PERCEPTIONS OF EDUCATIONAL RESOURCES ON INTERNAL EFFICIENCY IN THE UPPER PRIMARY SCHOOL SYSTEM IN WAKISO DISTRICT

BY

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2004/HD04/1483U

A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS DEGREE OF EDUCATION POLICY AND PLANNING OF MAKERERE UNIVERSITY

SEPTEMBER, 2010

DECLARATION

This is my original work and has never been published or submitted for any other degree in any institution of learning.

Signed:…… Date: ……

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APPROVAL

This dissertation entitled “perceptions of educational resources on internal efficiency in the upper primary school system in Wakiso District” has been submitted for examination with my approval.

Signed: ..... Date:.....

DR. MARIA KAGUHANGIRE-BARIFAIJO

(SUPERVISOR)

DEDICATION

To my parents Mrs. Idah Bukenya and the late Mr. John Bukenya who sacrified so much to get me to this level, my husband Mr. Ambrose Kibuuka Lukusa and my children: Assumpta, John, Nakato and Babirye.

GOD BLESS YOU.

ACKNOWLEDGEMENT

I feel greatly indebted to a number of people who have facilitated the production of this academic work directly or indirectly. My sincere thanks and indebtedness goes to my supervisor Dr. Maria Kaguhangire-Barifaijo.

I also thank Prof. Sam O. Owolabi for assisting me in the initial stages of this work. I am blessed to have found them patient despite the endless inconveniences I could cause to their busy duty schedule, indeed, I am very proud to be their student.

Particular thanks go to my lecturers: Dr. J. L. Nkata, Prof. Amin and Dr. Onen and others for their academic input. I wish to pay special tribute to friends. Jane Frida Bwiruka, who encouraged me when I was desperate. My group-mates Mrs. Irene Waiswa, Ms. Nakigudde Betty, Ms. Nakiyemba Harriet, thank you for being there to encourage and support me.

In a special way I thank my mother who has mothered all my efforts and fueled them, my husband who was so supportive and patient with me. My brothers Peter, Joseph, Alex and my sister Anne, who supported me in all ways possible.

Furthermore, I would like to thank all my respondents for having provided me with the necessary academic information mainly the headteachers, teachers and non-teaching staff for having offered the necessary co-operation during the exercise.

More so, I thank Madam Monica and Berna for endavouring to type this work and giving all the parental advice thank you so much. God bless you.

I greatly acknowledge my husband Ambrose and my children: Nakato, Babirye, John and Assumpta for the suffering they underwent during my period of study.

LIST OF TABLES

TABLE OF CONTENTS

ABSTRACT

The study sought to establish whether availability of educational resources had an effect on the internal efficiency in form of human resources, instructional materials and financial resources. The objectives of the study included to examine the influence of human resources, to analyse the influence of instructional materials and to establish the influence of funds on internal efficiency of the upper primary school system in Wakiso District. The study was conducted by a descriptive cross-sectional survey design and the data was collected using questionnaires, interview guide, observation check list, and documentary analysis from 10 schools which were visited by the researcher; 10 head teachers, 50 teachers; 5 non-teaching staff and 5 students were contacted with the Head teachers being purposively selected and teachers selected randomly from the accessible population. Data was analyzed using simple percentages which were calculated from the frequencies percentages of the data in the tables. The study revealed that the availability of educational resources all had a positive correlation with the internal efficiency in the schools in the upper primary in Wakiso District. Many schools lacked adequate educational resources in form of human resources instructional materials and funds and this greatly contributed to in their internal inefficiency in form of increased school dropouts, increased repetitions and poor performance. In area where educational resources were relatively available, internal efficiency was at a relatively improved level. It was therefore concluded that the availability of educational resources greatly boosted the internal efficiency in

schools in the upper primary in Wakiso district. Consequently the following recommendations were made: more teachers should be trained and recruited in primary schools, instructional materials should also be availed to the schools so as to improve on the daily classroom interaction, the government should improve funding of the UPE schools so as to access educational resources, and the motivation of staff in terms of salaries should be looked into for internal efficiency of the primary schools in Wakiso district.

CHAPTER ONE

INTRODUCTION

1.1 Background

This chapter deals with the background of this study, statement of the problem purpose of; this study objectives research questions, scope of the study significance of the study and the organisation of theses.

Wakiso District is a newly founded district formerly part of Mpigi district in Central Uganda. It was a neighbouring district to Kampala and therefore the education standards of the districts were not far from urban standards of education in Uganda. For a long time Wakiso primary schools had been ranking very highly in the national examinations. Schools like Kasengejje, Nsangi, and Gyavira Primary schools had excelled over time. However, some primary institutions still performed below standards in the district.

Like other primary school systems in Uganda district wakiso's educational resources for example, teacher, and funds have been catered for by the government mainly in government aided institutions. With introduction of UPE the government intensified the provisional of scholastic materials and school fees but on the other hand parents come in to top up by catering for the remaining necessities for their children education. However there has been a

general outcry of inadequate educational resources to cater for the increasing numbers especially with the ushering in of the UPE programs.

In any educational institution, education resources play a major role in the enhancement of internal efficiency. Okumbe (1998) defined educational resources as materials that gave help, support or aid to the teaching learning process. Farant [1980] also defined education resources as things that give help support or comfort to an individual institution in the teaching learning process. Therefore education resources were materials or things which aided and supported the teaching learning process in educational institutions'. They included human resources [teachers and non-teaching staff], financial (funds) infrastructures, instructional materials and others.

According to Farrant (1980) education was a process of learning to live as a useful and acceptable member of the community. This education was to be internally and externally efficient in order to produce a useful member of the community. External efficiency concerned itself with the relationship between the inputs and the outputs in the society as a whole. In education, it was a reference to how well the educational institutions were preparing their products for their roles in society. Internal efficiency in education on the other hand referred to the relationship between inputs and outputs within a specific systems or organisation. In education output would be assessed in relation to the state of the school or college objectives and the specific mission of

education. All criteria that would be used in such measurements like wastage rates repetition rates, enrolment rates are internal to the school or the education system.

In light of this therefore these inputs in this case educational resources played a big role in nurturing the outputs of education by ensuring efficient and smooth running of activities in educational institutions in this case upper primary schools in Wakiso District. The human resources referred to the people who form employees or teachers of primary schools and they included the teaching and non-teaching staff. The funds included the financial capital or liquid cash needed in day to day running of the daily activities and instructional materials were the teaching learning materials and aids needed for instance school chalk, textbooks, Manila paper etc. The above educational resources were examined to measure internal efficiency in terms of drop out rates repetition rates and promotion rates of upper primary schools of Wakisa District.

According to Okumbe (1998) in his system's theory he contended that it was not enough to understand the parts but it was also important to understand the relationship among the parts. A system was a series of interrelated and interdependent parts. Such that the interaction of any part or sub system affected the whole system. This theory highlighted the view that managers focused on the role each part of an organisation played in the whole

organisation rather than dealing separately with each part. The systems theory greatly oriented this study as it brought out the fact that educational resources were part and parcel of efficiency, if effectiveness is to be achieved.

However with the introduction of the universal primary education UPE, quality learning was compromised to quantity learning where the teacher-pupil ratio was 1 teacher to over one hundred pupils and the subsequent inadequacy of the related resources. There was acute lack of scholastic materials like textbooks. Lack of enough staff and funds to facilitate the smooth running of primary schools. In most schools there are less as 15 teachers and yet the majority they re not qualified. This has greatly affected the upper primary school system as it contributed to the drop out rates. This was supported by the Sunday Vision of 25th January 2009 which stated that the primary education survival rate had drastically worsened from 59% in 1996 to 20% of the first UPE intake that completed their final year in 2003.

In some rural areas of the district teachers were lacking many teaching materials and overloaded with teaching several classes which were overcrowded. The repetition rates were so high with a lot of irregularities recorded and even the promotion rates were as high as aggregates 20 in second grade. This evidenced the fact that the performance is still low leaving the researcher in question of whether it ca be attributed to efficiency in provision of resource.

The main reason for dropping out was cited as failure to meet the costs of feeding at school which meant that some children would have to go for lunch outside the school and in many cases they failed to return. As Wakiso District is one of the districts in Uganda, the situation is also evident there and therefore the researcher intended to find out the influence of educational resources as a factor of internal efficiency in the upper primary school system in Wakiso District. The study investigated and examined the influence of funds as well as the influence of instructional materials on internal efficiency of the upper primary school system in Wakiso District.

1.2 The Statement of the Problem

Wakiso district is one of the 80 or so districts of Uganda. It was previously part of Mpigi District but is now an independent district. It had a good number of schools and most of them were government aided primary schools. These schools require numerous educational resources as a major factor for their existence and internal efficiency especially in the upper primary sections. However, with the introduction of universal primary education since 1996, the enrolment greatly increased and this increased pressure on the available educational resources for instance classrooms were inadequate, the staff, instructional materials as well as funds to run the primary schools. A class meant for 40 pupils is now used by 150 pupils and this also increased demand for other facilities like sanitation leading to shortage of the facilities in schools (Wakiso local government 2006).

The district experienced high rates of drop outs especially in upper primary sections. The repetition rates are high as many people register low grades even the promotion rates were lowered. It a norm for the UPE programs to avoid students repeating classes, hence all students are promoted despite there performance. This state of affairs was worrying such that if it is not checked results would be poor academically and might become worse and with time the future of professionals in the country is threatened.

1.3 Purpose of the Study

To examine educational resources as a factor of internal efficiency in the upper primary schools system in Wakiso District.

1.4 Objectives of the Study

The study was guided by the following objectives.

1. To establish the influence of human resources on internal efficiency of the upper primary school system in Wakiso District.
2. To find out the influence of instructional materials on internal efficiency in the upper primary school system in Wakiso District.
3. To establish the influence of funds on internal efficiency in upper primary school system in Wakiso District.

1.5 Research Questions

The following were the research questions of this study:

1. What is the influence of human resources on the internal efficiency of the upper primary school system in Wakiso District?
2. How instructional materials influenced internal efficiency in upper primary school system in Wakiso District.
3. How funds influenced internal efficiency in upper primary school system in Wakiso District.

1.6 The Scope

The study was carried out in Wakiso District Government aided primary schools. Wakiso district is located in central Uganda neighbouring Kampala and Mpigi and Mukono districts. It has approximately 30 government aided primary schools which run under the universal primary education UPE programme. These schools were visited by the researcher in her study which entailed an examination of educational resources as a factor of internal efficiency in the upper primary school system. The study examined the influence of human resources, instructional materials and funds on internal efficiency in the upper primary school system of the district. It mainly focused on the period between 1996 when UPE was implemented up to 2008.

