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Factors Influencing The Implementation And Performance Of Universal Primary Education Programme: The Case Of Uganda

Fredrick Mutabaruka
Mountains of the Moon University P.O.Box 837 Fort Portal, Uganda

Assoc. Prof. Charles Tushabomwe Kazooba
Mbarara University of Science and Technology P.O Box 1410 Mbarara, Uganda

Dr. Imelda Kemeza
Mbarara University of Science and Technology P.O Box 1410 Mbarara, Uganda



I am an experienced Educationist, Administrator, Facilitator and currently the Dean of Students Mountains of the Moon University Fort Portal and Caretaker Dean School of Education. I also do part-time lecturing at Kyambogo University Department of Distance Education. Have a vast extensive knowledge in the leadership of Education Institutions, management of Education Programmes, students' affairs, and excellent knowledge in financial management, a re-known excellent programme organizer and a good entrepreneur.

ABSTRACT

In this study, a critical analysis of Factors Influencing Universal Primary Education (UPE) Programme Implementation and Performance is addressed: the case of Uganda reflecting on the realisation of UPE programme in 1997. The central question of this paper is whether there are factor influencing the implementation and performance of the UPE programme in Uganda. A combination of research methods have been used for example the questionnaires and interviews. Findings reveal that funding of UPE programme is still very low yet it influences a lot on implementation and performance of the programme, pupil-teacher and pupil-classroom ratios still remain above the internationally recommended standards of 40:1 in all public schools, human resource to carry out UPE programme activities is not to the required standard, teachers are not well motivated and teaching is not effective. The portioning process of UPE capitation grant desires to be revised from unit cost per child to the needs of the school, factoring in the setting and backgrounds of the pupils, and sensitization of parents to supplement the financing of school activities by contributing some funds.

Key Words: Implementation, Performance, realisation, Universal Primary Education

1. INTRODUCTION

During the year 1996, it is evident that the global community strongly dedicated itself to continually ensure reducing levels of poverty all over the developing world. This was done during the international development targets of Copenhagen Declaration 1996. Looking at Education, and more particularly primary education, it was observed that it's crucial for achieving these development targets. During the 2000 Dakar Framework meeting, the World Education Forum re-echoed these international commitments but went extra in direct integration of aspects of quality into the goals. Actually, the Dakar framework for action committed signatories to: (i) ensuring that by 2015 all children, principally girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality; (ii) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, through a focus on ensuring girls' full and equal access to and achievement in

basic education of good quality; (iii) getting better all aspects of the quality of education and ensuring quality of all so that accepted and quantifiable learning outcomes are achieved by all, mainly in literacy, numeracy and essential life skills (World Education Forum 2000).

Mobilization of countrywide and worldwide resources was seen as important in away to enhance investment for achieving these goals. One of the most fore mentioned commitment in the Darker framework was that lack of resources will not be a limitation to achieving quality primary education for all: 'We ascertain that no countries seriously committed to education for all will be frustrated in their attainment of this goal by lack of resources' (World Education Forum 2000). However, there has been much fresh work exploring the costs of achieving the MDGs and in particular those inside the education sector (Brossard and Gacougnolle 2000; Delmonico *et al.* 2001; Devarajan *et al.* 2002; World Bank 2002a). Basing on these studies, the guess was that achieving primary education for all required between US$9 billion and US$28 billion of additional resources to education annually. This is exactly the same as increasing the percentage of Gross National Product (GNP) that is spent on education from an average of 3.9% to between 4 and 4.3% in the less developed regions of the world (UNESCO 2000). However, looking at the statistics of Uganda, only 2% is always spent on primary education without any single increment for passed 8 years (2007-20014) (EMIS, 2007-2014). However, the connection between resources and education outcomes is sometimes less clear. A number of countries which apportion are on the lower side than the provincial average proportions of their GNP to primary education attainment and education outcomes. It is argued that this decline in education funding as well as public expenditure contributed to declining enrolment ratios, higher dropout rates and poorer quality learning (Heynemman, 1990).

