S.A	A	S.D	D	N.C
12.	My parents have no problems in paying my school fees.					
13.	My parents can afford to get my school requirements.					
14.	Free secondary education helped me to be in school.					
15.	There is little need for my labour at home.					
16.	I am not bound to provide for the financial needs of my home.					

Thank you for your participation in this study