1.7 Significance

The study was of great use to headteachers and other school administrators in identifying the loopholes or gaps that existed between educational resources and internal efficiency in the upper primary school system in order to produce better quality education standards in schools.

The study acted as a basis (theory) for other researchers wishing to study factors for internal efficiency in schools and other institutions for the betterment and smooth running of the respective institutions.

The researcher as a teacher was helped by this study to understand how best the work conditions can be improved in the overall educational institutions.

Teachers will be helped by this study to understand how best education resources can be put into maximum use for their internal efficiency and effectiveness.

From the study policy makers especially from the Ministry of Education developed some concepts to bring about policy changes regarding the administration and financing of educational institutions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

It was important to link this study to some other related studies carried out at different times so as to make realistic comparisons and contrasts basing on some theories and the study objectives. This chapter highlighted theories related to this study showed the conceptual framework or diagram and reviewed related literature according to the stated objectives.

2.2 Theoretical frame work based on systems theory

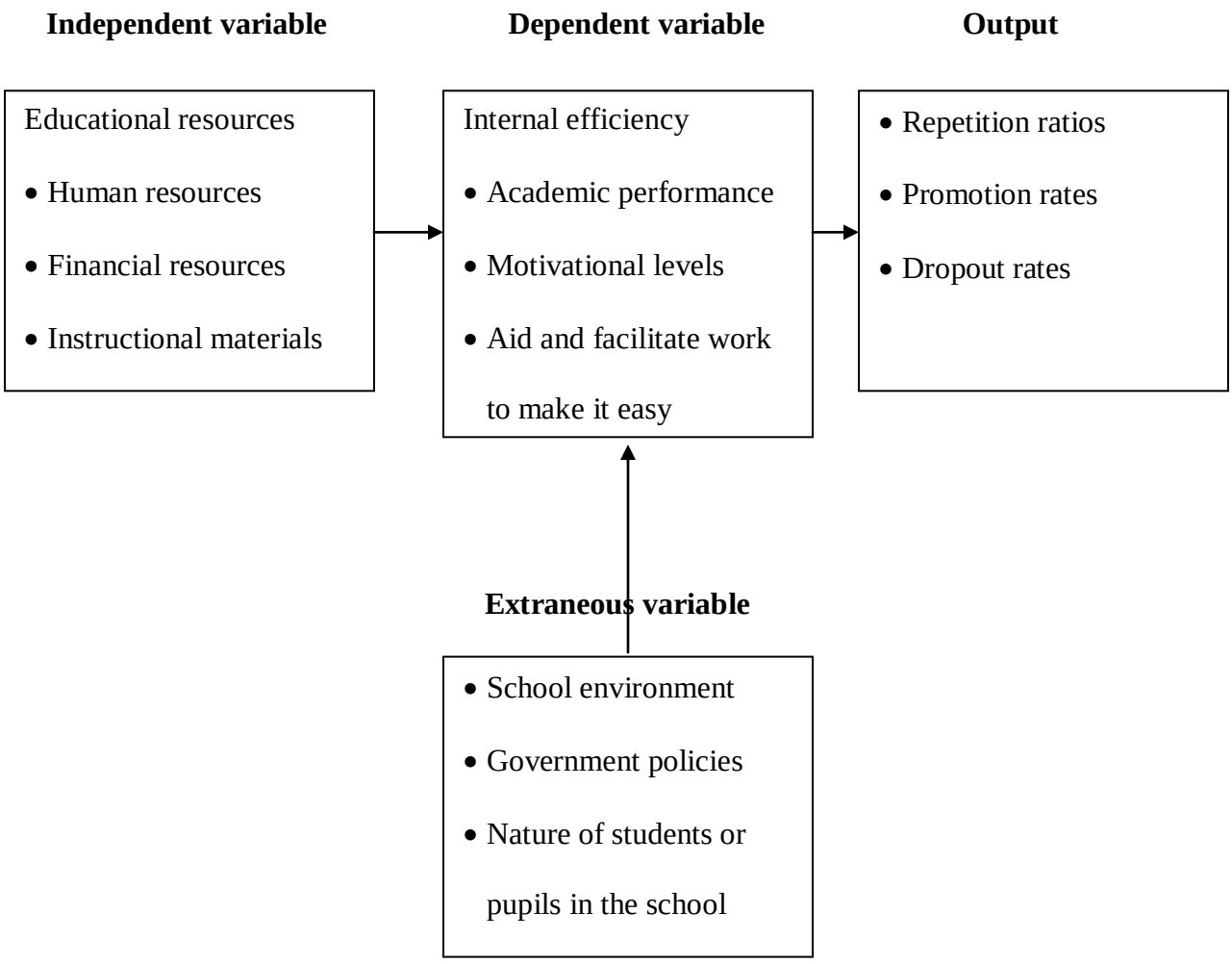
The systems theory formulated by Okumbe (1998) stressed that it was not enough to understand the parts only but it was also important to understand the relationship among the parts. A system was a series of interrelated and interdependent parts such that the interaction of any part affected the whole system. Therefore what affected one part affected the other parts in the system and its environment. This systems theory rested on the fact that every open systems had different parts which performed different functions but in such a way that each part interacted with and was interdependent on the other parts and the other systems around it.

The open systems model view organizations as not only influenced by environment but also dependant on them organizations take inputs from the

environment transforms them and produce outputs for example schools are social systems that take resources such as labour students and money from the environment and subjects these inputs to an educational transformation process to produce literate educated students and graduates.

This theory greatly oriented this study due to the fact that it could be related to the school system where the inputs included the enrolled students, physical materials, financial and human resources like the teaching and non-teaching staff. The school system was a process and the outputs refered to the number of students graduating from the system. The inputs (educational resources) played a big role and contributed clearly to the outputs (quality and quantity of graduates). Internal efficiency was measured by few or no students drop outs no or few students repeat classes and the rate of promotion of students from one stage to the next.

2.3 The conceptual framework showing how educational resources are related to internal efficiency in the upper primary school



Source: Adopted and modified from Ludwuig (1956)

The above was a conceptual diagram showing the relationship between educational resources and its influence internal efficiency in institution human resources who major constitute the teaching and non-teaching staff were

required to perform accordingly to enhance internal efficiency through their duties, actions, tasks, commitment and obedience. The funds or finance resources constituted money which enhanced internal efficiency through payment and purchase of necessities like wages/salaries and other aids that make the work easy and facilitate the daily running of an institution. The compliance of these two variables lowered the drop out rates in an institution, repetition rates, and increased enrolment rates and encouraged promotions to the next class.

2.4 The Influence of Human Resources on Internal Efficiency

Human resources constituted a total deployment of people available to the firm. Hannagan (2992:274). The firm in this case was the school system enrolling both the teaching and non-teaching staff.

Teacher preparation during the mid-nineteenth century a major reform movement created normal schools to train teachers. Then as new the charge was that teachers were inadequately prepared for their jobs Hey (1991). This led to increased repetition rates, reduced promotion rates and increased drop outs hence internal inefficiency in schools. Carole spiers (2003): Block (1991) state that an autocratic leadership skills lead to superior subordinate working relationship. It also leads to work place problems such as; poor job performance, low work commitment. Poor relationship with customers,

absenteeism and stress. This actually is evident in Ugandan Schools as such increasing the dropout and repetition rates in schools.

Gupta (1991) stated that proper selection and placement of employees would go a long way towards building up a stable working force and eventually reducing labour costs. When selected personnel were suitable for the job requirements their efficiency and productivity were high. Such personnel would have high job satisfaction and high morale. Therefore rates of absenteeism and labour turnover would be low. Thus it was necessary to fit "square pegs into square holes". This analysis of capital was a cornerstone to this study as it clearly brings out the concept of human resources in influencing internal efficiency of an institution like a school.

Another important contribution to this study was made by Armstrong (1998) in identifying the aims and activities of human resources. He noted that human resources should be quality and quantity to the organisation which made the best use of its human resources. An organisation was able to anticipate the problems arising from potential surpluses or deficits of people so as to estimate future manpower needs by reference to corporate and functional – plans and forecast of future activity levels. It analysed productivity, capacity utilization and costs in order to identity the needs for improvements in productivity or reductions in cost. Armstrong (1998:205) therefore connected human resources with the aims and activities of any institution in this case a

school system. McGregor (1988) observed that an organisation was significantly more efficient and effective if the manager recognizes the needs of the workers and make adjustments to meet these needs. Human resources played a vital role in any organisation because they formed the centre of all resource organisational that converted resources into a productive resource for effective realization of organisational goals. This was in line with Kaplan and Norton (1996) who realized that employee satisfaction could be measured by involvement in decision making, reorganization for being a good job , access to sufficient information to do the job well, active encouragement to be creative and use initiative and to support all levels in all staff functions.

Nonetheless lack of flexible staff functions and management abstracted and frustrated many innovative ideas that teachers and other employees would put across and made change in their environments which went hand in hand with human resources in influencing internal efficiency. According to McCall (2004) the responsibilities of management was to create an environment in which both the organisation and the employees could succeed. It contributed to the employees professional growth set the proper tone at the top. Management paid attention to organisational vision; culture and environment at the same time treated employees as the important assets that they are. Therefore managing was accomplishing things through people. This analysis of McCall (2004) therefore was of great important to this study as it also brought forward the concept of creating an environment that enabled employees uplift their

profession and enhanced their status thus achieved both organisational and personal goals which was in line with internal efficiency of any institution.

The United Nations Educational Scientific and Cultural Organizations (UNESCO) in the New Vision of Monday October 6th 2008 admitted that the shortage of qualified teachers remained a big problem. It estimated that 18 million more teachers were needed to reach the goal of Universal Primary Education UPE by 2015. The shortage of teachers was particularly noted to be acute in Africa where additional 38 million teachers were required to achieve UPE and it was estimated that classes could have as many as 60 pupils yet quality education could not be provided in classes with more than 40 pupils. This shortage of teachers was one of the best challenges to achieving the education for all goals and internal efficiency. This was reported by the Director General of UNESCO Kiochiro Matsura.

William (1965) says that teacher quality is very important in studying wastage in primary schools in Guetemalan and teacher qualification he hypothesized that when the proportion of qualified teaches fails below 33% with a teacher-student ratio of approximately 1 to 35 the resources devoted to education have been almost completely wasted in the same studies of wastages the student's major reason for withdrawing from school centered around the incompetence or lack of professional training of some teachers.