2. LITERATURE REVIEW

The global development objective of realising Education foe All particularly at primary level, that has of been agreed, have a lot of contrasts, in the way it is experienced especially developing countries. This is so in sub-Saharan Africa (SSA), where education enrolments and quality in almost half of the regional countries have deteriorated since 1990. From the onlooker, the causes seem to be under spending by governments on primary education, however, in others countries, the unit costs of schooling is higher. Even the reforms to transform cost structures are obligatory to ensure EFA is provided at a more reasonable price.

Education treatment in Sub Saharan Africa is not only unfair but also the quality is extremely inconsistent from one place to another. For example, where almost, or a big number of children are enrolled, repeating in class, reaching the finishing point and student attainment became visible to vary a lot between countries. Looking at the targets for development, they are clear on quantity, but to a certain extent less so on the quality of schools, inspite of the importance accredited to this during the discussions at Dakar conference including governments

and donors support. This is partially because it is easier to determine school outputs than inputs. There is modest conformity about how quality variables can best made into targets for the programme. Still the link between public expenditure and the quantitative performance systems in schools may not clearly justify quality. A number of countries which apportion less than the computed regional average a percentage of Growth Domestic Product on primary education sometimes result in high enrolments. In others, the opposite looks the obvious.

Achieving UPE will cost much more than is currently being spent by developed nation governments as well as the International community. However, how much varies from nation to nation and depends on the assumption on which cost estimates are made. Studies by UNICEF (2001), UNESCO 2003), Oxfam International (2002), the Global Campaign for Education (2003),and the World Bank (Sperling 2003) estimate that putting every child in the world in a good quality primary school would cost $7-$17 billion a year. When you look at the range, the estimates is huge, though the high estimates may to some extent understate the full costs of the expansion, quality benefits and particular programmes which includes subsidies to deprived households, that are essential if all children are to complete primary school.

What is considered average for developing countries like Uganda would be 4.3% of the countries GNP recommended by World Bank in 2002 though this average could also be higher than this by 2015. For example, UNICEF assumes that countries will increase education spending by 1.1 per cent a year amid 2000 and 2015. Bruns, Mingat, and Rakotomalala (2003) explains that if all countries that have low performance harmonised their financial effort to those other countries that are making faster progress in education, then, even low income countries might cover 60% of the incremental costs and 80% of the total cost of achieving the goal.

The difference across countries and regions is really big especially looking at affordability of achieving universal primary enrolment as well as the financing from donor support. In sub Saharan Africa, outside aid will have to play the biggest role, since most countries have a lengthy way to go to congregate the goal and the competence to mobilize domestic funds is inadequate. According to one estimate, African countries will need 76% of the total donor resources required (Bruns, Mingat, and Rakotomalala 2003). In Ethiopia, Tanzania, Uganda and many other Sub- Saharan African countries, reaching the goal will require very large increase in external aid, and still with doubling-up or tripling of domestic primary spending (Bruns, Mingat, and Rakotomalala 2003). Some reallocation of supporter funding will be very necessary, because at present just 33 percent of donor resources for basic education go to Sub-Saharan Africa.

During the 1990s and over, what has been spent on education in Uganda had grown faster, in the actual sense, as compared to total the public expenditure. The same scenario is seen sectors like health, roads, justice and public administration. Actually, real expenditure on education increased rapidly prior to the inception where we observed education expenditure doubling between 1993/94 and 1995/96 financial years. The notion of participation basically means 'taking part in any programme or activity. 'The fact that government is solely

responsible for the management of primary education explains why every bit of the blame is pushed to the face of government. An explanation of its roles (Government) in the UPE programme further explains why she is understood as being political, merely a policy maker, and a toothless supervisor and misuse of meaningful programmes. For example, the non-fulfilment of grants and instructional aides to primary schools by the colonial government remains a reference point.