The UNESCO (1967) study on educational wastage in Asia revealed that lack of interest in learning by the students as one of their reasons for leaving school prematurely. It was suggested that such lack of interest stemmed from among other factors ill-conceived methods of teaching which minimizes chances of student's meaningful learning.

Sandos (1956) in his comparative study of early school leavers found that dropouts expressed less satisfaction than non-leavers with their teacher's interest in them and their relationship with their teacher's knowledge of their special needs in a study of wastage on the world scale undertaken for the international bureau of education by Bremier and Parli, unsuitability of the curriculum which is implemented by teacher was shown to be the major cause of dropping out of school. This finding comes as no surprise as it is in the curriculum that most of the child's expectations about his intellectual development; and possibly preparation for future careers are supposed to be catered for in school when a student feels that what is offered in the school curriculum is no way relevant to his needs or expectations he may either withdraw from the school or seek transfer to another school where these will be better met.

This clearly illustrated the role played by human resources in internal efficiency hence great to this study.

2.5 The Influence of Instructional Materials on Internal Efficiency

Instructional materials were an asset in the teaching learning process according to Farrant (1980) he stressed that science equipment, audio visual equipment, school furniture, materials such as pictures, textbooks, flannel graphs etc offered a vital service to teachers in the teaching process. Additionally the United States Board of Education 1999/2000 reported that, teaching materials or instructional materials were a teaching procedure dealing with first hand information and experiences regarding facts or materials obtained from investigation or experimentation and therefore was adopted and used in many areas of study as well as science.

This analysis indicated that the fact that teaching facilities and instructional materials contributed greatly to the motivation of teachers hence efficiency. In fact some classroom interactions could never take off or be implemented once the aids were not in place for example an experiment in science lessons greatly proved facts taught. This made Farrant (1980) and the Catholic Board of Education 1999/2000 assertion great to this study. In the same vein Ssekamwa (2000) noted that the quality of education like Uganda was able to improve in the period between 1952 – 1962 at all levels by providing schools with adequate scholastic materials such as textbooks and science equipment. Also efforts were made to post qualified teachers to schools teacher training colleges and technical schools. Thus with the availability of instructional materials education levels improved conversely Jenkins (1989) noted that the

central government was better able and willing to provide resources and materials that supported teachers instructional efforts.

He called this 'mobilizing resources', and described it as relying personnel, building district and community resources, including materials as well as information.

Hack Larsen et al (1990) further reported that one of the variables determining high achieving schools was the government's assistance to teachers in acquiring the needed instructional materials. Attending to the materials needed, the utilization of instructional resources to achieve maximum student outcomes was a characteristic also identified by Odden (2000) that providing the assured availability of materials by designating personnel to provide the necessary instructional materials to individual teachers was a government role behaviour.-

To gain knowledge of what occurred in the classroom and the materials being used, effective governments frequently observe teachers instructional methods. Bins and Bradlay (2004) used the labels of "rigorous supervision" and discussed the importance of established routines such as "the supervision of teachers and staff performance by daily visitations, private conferences prompt evaluations and provision of assistance. Odden (2000) further reported that one of the policy behaviours common in high achieving schools was the

governments direct supervision of instructional materials served the above role and in cases where they were provided teachers were helped to enhance pupils performance.

It is argued that in many schools government aided and private very little attention is attached to the provision repair and maintenance of instructional materials like textbooks blackboards, laboratory equipment maintenance of school structures like building etc. This was reflected in the inadequate provision of resources for that purpose.

In the schools annual budgets for example the inspectorate report (1991) for five government aided schools in Uganda revealed that the amount budgeted for capitation grants in 1991 Calendar year ranged from 0% in some schools to 5.4%. Figures for maintenance and repairs of these teaching materials were other non-existent on the budget or were given very low percentages.

Additionally due to this neglect the dissatisfaction of the management of school physical resources or teaching materials was echoed by Heyman (1977) noting with concern the storage facilities in most primary schools. He pointed out that where such stores do exist they were poorly furnished, located and manned. It was very common for school managers to pick on some old buildings and declare it a store. Heyeman (1977) asserted that many schools had resorted to storing school equipment, in individual homes such as the

headteachers house. This remained a common practice inmost primary schools especially government aided schools and this was a very poor attitude to pupils academic performance and teachers efficiency once instructional materials were not given due regard.

Taiwo, (1968:2-16) remarked that a rapid increase in both primary and secondary school enrolment without a corresponding increase in the provision of educational facilities have contributed to poor performance of students in education.

The all Nigerian Conference of principles of schools held in July 1977 at the University of Lagos noticed that inadequate supply of physical facilities and equipment was a perennial problem. They went further to explain that inadequate accommodation, chairs and books have caused riots among students in some schools in Nigeria (Banjos report (1961).

Nicholas (1946) emphasized that the need of modern elementary classroom in study. He asserted that: a classroom that is suitable has much more than good lighting good treating desks, chairs and chalk board. We know that children learn best through the practical application of facts. Therefore to learn requires the presence of working facilities.

The school physical planning as an investigative concept has been subjected to a lot of research by Engle Hardt (1961) in an attempt to assess the effects of on pupils' academic performance in New York. He discovered that adequate physical plants have positive results on the pupils' performance.

Combs (1968) also stressed the importance of physical facilities in his identification of the major components of an education system. He noted that, the acute scarcity of resources or school physical facilities has constrained educational systems from responding more fully to new demands. The need for effective translation of educational programmes into physical facilities motivated Bareither and Schillinger (1968) to review other researches on physical facilities to be able to discover facts and the overlooked areas of school facilities. They concluded that, the translation of the educational programme into physical facilities requirements involves a constant evaluation and re-evaluation of the enrolments projects changes in educational programmes and inventory of existing facilities dependent upon departmental requirements.

Studies have revealed the importance of physical facilities to instructional activities in the school. Overbought in her study on the relationship of the physical environment to teacher professionalism revealed that physical environment affects teachers in their performance as professionals. The most important environment features which affect teacher performance are classrooms, furniture and class equipment Overbought (1990).

According to Hoy and miskel (1991) technology has a significant effect on organisational commutation, through that effect remains some what speculative. The way teachers interest and pupils in their in their lessons matters a lot on the direction and impression of pupils in towards the teaching. This actually explains the effects of commutation on dropout rates repetition as well as promotion rates in primary schools hence internal efficiency.

According to tteck et al (1990) and green field (1981) the process of selecting and approving the use of instructional materials for classroom use differs depending on the country. Some governments approve the use of text books on a nation wide basis. This standardized approach to text book adoption tends to be predictable very often the government determines which books will be used at least 6 months before the school years in question begins

Greenfield (1987) in order countries their teachers, school or districts can determine which instructional, materials will be used. This is more similar to the decentralized system governance in Uganda however; there is still an intervention of central government.

In some cases the government may contribute theory own resources for the production and purchase of the accessible instructional materials. Some countries allocate these funds to an already established instructional resource

centre; other countries distribute the finds to media centers, school districts, and like entities throughout the nation.(Heck et al, 1990).

Some countries parents are requested by government to address student's basic needs when they provide pencils and papers to student. Likewise principles on behalf of government provide a service to teacher's basic instructional needs by allocating resources and materials. (Jenkins 1986).

Government can also select instructional leaders in different schools when these know what is happening in classroom the central government is better able and willing to provide resources and materials that support teachers instructional efforts (Jennikins 1986) refered this as "Mobilizing Resources" and described it as "Rallying personnel" building district and community resources including materials as well as information.

Heck et al (1990) reported that one of the variables determining high achieving schools was the government assistance to teachers in acquiring the needed instructional resources attending to the materials needed the utilization of instructional resources to achieve maximum student's out comes was a characteristics identified by (odden 2000). Providing the assured availability of materials by designating personal to provide the necessary materials to individual teachers was a government's role behaviour reported (Ataro and wrightson 1996). To gain knowledge of what is occurring in frequently and the

materials being used, effective governments frequently observe teacher's instructional methods. (Binns and brand 2004) used the label of "Rigorous supervision" and discussed the importance of established routines such as "the supervision of teacher and staff performance by daily visitations, private conferences prompt evaluations and provision of assistance". (Odden 2000) reported that one of the policy behaviours common in high achieving schools was the governments' direct supervision of instructional strategies. Thus parents and governments serve the above role and in cases where they link and help teacher's pupil performance has always been enhanced.

2.6 The Influence of Funds on Internal Efficiency

Funds played a central role in the nurturing running and guiding of any institution. For instance it was a basis for teachers' motivation and teachers were a crucial factor in the promotion of internal efficiency in education institutions. The New Vision Monday October 6th 2008 reported that teachers played a central role in nurturing and guiding infants, children, youth and adults through the life long learning process. The gift of literacy was passed on from one generation to the next and hence when knowledge was shared, skills gained then lived can be changed. Hence, 'teacher's matter" and needed to be facilitated for the achievement of quality education and changing lives for national development thus internal efficiency which was brought about by availability of funds to motivate the teachers.

Perraton (2000) states that newly recruited teacher face challenges in their new schools the most prominent being variance between theory and practices poor remunerations lack of incentives, inadequate professional support, school environment inform of students discipline, duty allocation and school rules and regulations.

Teachers are also subject to the same quality controls both at the institutions of training and station of work irrespective of one's orientation. Therefore, this situation was not far from what is taking place in Wakiso District especially with the introduction of UPE with its related challenges right from the government or policy making level.

According to MoES (2002) salary structures in Uganda between government and private education institution vary considerably by 2002 the lowest salary for a certificate holder was 130,000/= to 200,000 for government equally so far post graduates and diploma. Post graduate was between 300,000 to 500,000/=. However the private sector varied considerably in salary structure. It is imperative to note that, the introduction of the private sector in education the standards of government schools have been offered considerably due to stiff competition, between the two sectors schools in Wakiso District therefore have also been influenced by this trend, where although the big number of pupils are in government aided schools efficiency has not been realized following this trend.

According to the centre for the study of African economics working paper series (2005) teachers acknowledged the complaint about poor education offered as a result of inadequate funding and other services. But the real causes were seen beyond control of educational professionals and had to do with poor funding, excessive workload, inadequate facilities and lack of materials. This was a source of frustration of educational workers like teachers and affects their motivation which in turn affected their performance and efficiency. Many felt that a career in the teaching field had become less attractive as one educationist in Addis Ababa was quoted to have said that he would not advice a person to join the teaching profession. He wanted to leave the sector because of the workload and the low payment. He would advise a person to study for another profession.

This perception of teachers in Addis Ababa clearly indicated that many viewed the profession as a sacrifice to help the nation rather than attractive job to service. However it was noted that these frustrations were partly as a result of inadequate funding which led to poor facilities poor salaries/wages and lack of materials thus internal in efficiency.

The importance of funds on internal efficiency was also echoed by Gupta (1991) noted that financial resources were important in management account of the following reasons. Higher efficiency, low absenteeism and turnover facilities change human relations and corporate image Gupta (1991:349). It formed a

core of management as it helped utilize all the key management aspects in action. Financial resources, motivation of staff and efficiency showed positive correlations overtime.

Powel (1969) reported a positive relationship between funds, motivation of staff and academic performance as well as efficiency of teachers. He carried out an investigation in Ghanaian secondary schools on teacher's attitudes towards their work. His findings indicated that the availability of funds motivated teachers of any kind and had a favourable effect towards their students, liked their teaching, performed well and pursued education to higher levels of study and work. These findings were greatly in line with the influences of funds on internal efficiency.

In the World Health Organisation (WHO) report (2006) Geneva health workers were asked to give their understanding and what motivation meant to them. Different understandings emerged thus 50% of the health workers in Benin explicitly mentioned financial encouragement. One fourth of the health workers equated motivation with prospective encouragement or retrospective re-compensation which is understood as making them work better, 20% considered being motivated as having the means and material to work, to get recognition or other human resource management tools such as supervision and good leadership. Hence the majority understood motivation as the motivator (i.e. an incentive and not a state of mind). Only 5% referred to

motivation as the willingness or the pleasure to do one's work and this group comprised mainly doctors and health workers in the private sector. Thus understanding of health workers clearly brought the influence of funds on internal efficiency for its funds that drive and steer everything in its motion.

The achievement of educational goals depends on adequate financial support. That finance affects the achievements of goals of a school was highlighted in the study conducted by Highell (1990:3422). The study reveled that inadequate finances were constraints to attainment of school effeteness in Alberts Canada. Barnes (1989 vol 50 no. 11 3422-4) Barnes study on overcoming blockages of implementation revealed that budgetary problems are part of the major obstacles to successful implementation of school-based management at the K – 6 levels in Seattle. This highlights the fact that well prepared budget enhances successful implementation of a programme.

Studies have also revealed that decline in finance always has effects on the operating standards of a school. Fraitas (1983) from his study on the effects of enrolment and declining financial resources on instructional programme and supervisory practices revealed that financial decline has a negative effect on the quality of instructors.

CHAPTER THREE

METHODOLOGY

3.1Introduction

This chapter dealt with research techniques, which were used to acquire the necessary data for the study, selection of subjects or sample selection, instrument validity and reliability, methods of data analysis and the overall procedure.

3.2 Research Design

The researcher used the descriptive cross-sectional survey design in order to find out the opinion of a cross-section of the population in Wakiso government aided primary schools. The design was basically preferred because it provided a systematic description that was factual and accurate thereby enabling the researcher to understand the important parts of the phenomenon being investigated. Thus, acute and comprehensive picture, information was obtained. The researcher used both qualitative and quantitative approaches, quantitative used questionnaires while qualitative was based on use of interviews observations and documentary analysis.

Further moiré they help to describe the characteristics of and events community or region providing at about the population or items being studied by describing the who, what, how, when and where of a situation at a given time but does not go into finding what causes or caused it. In this way it aims

at providing a systematic description that is as factual and as accurate as possible in general descriptive research aims at compete enumeration. According to Amin (2005) the descriptive cross-sectional survey method was good because it described the characteristics of an event, community or region providing data about the population or an item studied. It aimed at a complete enumeration where the researcher explored in depth a programme or an event an activity, a process or an individual often in a natural environment at one point in time.

3.3 Population of the Study

The study focused on government aided primary schools in Wakiso District. Wakiso district was estimated to have approximately 247 government aided primary schools all embracing the U.P.E. programmes. These schools are mostly concentrated in the peri-urban area of the district.

3.4 Sample Size

The overall number of participants in this study was 70 comprising of 10 headteachers of the government aided primary schools in Wakiso District. 50 teacher, 5 students and 5 none teaching staff. According to Amin (2005) a sample should not be less than 70 people and at the same time it should not be too big. Hence, this sample size was aimed at using Amin (2005) and was hoped by the researcher to be representative enough in terms of the overall population.

3.5 Sampling Techniques

All headteachers were purposively selected because they were believed to have very good information regarding educational resources as a factor of internal efficiency in upper primary section of Wakiso District. Again most head teacher was interviewed or they provided qualitative information hence making purposive sampling appropriate for the study. The teachers', non-teaching staff and students were randomly selected so as to give each one equal chance to be selected to participate. Simple random sampling involves defining population identifying each individual or member of the population and selecting individuals basing on the chance basis therefore, compare to other techniques random sampling is the best way to obtain a respective sample.

3.6 Research methods

In order to have justifiable conclusion the researcher used a multimodal approach refered to as triangulation this was done to provoke contrasts seminaries and comparisons of items and responses from questionnaires, interviews and observations

3.7 Research Instrument

These constituted questionnaires interviews observation and documentary analysis or some secondary data/information.

3.8 Questionnaires

The questionnaire was the main research instrument used on the respondents.

A semi-structured, self-administered questionnaire was used because of its effectiveness, efficiency and flexibility as it gave the respondents a chance to give their opinion in an independent atmosphere. It was free from emotional overtone such as shyness, intimidation and so on since it was not based on personal contacts. The questionnaire was based on variables of the research that is educational resources as a factor of internal efficiency in the upper primary school systems in Wakiso District.

It followed the objectives of the study objective by objective and was in three sections. Section A was personal data of the respondents, section B constituted quantitative information requiring the respondents to agree or disagree with the stated statements and Section C comprised of qualitative information that required the respondents to fill in the blank spaces provided. Confidentiality of all respondents was treated with almost faith.

3.9 Interview Guide

Unstructured interview was used to help the researcher get in-depth verification and supplementary information to the questionnaires. This was with the help of an interview guide prepared by the researcher. The interview was self administered to the respondents on returning the questionnaires. The discussion was recorded for use in data analysis.

3.10 Observation Check list

Observation was used to collect secondary data that reinforced the primary data collected from the questionnaire and interviews. It was with an observation checklist, which involved review of official memos, meals prepared at schools, library teaching materials, school environment and other relevant attributes.

3.11 Document Analysis

Document analysis provided additional unexpected but useful information to the researcher. It involved review of official documents such as files, memos, minutes of scheduled and unscheduled meetings, UNEB results at least of the last 4 years, annual and quarterly reports and any other secondary documented information.

3.12 Validity of Instruments

Validity of instruments means the relevance of the content in the research instruments in regard to the content of issues being investigated. The validity of instruments namely questionnaires, interviews, observation and document analysis was checked in two ways empirical validations and theoretical validations. With empirical validations, the instruments were checked against the empirical evidence while in theoretical validation the validity of instruments was ascertained through theoretical and conceptual constructs. In both cases validity was upheld if the findings produced through the measure in question were supported by empirical evidence or by theoretical principles.

The researcher emphasized content validity of the instruments and used content validity index (CVI). Results are presented in appendix B.

$$CVI = \frac{Number}{Total}\frac{of}{number}\frac{items}{of}\frac{declared}{items}\frac{valid}{}$$

3.13 Reliability of Instruments

According to Gdafshani (2003), reliability is the extent to which results were consistent overtime and an accurate representation of the total population understudy. Reliability of the instruments in the study was attained by testing the instrument first (Pilot study).

The researcher administered the questionnaire to any of the schools in Wakiso District. If the results from the piloted schools reflected similar responses then the instruments were considered reliable. In cases of vagueness of any question, the researcher reconstructed or edited the instrument before going for the final survey. Since the instrument consisted of semi-structured questions, reliability would be computed using Cronbachi's coefficient alpha

$$a = \frac{k}{k-I}\left[\sum -\frac{\sigma^{2K}}{\sigma_2}\right]$$

Where $\left[\sum\frac{\sigma^{2K}}{\sigma_2}\right.$ is the sum of the variances of the test?

K = the total number of items of the instruments σ = standard deviation of 1.00 which meant that values closer to 1.00 such as 0.85 also implied reliability of the instrument. The results are shown in appendix C.

3.14 Methods of Data Analysis

There were two techniques that were used to analyse the data namely qualitative data analysis and quantitative data analysis. Under quantitative data, analysis the information collected was coded first before it was fed into the computer.

It will then be edited and analyzed using a computer programme for Social Science (SPSS) under this programme frequency tables and percentages were marked out to test the degree of the strength of relationships between the variables under investigation.

Qualitative data was analyzed through content analysis as well as narrative analysis and anecdotal analysis.

The content analysis was used to test the authenticity of the information given by respondents. This was done in such a way that similar questions were put in the questionnaire and interview guide at different stages and that helped to cross check the authenticity of answers given by the respondents. Anecdotal analysis was used to enrich the study with real vivid information as given by

the respondents especially through using quotes. Narrative analysis was used to put across the real life experiences of respondents.

3.15 Ethical Consideration

Permission was sought from the head of the school of education department of foundations. An introductory letter was issued to allow the researcher to go ahead with the researching on the study topic. '' Educational Resources as a Perception of Internal Efficiency in the Upper Primary School System in Wakiso District". The researcher was introduced to the respondents and the exercise of administering the tree instruments ensured confidentiality of all respondents.

3.16 Procedure

The researcher obtained a letter from the Dean School of Education introducing her to the respondents where she carried out the study. She then proceeded to distribute the questionnaires and conducted interviews to the respondents' on returning the completed questionnaires. This was done by the researcher herself in order to minimize the loss of information through correspondents confidentiality of all respondents was treated with utmost care. All data was put in the final report before being submitted in the dissertation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

In this chapter, the researcher hereby presents responses got from the respondents. They are presented and analysed quantitatively basing on the three research questions in chapter one above. The responses are presented with their corresponding research question with the corresponding table and illustrations.