A look into of the thinking following the millennium development goals shows that the programme which does not leave out the Ugandan child is a most important beneficiary in the actualization of the goals (Briggs and Nte (2008). In particular, MDG 2 which has now been reformulated to into Sustainable Development goal number four (SDG 4) on quality education focuses more on ensuring inclusive education and equitable education that promoted lifelong learning opportunities for all. This desire was that by that target date, children all over, boys and girls should be able in position to complete a course of primary school education. Departing by the emphasis laid by the MDG's and the reformulation now into SDG as explained by Nimi and Nte (2008), one may figure out that the attainment of a sound primary education does not only remain a Ugandan issue rather a global concern. Therefore the policies and programmes of government that are designed towards children's primary education are looked at as the way to go if genuine efforts are made to actualize them.

A Policy can generally be understood as a place statement with the intention of guiding the activities of a person or group of persons to achieve given objectives. In Uganda, the intent of government towards primary education is actually captured in the National Policy of Education Framework Paper. An evaluation of the purpose as contained in the policy shows that the good requests of government in the direction of primary education are yet to be realised. This basically means that the government has actually exhibited like-warm perception when participating in these policy content to make it a reality to the people. Much as it may not be adequate to state this devoid of citing given instances, no doubt, the government of Uganda has in a number of quarters affirmed that education at the primary school level is free. Free? A few of those who go to public primary schools make their desks; buy their books and other writing materials in addition to indirectly pay for definite services. Consequently, those who go to private primary schools pay for almost all services.

Implementation drivers are mechanisms that assist in making progress to improve, people's ability to apply in any involvement of doing good to students. Implementation drivers are mechanisms to generate and maintain friendly managerial and systems environments for successful educational services (Blasé, VanDyke, Fixen, Horner, and Sugai, 2009). At hand, are two categories of Implementation drivers i.e. Competency and Organization? Competency drivers are mechanisms which guide attain development, make improvements and ensure sustainable abiliies to implement an intervention for the benefit learners (pupils and students). Competency drivers include: selecting, training, coaching, and assessment. This improves skills hence effective management of the programme. Organization drivers are mechanisms put in place in order to create and sustain

friendly organizational and environments systems to ensure effective educational services. Organization drivers include: System, Facilitative Administration, Systems, and Intervention that are there to support management of the programme. The Implementation drivers are reviewed here in terms of accountability and "best practices "to improve and achieve competence and confidence of the persons who will be involved in implementing the latest way of work and the organizations and systems that will hold up the new traditions of work.

Taking the World Bank's position as updated yearly by the Global Partnership for Education (GPE) formerly the Education for All-Fast Track Initiative (EFA-FTI)) putting operational documents that financed all the way through the Education Program Development Fund (EPDF) in 2011 made a report. The report is shaped following the administrative agreements between EPDF donors and the World Bank.

This GPE is a solid between developing countries and their development partners. He bond commits developing countries to set up sound education sector plans intended to speed up achievement of the education the then Millennium Development Goals: i.e., universal primary school completion and gender parity in primary education to now sustainable Goals. Additionally, there is a commitment by donor countries to hold up the accomplishment of such arrangements by ensuring external resource mobilization is necessary to support national resources. In this perspective, EPDF-Africa plays a significant role, by ensuring a basis for financial support in terms of technical assistance to countries involved in this compact where Uganda is a member. In whole of Africa as region, all countries with low-income are qualified partners and a big number have benefited in a variety of ways from EPDF-Africa assistance. In fact, many have enthused to the next phase of getting support from the GPE for implementation grants for example UPE for Uganda to realize their education programs.

Furthermore, NGOs do give support on the overall phases of the policy cycle even at all levels of implementation in the public sector; at the same time they contribute to policy through debate and formulation, advocacy and lobbyists, service deliverers, monitors of rights and of meticulous benefit and the same as innovators introducing fresh concepts and initiatives. A number of NGOs merge two or more of these activities, while others choose to focus on one. Inside the education sector, it is feasible to draft out some major NGOs involved in Primary Education activities. At the same time as earlier mentioned, NGOs have conventionally taken on the position of gap filling that is, captivating on activities of primary education provision especially in areas where government lacks the capacity to do so or does not deem it a priority. A number of scholars link this role to the Structural Adjustment Programmes that were introduced in the 1980s and 1990s, claiming that they lead to the "rescue of most African governments from their role as providers of education as a social service which is termed as 'non-productive' sectors" (UNDP, 2007: 5).