Table 1: Actual number of questionnaires administered to schools in the study

School Code	**Names**	**Frequency from each category of respondents**			
	Fi	**Fii**	**Fiii**	**Fiv**	**Total**
A	1	5	01	0	7
B	1	10	0	01	12
C	1	5	1	0	7
D	1	6	1	0	8
E	1	4	0	01	6
F	1	5	0	01	7
G	1	5	1	0	7
H	1	2	1	0	4
I	1	3	0	01	5
J	1	5	0	01	7
		Total			**70**

Source: Primary Data 2010

Key

F – Frequency Fii - Teacher

N - Number Fiii - Non-teaching staff

F - Headteacher Fiv - Pupils

The above are the schools visited and the number of questionnaires administered to each school to the headteacher teachers, non-teaching staff and pupils respectively. A total of 70 respondents were reached, Seven (7) respondents from Lake Victoria Primary School, Twelve (12) from Bugonga Primary School; Seven (7) St. Gavira Primary School, Lweza; Eight (8) Katabi Primary School; Six (6) Namate and Seven (7) from Kiwafu, another Seven (7) Nsangi Primary School; four (4) Nansana Primary School; Five (5) respondents from St. Thereza Gayaza Primary School and Seven (7) from St. John Bosco Primary School Gayaza.

Table 2: Respondent's participation in the study

Cluster	**Actual Number of population established**	**Number of people selected/participated**	**Age rate as per number of cluster**	**% age response rate on actual number of respondents**
Headteachers	10	10	100	14.3
Teachers	100	50	50	71.4
Non teaching staff	20	5	25	7.1
Pupils	Over 500	5	1	1.4
Total	630	70	100	100

Source: Primary Data 2010

Personal Data for Respondents/Respondents Background Information

This section ideally presents background information of respondents as received in section A of the questionnaire (Appendix A). The purpose of this information is to help the readers understand the situation and will bring on board the nature of the people who answered the questions, which will help the reader to judge the authenticity of the results of the 70 filed in questionnaires 32 (45.5%) were females, 30(42.9%) were males while 8(11.4%) were not identified. See Table 3 that follows:

Table 3: Sex/Gender of the Respondents

Category	**Frequency**	**Percentage %**
Female	32	45.7
Male	30	42.9
Not indicate	8	11.4
Total	**70**	**100**

Source: Primary Data 2010

As can be observed in table 3 both men and women participated in the study and this gave the researcher an opportunity to solicit for varying views from different sexes.

The researcher also established the age of the respondents in order to ascertain the maturity of the respondents. The results are indicated in table 4.

Table 4: Age of the respondents

Age Group	Frequency	Percentage %
Below 15 years	5	7.1
16 – 25 years	3	4.3
26 – 34 years	25	35.7
35 and above	37	52.9
Total	**70**	**100**

Source: Primary Data 2010

Apart from the students 5 (7.1%) who were below fifteen years, 3. (4.3%) were between 16 – 25 years, 25/35.7% were between 26 – 34 years while 37/52.9% were above 35 years. The research therefore attracted mature responsible participants and hence reliable information was able to be got.

The level of education of the respondents was also established by the researcher. The results are indicated in table 5. In terms of academic qualifications, the respondents scored as follows: Pupils were 5(7.1%) certificate holders were 26(37.2%); diploma 30(42.9); Graduates 8(11.4%) and 1(1.4%) postgraduate.

Table 5: Academic qualifications of the Respondents

Qualifications	Frequency	Percentage %
Pupils (without qualifications)	5	7.1
Certificate	26	37.2
Diploma	30	42.9
Degree	8	11.4
Postgraduate	1	1.4
Total	**70**	**100**

Source: Primary Data 2010

The findings indicate that the majority of the participants were Diploma holders followed by certificate, graduated postgraduate respectively. This indicated that all the respondents were qualified staff.

The researcher further established the marital status of the respondents in order to ascertain the level of responsibility of the respondents. Out of the 70 respondents 20(28.6%) were single 44(62.9%) were married while 6(8.6%) did not indicate.

Table 6: Marital status of the Respondents

Marital Status	Frequency	Percentage %
Single	20	28.6
Married	44	62.9
Divorced or Widowed	6	8.6
Total	**70**	**100**

Source: Primary Data 2010

The researcher further established the teaching experience or professional qualifications of respondents. In terms of teaching experience, or professional qualifications of respondents. In terms of teaching experience, only 2/29%) people were still on probation, 10(14.3%) had served up to 6 years, 8(11.4%) up to 10 while 50(71.4%) were above 10 years.

Table 7: Teaching experience of the respondents

Number of Years	**Frequency**	**Percentage %**
Pupils (No experience)	5	7.1
0 – 3 years	2	2.9
4 – 6 years	10	14.3
7 – 10 years	8	11.4
10 and above		64.3
Total	**70**	**100**

Source: Primary Data 2010

As can be observed, most of the respondents were permanent and pensionable employees and hence the researcher confided in them and relied on their data.

4.2 Research Questionnaire

What is the influence of human resources on the internal efficiency of upper primary school system in Wakiso District?

It was duly established that the recruitment of well trained teachers in good numbers in a school is a pre-liquisite to internal efficiency in primary schools. Teachers should be trained and re-trained on job/in service and also facilitated to do their work efficient incentives play a big role in motivating teachers to adequately prepare themselves in terms of content and the entire teaching and subsequent fulfillment of the institutional goals.

In order to obtain data required to answer this research question, views of respondents were sought in response to item 1–6 of the questionnaire indicated in appendix A. The pupils, teachers, headteachers and non-teaching staff responses are presented separately each in its column.

Table 8: data acquired from the views of the respondents on the influence of human resources on the internal efficiency.

ITEM	RESPONDENTS	AGREE		DISAGREE		UNDECIDED		NUMBER	
		F	%	F	%	F	%	F	%
1.Recruitment of qualified, good number of teachers necessary for internal efficiency	Headteachers	10	100	00	00	00	00	10	100
	Teachers	40	80	2	4	8	16	50	100
	Non teaching staff	3	60	1	25	1	25	5	100
	Pupils	5	100	00	00	00	00	5	100
2.Staff should be well trained and re-trained on service	Headteachers	6	60	3	30	1	10	10	100
	Teachers	22	44	20	40	8	16	50	100
	Non teaching staff	3	60	00	00	2	40	5	100
	Pupils	4	80	00	00	1	20	5	100
3. Financial incentives Facilitate efficiency	Headteachers	5	50	3	30	2	20	10	100
	Teachers	30	60	15	30	5	10	50	100
	Non teaching staff	5	100	00	00	00	00	5	100
	Pupils	5	100	00	00	00	00	5	100
4. A variable prepared content for teachers	Headteachers	2	20	8	80	00	00	10	100
	Teachers	20	40	20	40	10	20	50	100
	Non teaching staff	2	40	3	60	00	00	5	100
	Pupils	1	20	4	80	00	00	5	100
5. Staff stabilizes and unifies school towards goal achievement	Headteachers	8	80	2	20	00	00	10	100
	Teachers	20	40	20	40	10	20	50	100
	Non-teaching staff	5	100	00	00	00	00	5	100
	Pupils	3	60	2	40	00	00	5	100
6.Meeting regularly held at school	Headteachers	10	100	00	00	00	00	10	100
	Teachers	40	80	00	00	10	20	50	100
	Non teaching staff	5	100	00	00	00	00	5	100
	Pupils	5	100	000	00	00	00	5	100

Source: Primary Data 2010

F = Frequency

% = Percentage

Item 1 table 8 above required the respondents view on whether the recruitment of staff in good numbers is a pre-liquisite to internal efficiency in upper primary schools Wakiso District. All the headteachers 10(100%) agreed to this statement and the majority teachers 40(80%), non-teaching staff 3(60%) and all the pupils 5(100%) who participated. However, some 81(16%) teachers were undecided; 2(4%) teachers disagreed together with 1(25%) ; non-teaching staff. Although some elements of disagree and undecided came up in this issue., the majority of the respondents agreed to this issue hence it was also established by the researcher that staff plays a big role especially when it is qualified and sufficient in numbers.

Item 2, table 8 necessitated the respondents to indicate their views on whether teachers handling upper primary school system should be retrained to match the existing changes. The majority of the respondents agreed to this idea, headteacher 6(60%), 22(44%) teachers, 31(60%) non-teaching staff and 4(80%) pupils. However, a good number of respondents disagreed, headteachers 3(30%); 20(40%) teachers and some were undecided. One headteacher (10%) was undecided, 8(16%) teachers, 2(40%) non teaching staff and 1(20%) pupils. The researcher, by these responses was able to understand that re-training was limited for the staff of primary schools. They are assumed to be equipped with the necessary knowledge and skills by the colleges and no need of retraining them

Furthermore, respondents were required to give their views on whether the use of financial incentives. Payment by result schemes facilities efficiency in upper primary schools Wakiso District, 5(50%) headteachers agreed to this idea, together with 30(60%) teachers, 5(100%) non teaching and 5(100%) pupils. 3(30%) headteachers disagreed and 15(30%) teachers; 2(20%) headteachers were undecided together with 5(10%) teachers. This response reveled to the researcher that although financial incentives play a big role in the motivation and morale of staff, there are also other incentives that are required for instance team spirit, leadership skills and soon.

Respondents were also asked to indicate whether there is adequate preparation for primary school teachers in terms of content and methods in teaching. This was in response to item 4, table 8 above. The majority of the respondent disagreed to this fact 8.80% headteachers disagreed together with 20(40%) teachers, 2(40) non teaching staff and 1(20%) pupil, it was clearly observed that preparations in terms of schemes of work, lesson plans, teaching aids and others were still lacking. The headteachers who were strict with supervision also seemed to be discouraged with the quality of content and methods of teaching in their primary schools.

Item 5, table 8 required the respondents to indicate whether the staff helps to stabilize and unify a school towards accomplishment of school goals. 8(80%) headteachers agreed to this fact together with 20(40%) teachers, 5(100%) non-

teaching staff and 3(60%) pupils. However, 20(40%) teachers disagreed and 10(20%) were undecided. Also 2(20%) headteacher disagreed together with 2(40%) pupils. This indicated to the researcher that although this is one of the major roles of staff in a school, staff/employees need to be motivated, supervised and involved in the running of the school so as to be able to have the school at heart and once this is achieved, then the goals are easily accomplished. Item 6 required the respondents to indicate whether regular meeting are held at school. Respondents agreed that meetings are constantly held as in the table above. This therefore was observed that teamwork was highly encouraged.

Report on face-to-face interviews, observation and documentary analysis on the influence of human resource on internal efficiency in primary schools Wakiso District.

It was established that the teaching staff play a significant role in the promotion of academic excellence in the upper primary schools in Wakiso District. The administration and staff are the cores in the promotion of standards as they monitor drop out rates, repetition rates at work hard to facilitate the achievement of objectives and goals of primary school education.

However, it was further observed that staff in primary schools work under miserable conditions especially with the introduction of the universal primary

education. A part form handling big number of pupils, they are faced with many challenges like meager salaries, and less staff on big centres.

Nevertheless, the staff tries to do the needful available through team spirit. Minimum standards and commitment to their work. This was through meetings, constant meetings and briefings at school as noted in the minutes of staff. On lesson preparations, the available documentary analysis showed some schemes of work would be made but the records of work were not very consistent. Additionally, some work is cove red while some schools fail to complete the syllabus on time. The drop out rates was observed in registers and some repeaters but most of the schools recorded minimum standards.

Meals for the staff were served but in some schools, there was no break tea. The school just provides hot water at break time and the staff has to devise means to convert it into tea. The conditions of service were generally not impressing but the staff was trying its best to perform as required. The human resources therefore play a big role in the internal efficiency of any organisation and therefore should be encouraged in all ways to be active and play their role in the fulfillment of the stated goals.

Research question Two: How do instructional materials influence internal efficiency in upper primary schools in Wakiso District?

It was established that instructional materials constitutes a major element in the teaching learning process. These include blackboard and chalk, textbooks, maps, manila papers, stationery and other equipment.

Instructional materials aid teaching and learning but most of it was inadequate in the sampled schools while in some much was lacking. The schools were operating in scarcity of instructional materials hence a lot of values were theoretically handled which leaves a lot of room to poor imparting of the knowledge, leading to repetition rates, boredom in classroom interactions leading to dropout rates and so on.

In order to establish the above fact, views of the respondents were thought and this was in response to item 7 – 15. However, this information is hereby presented by two tables – table 9(a and 9(b).

Table 9(a) Data acquired from the respondents on how instructional material promote internal affiance.

ITEM	RESPONDENTS	AGREE		DISAGREE		UNDECIDED		NUMBER	
		F	%	F	%	F	%	F	%
7. School has adequate instructional materials	Headteachers Teachers Non teaching staff Pupils	3 00 2 00	30 00 40 00	6 45 3 4	60 90 60 80	1 5 00 1	10 10 00 20	10 50 5 5	100 100 100 100
8. Instructional materials aid classroom efficiency	Headteachers Teachers Non teaching staff Pupils	8 45 5 5	80 80 100 100	000 0 00 00 00	00 00 00 00	2 5 00 00	20 10 00 00	10 50 5 5	100 100 100 100
9. Variety of instructional materials are used at school	Headteachers Teachers Non teaching staff Pupils	2 35 2 1	20 70 40 20	6 5 3 4	60 10 60 80	2 10 00 00	20 20 00 00	10 50 5 5	100 100 100 100

Source: Primary Data 2010

Item 7 table 9(a) required the respondents to indicate whether their school have adequate instructional materials and hence efficiency. However, most

respondents disagreed. Headteachers 6(60%), teachers 45(90%), as well as non-teaching staff 3(60%) and pupils 4(80%) disagreed. The researcher was able to realize that although some instructional materials exist they were not adequate and this necessitated a checklist of particular important instructional materials as will be shown in the next table 9(b).

Respondents were then asked if these instructional materials real aid classroom efficiency although they seemed to be inadequate and lacking in most primary schools. This was in response to item 8 of the questionnaire appendix (A). Surprisingly almost all respondents agreed that instructional materials are important ingredients in schools. Out of 10(100) headteachers 8(80%) agreed to this fact, 45(80%) teachers agreed while all non-teaching staff and pupils supported the statement vehemently. This leaves no doubt that instructional materials offer quality classroom interaction and facilitate better performance in many ways.

Item 9 table 9(b) required the respondents' to agree or disagree to the statement whether there are a good number of instructional materials required to be used in primary schools. This attracted mixed feelings from the respondents as only 2(20%) headteachers agreed together with 35(70%) teachers, 2(40%) non teaching staff and 1(20%) pupil. 2(20%) headteachers were undecided and 10/20% teachers while the rest 6(60%) headteachers, 5(10%) teachers, 3(60%) non-teaching staff and 4(80%) pupils disagreed. From

this response, it was interpreted that many were ignorant of instructional materials because they are less used at their schools. Some respondents even indicated in the interview that unlike secondary schools, primary schools may not need a variety of instructional materials like laboratory equipments. Therefore, the researcher was able to identify that there are less instructional materials in the respective schools.

In order to ascertain the availability of some important instructional materials the researcher that should be available in primary schools, a checklist was drawn on table (9b) in respect to item 10 – 15 of the questionnaire appendix (A). The following views and results were obtained.

Table 9(b) data acquired on the adequacy on instructional materials in wakiso district

A TRIBUTE ITEM	INSTRUCTIONAL MATERIALS	DEQUATE		IN-ADEQUATE		LACKING		NUMBERS	
		F	%	F	%	F	%	F	%
10	Textbooks	00	00	50	71.4	20	28.6	70	100
11	Furniture	4	5.7	49	70	17	24.3	70	100
12	Wall painting/expenses	00	00	20	28.6	50	71.4	70	100
13	Sports facilities	00	00	40	57.1	30	42.9	70	100
14	Stationery e.g M Papers, Map, charts etc	5	7.1	65	92.9	00	00	70	100
15	Blackboard and Chalk	60	85.7	10	14.3	00	00	70	100

Source: Primary Data 2010

The above are quantified responses obtained from all the respondents on the availability of instructional materials in the sampled schools. In item 10 table 9(b) 50(71.4%) respondents out of 70(100) indicated that textbooks were

inadequate while 20/28.6% said textbooks were lacking. On item 11 table 9(b) respondents were required to indicate whether there is enough furniture in their schools, only 4(5.7%) said furniture was adequate 49(70%) indicated inadequate and 17(34.3%) said it is lacking on wall paintings and art pieces 20(28.6%) out of 70(100) indicated adequate while 50(71.4) said the are lacking. Sports facilities existed in almost all schools were inadequate as indicated by 40(57.1%) while in somewhere the researcher observed there was no sports fields, respondents 30(42.9%) indicated they were lacking. Other stationary like papers, charts, maps etc were available but also inadequate as indicated by 65(92.9%) out of 70(100%) people sampled.

Blackboard and chalk is the main instructional material used in all schools as supported by 60(85.7%) while only 10(14.3%) said it was inadequate. On observing the blackboard and the availability of chalk. Some blackboards are in bad shapes while some schools lack chalk because of delays by government to release capitation grants (funds). However, in all schools blackboard and chalk existed as a major instructional material.

Data obtained from observation, interview, and document analysis on the availability of instructional materials in primary schools Wakiso District

Most of the primary schools in Wakiso District were incorporated in the U.P.E. Programme. In fact, all government aided primary schools. In interviewing, one teacher said the following:

"Normally these schools are attended by students who have learning difficulties and who cannot afford paying fees. Such students need serious attention for one to get results from them but which is difficult".

Commented one teacher

Students don't pay fees but they provide themselves with some necessary materials notably uniform, meals and their writing materials. The enrollment is so big and classroom pupil–teacher ratio is unbalanced hence this makes it difficult to use instructional materials. There is a general scarcity of instructional materials because what is available does not cater for the large population hence it is like lacking and teachers must decide to theoretically handle the subjects.

According to the inspectorate report (1991) as cited in the literature review, there is inadequate provision of resources for the provision, repair and maintenance of instructional materials like textbooks, blackboards, maintenance of school structures like buildings etc. The report revealed that the amount of money budgeted for capitation grew in 1991 calendar year ranged from 0% in some schools to (5.4%). Figures for maintenance and repairs of these teaching materials were either non-existent on the budget or were given very low percentages. The storage facilities inmost primary schools are also appalling. Heyeman (1977) pointed out that where such stores do exist, they are poorly furnished, located and manned. It is very common for

school managers to pick on some old building and declare it a store while many schools had resorted to storing school equipment in individual homes such as the headteachers house.

On observation, most classrooms had poor blackboards portable blackboards, furniture, pupils of lower classes were sitting down and there was a lot of congestion in classrooms because of large numbers. Very few charts and pictures were witnessed hanged on walls most probably due to lack of the necessary materials to avail them. Some lessons are handled under trees due to lack of enough structures some roofs were leaking and some structures were almost falling down. Some schools improvised and painted on the walls while other had none.

Research Question 3: How do funds influence internal efficiency I upper primary schools in Wakiso District?

It was established that funds play a central role in the planning, organizing, staffing, directing, coordinating and budgeting of primary schools in Wakiso District. It was acknowledged that poor education is offered as a result of poor funding although other problems like excessive work load, inadequate facilities and lack of materials were noted. There is appositive relationship between funds, motivation of staff and academic performance as well as efficiency of teachers. In order to arrive at the above answer, views/opinion of respondents was thought namely headteachers, teachers, non-teaching staff and pupils. This was in response to item 16-20 of the questionnaire appendix A. The responses are hereby presented in table 10 below.

Table 10: data acquired on the influence of funds on internal efficiency in upper primary schools in Wakiso District

ITEM	RESPONDENTS	AGREE		DISAGREE		UNDECIDED		NUMBER	
		F	%	F	%	F	%	F	%
16. The school has sufficient funds for efficiency	Headteachers	00	00	10	100	00	00	10	100
	Teachers	00	00	40	80	10	20	50	100
	Non teaching staff	00	00	4	80	2	20	5	100
	Pupils	00	00	5	100	00	00	5	100
17. Reduced school drop outs and increased promote rates	Headteachers	6	60	4	40	00	00	10	100
	Teachers	20	40	25	50	5	10	50	100
	Non teaching staff	1	20	3	60	1	20	5	100
	Pupils	2	40	3	60	00	00	5	100
18. Many activities are adequately funded	Headteachers	10	100	00	00	00	00	10	100
	Teachers	45	90	00	00	5	10	50	100
	Non teaching staff	00	00	5	100	00	00	5	100
	Pupils	2	40	3	60	00	00	5	100
19. Meals are served for internal efficiency	Headteachers	2	20	7	70	1	10	10	100
	Teachers	1	2	46	92	3	6	50	100
	Non teaching staff	1	20	4	80	00	00	5	100
	Pupils	00	00	5	100	00	00	5	100
20. We pay some cash for school funding	Headteachers	1	10	8	80	1	10	10	100
	Teachers	30	60	15	30	5	10	50	100
	Non-teaching staff	2	40	3	60	00	00	5	100
	Pupils	5	100	00	00	00	00	5	100

Source: Primary Data 2010

Item 16 tables 10 required the respondents to indicate whether their school has sufficient funds to run it thus promoting internal efficiency. Almost all respondents disagreed to this statement. All headteachers 10(100), teachers 40(80%), non-teaching staff 4(80%) and all students. Only 10(20%) teachers were undecided and 1(20%) non-teaching staff. This implied that funds available to run and manage primary schools in Wakiso District are not enough.