Rescue and lack of capacity failed and is still the case in many countries, principally when it comes to rural areas and trivial children and the condition in Uganda is a fitting example. Education provision is primarily the

duty of the Ministry of Education and Sports. Conversely, its short of capacity and the fragile nature of the state in general have opened up the education sector for NGOs taking part. These NGOs offer a large part of educational services and assist strengthen government efforts in achieving UPE objectives.

This paper presents both primary and secondary data obtained from field research, which was conducted to get an in-depth understanding and interpretation of situations on the implementation and performance of Universal Primary education programme. The chapter was guided by research question "What factors influence implementation and performance of UPE programme?" Table 1 below presents the responses for the headteachers and teachers who were the primary respondents using a questionnaire. Interview responses were also obtained from district technical staff and key informants.

3. PRESENTATION OF RESULTS

Table1: Responses on other factors that influence UPE Implementation and performance

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree		
FACTORS THAT INFLUENCE PERFORMANCE	1	2	3	4	5	LM	SD
Funding is a very big factor that influences performance	84.6	15.4	00	00	00	1.2	36.7
The funding of UPE has been very successful	00	38.5	15.4	42.3	3.8	3.2	19.5
There are enough funds to facilitate all the activities in the school	00	00	11.5	42.3	46.1	4.5	22.6
There is enough human resource to carryout UPE activities	00	7.7	11.5	53.9	26.9	4.3	21.3
Teachers are well motivated and are doing their job effectively	00	7.7	15.4	50	26.9	3.9	19.5
There is regular and routine inspection in schools.	11.5	53.9	00	30.8	3.8	1.95	22.4
UPE has got enough implementation partnerships	7.7	15.4	30.8	46.2	00	3.7	18.5

(Source: Filed Research)

Basing on the presentation of the results obtained from both teachers and headteachers, in table 1 above, the attention was put on education funding and how it influences UPE implementation and performance. Since headteachers are the accounting officers in the primary schools, they were asked whether funding in the schools is a very big factor that influences performance of any given primary school. The results indicate a likert mean of 1.2 implying that most respondents were in agreement with the statement that actually funding influences performance of education. On whether there are enough funds to facilitate UPE activities in schools, the results show a likert mean of 3.2 implies that respondents are disagreeing with the statement. Much as the results indicate that government has done all it takes to support and facilitate the UPE programme, it was revealed by all the respondents that the funding of UPE programme is still very low yet it influences a lot on implementation and performance of the programme.

Secondary data presents the allocation trend of finances to the Education Sector which shows that Uganda government spends only 2% as a proportion of GDP on primary education without any increase for the last 8

years (2007-20014) (EMIS, 2007-2014). Government, through the Ministry of Education and Sports has improved on infrastructure by building classroom structures for extra primary schools. Findings show a total of 106,985 permanent classrooms. With the existence of temporary structures, the stock of classrooms totals to 131,325. The teachers' houses add up to 25,326 (permanent) and together with temporary, the stock of teacher houses raises to 36,798 (Education Abstract 2015). Table 2 below presents the infrastructure in terms of classrooms, latrine stances, library office, staffrooms, and teachers' houses.

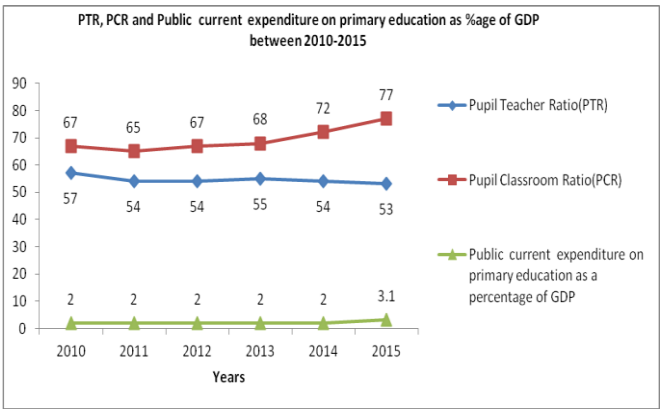
Table2: School Infrastructure (Classrooms, latrine stance, office, staffroom and teachers houses)