Item 17 tables 10 required the respondents i.e. headteacher, teachers, non-teaching staff and pupils to indicate whether the influence of funds has reduced school dropouts. 6(60%) headteachers agreed to this statement together with 20(40%) teachers 1(20%) non-teaching staff and 2(40%) pupils. 4(40%) headteachers disagreed together 25(50%) teachers, 3(60%) non-teaching staff and 3(60%) pupils. 10(20%) teachers were undecided and 1(20%) non-teaching staff. It was therefore noted that the issue of school drop outs is not only contributed by lack of funds in the school but other combination of factors for example over age, boredom and lack of morale to continue, early marriages, cultural set u etc. Actually, many respondents just answered this question not very well versed with what generally causes school dropouts in their primary school. Thus, it can be said that the relationship between funds in the school and school dropouts is minimal.

There are many activities which are supposed to take place in primary schools for example sports, games, music dance and drama, trips, and many others apart form classroom teaching-learning. Hence, respondents were asked whether these activities were adequately funded by the school to take place or if they are non-existent at all. All headteachers 10(100) agreed together with 45(90%) teachers and 2(40%) pupils –5(10%) teachers were undecided but all non-teaching staff 5(100) disagreed to this issue together with 3(60%) students. This response and other observations made the researcher to discover that although these activities take place, they are not adequately funded for instance for the case of educational trips, pupils are asked to contribute some money and pack their refreshments for the trip. Equally, so in music, dance and drama, pupils are asked to provide their own costumes, hope that's why all pupils disagreed to this statement. However, these activities were actively taking place at school.

Item 19 table 10 required the respondents to indicate whether meals are served at school notably break tea and lunch for internal efficiency. The majority of the respondents disagreed to this statement 7(70%) headteachers, together with 46(92%) teachers, 4(80%) non-teaching staff and 5(100) pupils. Only 2(20%) headteachers agreed 1(2%) teachers and 1(20%) non-teaching staff. 1(10%) headteachers was undecided and 3(6%) teachers. It was actually established that meals prepared are for only teachers but at times even teachers miss meals because of lack of funds. Pupils are not catered for at all,

they are supposed to pack their own food (snacks). This was noted by the researcher to be demotivating the staff especially those who go up to the afternoon sessions hence negatively influences internal efficiency.

Item 20, table 10 required the respondents to indicate whether some cash is paid at school as contribution to school funding. One headteacher (10%) agreed together with 30(60%) teachers, 2(40%) non-teaching staff and 5(100%) pupils. 8(80%) headteachers disagreed together with 15(30%) teaches and 3(60%) non-teaching staff. Only 1(10%) headteacher and 5(10%) teachers were undecided.

Well in the documentary analysis since the introduction of UPE no payments are supposed to be done at school by parents. The government handles everything but since it was paying for only 4 pupils in a family, some excess members pay fees and even some teachers collect incognito money for coaching though illegal. Pupils therefore see themselves paying some cash to facilitate the acquisition of certain aspects. However, headteachers greatly disagree because the government declared it illegal to collect any cash from pupils or whoever to run the school hence they wanted to protect their position and status in the school. Not be arrested or punished for this act.

Data obtained from observation, interviews, and documentary analysis on the influence of funds on internal efficiency in upper primary schools– Wakiso District

It was established that funds nurture and guide the running of an institution. Funds facilitate efficiency in areas of motivation of staff and provision of facilities needed for running an institution. Lack of funds may cause a lot of frustrations to workers, lack of materials to use which in turn affects performance and efficiency.

Nevertheless, it was observed that generally primary schools under the UPE programme operate in scarcity of funds. Foremost the funds released are not sufficient to run the schools efficiently. In fact, all respondents pointed out this fact. Above all these funds are released late when schools operate in debts and without some of the basic requirements to the extent of lacking school chalk and borrowing it from well-wishers for schools to keep on. This causes delays of some activities to take place hence inefficiency.

The most unfortunate part of these primary schools is that students are not provided with meals like lunch at school. The funds released by the government cannot cater for pupils' lunch and those on continuous session i.e. morning and afternoon have persevered without meals or pack their own lunch. One student was reportedly to have fainted at school because of

hunger. This is a great cause of repetition rates and school dropouts because pupils have to endure greater suffering in order to complete their course.

It should be noted that a hungry child will never concentrate of studies at all and hence this retards performance of some children. Although pupils are not required to pay any cash at school, partly they contribute to their education through providing themselves with scholastic materials like uniform, exercise books, pens, shoes, school bag and meals. In fact, some pupils were observed in tattered uniforms while some were putting on their own clothes. These scholastic materials attitudes fail some people to cater for them and in turn they cause their dropping out of school.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Under this section, results of the study are discussed in the order of the stated objectives and research questions. The discussion is based on findings presented in the previous chapter and how they concur with the available scholarly literature. The conditions of the study will follow and finally recommendations of the study.

5.2 Discussion of research findings:

Research question one: What is the influence of human resources on internal efficiency in upper primary schools, in Wakiso District

The objective to this question was to establish the influence of human resources on internal efficiency in upper primary schools in Wakiso District

Data analysis and interpretation of questionnaires, interviews and observation revealed three major findings under this objective.

It revealed that the staff is required in sufficient number as a pre-liquisite to internal efficiency and should be well trained and financially facilitated to adequately prepare in terms of content, and methods of teaching. Unfortunately, it was established that in primary school of Wakiso, there is limited staff to handle the increasing number in primary schools. Although the

staff is trained in colleges and hence assumed "well baked" upper primary school teachers, need to be equipped with the necessary skills through additional training like in service courses so that they are up to date with the content and methods of teaching.

Furthermore, teachers salaries are still inadequate and other financial facilities like accommodation, meals etc to promote their efficiency are not well catered for. This in line with McCall (2004) noting that managing is accomplishing things though people hence lack of flexible staff function and management may abstract and frustrate many innovative ideas that teachers and other employees wish to put across and make change in their environment, which goes hand in hand with human resources in influencing internal efficiency.

Additionally, the United Nations Educational Scientific and cultural Organisation UNESCO (New Vision Monday October 6th 2008) admitted that the shortage of qualified rteachers remains a big problem. It estimated that 18 million more teachers are needed to reach the goal of universal primary education UPE by 2015. This evidenced the fact that there is real scarcity of teaching staff in primary schools not only in Uganda but also Africa at large.

The study further revealed that there is inadequate preparation in terms of content and methods of teaching. The increasing number create situations like teachers failure to mark and follow up individual students work, and also

change in the methods of teaching due to scarcity of scholastic materials. UNESCO (2008) noted and estimated that classes can have as many as 60 pupils yet qualify education cannot be provided in classes with more than 40 pupils. Hence this becomes a challenge in achieving internal efficiency. The research concurs with this finding of UNESCO (2008) as she personally observed the increasing numbers in classes yet the number of teachers' deployed remains constant.

Thirdly, the researcher was able to establish that in order to attain some degree of internal efficiency; team work is encouraged in primary schools. Meetings were regularly held according to the respondents. In fact, all the 70 respondents asked 64(90%) participants supported and agreed that regular staff meetings are held school to lay down strategies of how efficiency can be achieved. This is in line with McGregor (1998) recognizing that human resources play a vital role and form the centre of all resource organisational that can convert into a productive source for effective realization of organisational goals. In fact, the extent of the success of UPE can highly be attributed to the commitment. Sacrifice and team spirit of teachers because they are serving at appalling situations to achieve the goals of the state.

It was further observed that, many teachers are full trained and therefore, many are not on government payroll. Few teachers were prepared with their schemes of work and lesson plans and this was noted to be causing inefficiency

in the quality of work. Hoy and miskel (1991) also observed that in mid 19 centaury the challenge was that, teacher were inaudibly prepared for their jobs which led to increased repetition rates reduced promotional rates and increased drop out rates.

Research question Two: How do instructional materials influence internal efficiency in upper primary schools in Wakiso District?

The above research question was a formulated in an attempt to find out how the instructional materials influence internal efficiency in upper primary schools in Wakiso District

Data analysis and interpretation of questionnaires interviews, observation and documentary analysis revealed the following findings.

It was established that although instructional materials highly influence internal efficiency in any primary school, these, instructional materials were inadequate in almost all primary schools visited while some schools even lacked them. The instructional materials major observed were textbooks, furniture, wall paintings and art pieces. Science equipments, stationary, blackboard and chalk as well as sports facilities and the responses indicated them greatly inadequate.

These results are in line with inspectorate report (1991) which revealed that there was inadequate provision of resources in practical related subjects and maintenance of structures and buildings. That in (1991) capitation grants provided by the government-aided schools ranged from 0% - 10%. Figures of maintenance and repairs for these teaching materials were either non-existent on the budget or were given low percentages.

With such inadequacy of instructional materials quality teaching cannot be realized as well as the motivation of staff to be efficient in their classroom interactions.

As Farrant (1980) noted "Teaching materials or instructional materials are a teaching procedure dealing with first hand information and experiences regarding facts or materials obtained for investigation or experimentation and therefore should be adopted and used in many areas of study as well as science. In fact, to the researcher it was observed that some classroom intercalations cannot take off or be implemented once the aids are not used. For example, a chalkboard and chalk in a primary school are compatible elements to the teacher in any classroom interaction. Once the two are not available then teaching can never take place. A teacher may even not think of going to class to begin a lesson.

Therefore, the inadequacy of instructional materials was highly observed as a major obstacle to quality learning in upper primary schools in Wakiso District. Findings revealed that some schools had few instructional materials although not in very good shape. But such schools had better performance than those without any instructional material. This was further supported by Odden (2000) who reported that one of the policy behaviour common in high achieving schools was government direct supervision of instructional materials served the above role and in cases where they were provided teachers were helped to enhance pupil's performance.

Research question three: How do funds influence internal efficiency in upper primary school system in Wakiso District?

This research question was formulated to establish the influence of funds on internal efficiency in upper primary schools system in Wakiso District. The results analyzed form questionnaires, interviews, observation and documentary analysis revealed the findings below:

Funds nurture and guide an institution; it forms a basis or a foundation of each and every aspect in an institutional setting for instance motivation of staff, higher efficiency, low absenteeism and turnover. This is because funds help to utilize all the key management aspects in action. This is in line with Gupta (1991) noting that financial resources are important to drive the key management aspects.

However, it was established that although funds play such a vital role, Wakiso primary schools lack funds in many ways. Foremost, the ;government releases money late and on top of that it is not always enough hence does not cater for all the requirements in schools. Primary schools are meant to operate minimumly within adequate facilities and this explains the frustrations, teachers' burn out in most primary schools. Many teachers actually feel that a career in the teaching field has become less attractive as one educationist in Addis Ababa lamented that he would not advise a person to join the teaching profession and wished to leave the sector because of the workload and the low payments (African economics working paper series (1005).

As a result of poor funding, poor educationists also offered and other services like Co-curricular activities may be poor. In an interview carried out at St. Gyavira Primary School to the headteacher he attributed poor performance of his school to lack of enough funds to provide for the major requirements in the school.

As Powel (1969) reported, there is a positive relationship between funds, motivation of staff and academic performance as well as efficiency of teachers.

There was also increasing drop out rate among the teachers leave alone the pupils. Many teachers decide to pursue self-employment or abandon their

duties for better paying activities. This leaves a lot of gaps which take time to be filled thus affecting performance as well as efficiency.

Some teachers had resorted to illegal coaching which does not favour all students because it can be afforded by few parents. All these irregularities were attributed to inadequate funding hence causing other aspects like dropout rates among the staff and pupils and so on.

Findings revealed that finds play such a vital role in most schools for better performance but most schools lack these finds. Powel (1969) further reported a positive relationship between funds and motivation of staff and academic performance as well as efficiency of teachers.

5.3 Conclusion of the study

Following the findings of the study, the researcher made the following conclusions:

Educational resources form a greatest factor in the promotion of internal efficiency in the upper primary school system in Wakiso District notably human resources, instructional materials and funds.

Human resources are a driving force to whichever resources and facilities available in primary schools although the recruitment of teachers was limited

and many schools did not have enough staff. This therefore was realized is limiting internal efficiency in one way or the other.

There is an acute shortage of instructional materials according to the data received by the researcher. These ranged from important aspects like school chalk poor blackboard facilities, furniture and other aspects. This therefore was noted to be interfering with classroom interactions thus limiting internal efficiency.

Funds constitute a heart of any institution because it is an "engine" of a school. However, most primary schools in Wakiso especially government aided U.P.E. (Schools) receive funds late and on top of that the funds released are not enough. They are forced to operate in scarcity hence this limits internal efficiency.

For the above matters issues like drop out rates, repetition rates among the students and lack of morale among the staff was greatly noticed especially in upper primary schools. Some other reasons for pupils drop out like early marriages, lack of career guidance and counseling was also realized.

5.4 Recommendations of this study

In view of the above findings and conclusions, the following specific recommendations should be taken into considerations.

Following the implementation of universal primary education in government aided primary schools; the government should endeavor to recruit enough teachers in primary schools so as to balance the teacher pupil ratio in classrooms in primary schools especially in the upper section and teachers in upper primary section should be encouraged to attend workshops, in service training seminars so as to acquire the relevant knowledge and skills to handle pupils at that level and enhance efficiency.

The Ministry of Education and Sports should design policies aimed at uplifting sports and technical skills through improving the provision of teaching materials as this will enhance also instructional design and efficiency.

The government should improve on the funding of U.P.E schools ranging from releasing funds in the required time frame and increasing the portions of capitation grants so as to cater for the important aspects commensurately and the motivation of staff in terms of salaries and wages should be looked into for internal efficiency of primary schools for it is the staff to enhance this situation and if they are frustrated and experiencing burn out, everything will turn out a fiasco. The government should consider seriously the issue of providing lunch to primary pupils other than studying in shifts. For hungry pupils will never concentrate on studies. In fact, this has terribly hampered internal efficiency.

Suggestions for further researcher

The Universal Primary education (U.P.E) as a factor of internal efficiency in primary schools in Wakiso District.

There is need to carry out a similar study in other districts which are rural based.

There is need to carry out a study of the influence of the government interference on the internal efficiency of the upper primary in Wakiso District.

There is need to carry out a study on the influence of the parents attitude to the internal efficiency in the upper primary.

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PENDIX A: A

Dear Sir/Madam,

RE: CONFIDENTIAL QUESTIONNAIRE

I am carrying out a research project under the School of Education, East African Institute of Higher Education Studies and Development.

The study is intended to establish educational resources as a factor of internal efficiency in the upper primary school system in Wakiso District.

You are kindly requested to participate in this study. Kindly answer these questions as candidly as possible. There are no wrong or correct answers, it is your opinion that is important, and you answers will be treated with confidentially.

Yours faithfully,

Nakacwha Teddy

M.A. (MEP)

SECTION A: DEMOGRAPHIC SECTION

Tick the bracket containing the most appropriate answer

1. Sex (a) Female ☐ (b) Male ☐

2. Age group
   (a) 13 - 15 ☐
   (b) 16 - 20 ☐
   (c) 21 – 25 ☐
   (d) 26 – 30 ☐
   (e) 31 and above ☐

3. Academic qualifications
   (a) Student/Pupil ☐
   (b) Certificate ☐
   (c) Diploma ☐
   (d) Postgraduate ☐

4. Marital Status
   (a) Single ☐
   (b) Married ☐
   (c) Widower ☐

5. Teachings experience ☐
   (a) 0 - 3 years
   (b) 4 – 6 years ☐
   (c) 7 - 10 years ☐
   (d) 10 and above ☐

SECTION B

1. The recruitment of teacher sin good numbers as well as the required types of people is a pre-liquisite to internal efficiency in upper primary schools Wakiso District.

   (a) Agree ☐

   (b) Disagree ☐

   (c) Undecided ☐

2. The teaching staff that handles upper primary school system should be retrained to suit the existing courses/changes.

   (a) Agree ☐

   (b) Disagree ☐

   (c) Undecided ☐

3. The use of financial incentives; payment by result schemes.

   (a) Agree ☐

   (b) Disagree ☐

   (c) Undecided ☐

4. There is adequate preparation for primary school teachers in terms of content and methods of teaching in our school.

   (a) Agree ☐

   (b) Disagree ☐

   (c) Undecided ☐

5. In this school, the staff helps to stabilize and unify a school towards accomplishment of school goals.

(a) Agree ☐

(b) Disagree ☐

(c) Undecided ☐

6. Meetings are regularly held at school for the good and smooth running of our institution.

(a) Agree ☐

(b) Disagree ☐

(c) Undecided ☐

7. Our school has adequate instruction materials and this facilitates efficiency.

(a) Agree ☐

(b) Disagree ☐

(c) Undecided ☐

8. In my view the availability of instructional materials influences internal Efficiency.

(a) Agree ☐

(b)Disagree ☐

(c) Undecided ☐

1. From number 9 – 15 are types of materials used in our primary schools. Tick according to your choice showing their adequacy. Tick only once per attribute.

ATTRIBUTES	**RATING**		
	ADEQUATE	**INADEQUATE**	**LACKING**
10. Textbooks			
11. Furniture			
12. Science equipment			
13. Sports facilities			
14. Manila Papers, Charts, Map-set			
15. blackboards and Chalk			

16. Our school has sufficient funds to run it and hence there is internal efficiency.

    (a) Agree ☐

    (b) Disagree ☐

    (c) Undecided ☐

17. The availability of sufficient funds in our school has reduced school dropouts and increased on promotion rates.

    (a) Agree ☐

(b) Disagree ☐

(c) Undecided ☐

18. Many activities are adequately funded by the school.

(a) Agree ☐

(b) Disagree ☐

(c) Undecided ☐

18. Our school has adequate instruction materials and this facilitates efficiency.

(a) Agree

(b) Disagree ☐

(c) Undecided ☐

19. Meals like lunch and break tea are served at school for internal efficiency..

(a) Agree ☐

(b) Disagree ☐

(c) Undecided ☐

20 We are required to pay some cash as contribution to our school funding.

(a) Agree ☐

(b) Disagree ☐

(c) Undecided ☐

SECTION C

1. How are your staff appointed and promoted explain briefly

.....

.....

.....

2. How do teachers influence the promotion rates in your school?

.....

.....

.....

3. How does your staff influence school drop out rates?

.....

.....

.....

4. Do you think repetition rates of pupils are as a result of teachers work?

.....

.....

.....

5. What is the general comment on your school staff?

.....

.....

.....

6. Briefly comment on the following attributes in your school?

(i) Planning……

(ii) Organizing the school……

(iii) Sports……

(iv) Staff meetings……

(v) Payments……

(vi) Communication and information flow……

(vii) Supervision of school activities……

(viii) Discipline……

21. Who provides instructional materials to your school?……

22 Comment on the adequacy or inadequacy of instructional materials in your school

……

……

……

……

23. How do you think teaching materials can affect students' performance in any primary school

……

……

……

24. What are some instructional materials lacking in your School?

.....

.....

.....

25. What are instructional materials available in your school?

.....

.....

.....

26. Who performs the following functions in the school?

(a) Financing.....

(b) Supervision.....

27. Briefly give some recommendations for the improvement of your schools

.....

.....

.....

Thank you very much for your cooperation

INTERVIEW GUIDE

1. How do you think the teaching staff can cause drop out rates in the school?
2. What role does the teaching staff play in the promotion of students' academic excellence?
3. In your view, what do you think causes high repetition rates in a school?
4. Do you have enough staff at your school?
5. How do they promote internal running of the school?
6. How do you think instructional materials can affect students' academic performance in a primary school?
7. Is your school sufficiently funded?
8. How do you think the motivation of your staff has influenced your school performance?
9. Suggest some ways of improving some of your difficulties you face at school.
10. What are some of the difficulties you face in this school?

APPENDIX B

In this calculation, not relevant was presented by 1, some was represented by 3, very relevant was represented by 4. The total number of items in the questionnaire was 23.

Raters (Judges) Code	**(NR)+(SWR) 1+2**	**OR + V.R. 3 + 4**	**Total Items**
1	06	18	24
2	08	16	24
3	09	17	24
Total	23	51	72

Key

N.R = Not relevant

S.W.R. = somewhat relevant

Q. R. = Qutie relevant

V. R. = Very relevant

Content validity index (CVI) is given by the proportion of items giving the rating of either 3 or 4 by both experts.

$$C.V.I. = 51/72 = 0.708 = 0.71$$

Thank you very much for your cooperation