Room Type	Permanent (in use)	Temporary (in use)	Permanent (Not in use)	Temporary (Not in use)
Classroom	92,484	18,420	1,859	1,193
Latrine stances	139,279	13,595	578	277
Office	16,245	1,546	94	44
Staffroom	6,080	1,160	54	37
Teachers Houses	23,077	10,298	289	167

(Source: Education Abstract 2015)

From table 2 above, with a stock of 106,985 permanent classrooms, the PCR for permanent classrooms was 77 pupils per class. However, with an overall stock of 131,325 classrooms, the PCR reduced to 63 (77 government and 33 private). The private schools have attained the government standard of 53 yet government schools have not yet made it. Findings in the same table above reveal a total of 159,130 latrine stances. Majority (143,734) of these latrine stances are permanent while 15,396 were temporary. This data is based on what government invests in education. Figure 1 below presents the Public current expenditure on primary education as a proportion of GDP, the Pupil Teacher Ratio (PTR), and Pupil Classroom Ratio (PCR) for the period 2010-2015 as a justification for governments input to primary education.

Figure 1: PTR, PCR and Public Current Expenditure on Primary Education as Percentage of GDP 2010-2015



(Source: EMIS 2010-1015)

While the pupil-teacher and pupil-classroom ratios at primary level have slightly improved between 2010 and 2015, they still remain above the internationally recommended standards of 40:1 in all government schools

(MoES, 2015). In relation to the study districts, the Pupil Teacher Ratio (PTR), Pupil Classroom ratio (PCR), and Pupil Stance Ratio (PSR) has been presented in table 3 below. It is intended to show the relationship between the two districts from which the study was done for comparison.

Table 3: PTR, PCR and PSR per district as per 2015

	Buhweju	Kiruhura
Pupil teacher ratio (PTR)	45	47
Pupil Classroom ratio (PCR)	56	70
Pupil stance ratio (PSR)	47	50

(Source: EDUCATION STATISTICAL ABSTRACT 2015)

From table 3 above, it is observed that the average pupil teacher ratio for Kiruhura is higher than that of Buhweju (47:45) respectively. However, both districts are falling in the lower average ratio as compared to the national PRT of 53. For PCR, it is still evident that Kiruhura has a higher average ratio of 70:56 which is moreover lower than the national average ratio of 77 as per the year 2015.The PSR for the two districts stands at 50 for Kiruhura and 47 for Buhweju (EMIS 2015). Much as the structures are in place, in some schools, they are in a bad shape and even others not in use though considered among the counted structures.

Some schools have received SFG. The structures are well constructed and the school appearance is very good. Students in these well built schools loved their school. However, most of the schools visited had structures that ought to have more attention. Some of these school structures are not complete especially in Buhweju district where out of seven schools visited, 3 were found to be having uncompleted classroom as well as not plastered and not cemented. It was also observed from the field that in some schools, buildings are extremely old to an extent that some are closed (not put to use) because of fear to collapse on students. Examples two schools were found in Kiruhura district and one school observed in Buhweju district.

On the other hand, some schools were also found to have latrines for pupils for both boys and girls, separately. However, on the side of teachers, it was observed that 7 schools out of 23 visited had one latrine for both male and female teachers. Male teachers use stances on one side and females on the other side. In the case of textbooks, most schools were found with text books well kept in school cupboards. One teacher is charged with the duty of taking control of the text books and is referred to as the library teacher. This teacher is the one who keeps the keys for these cupboards where the books are kept and he/she gives them out to any teacher who would then use them in any lesson and thereafter, the books are returned to the store and kept. It was not observed to whether students are given these textbooks for their own reading.

Responses from both teachers and headteachers on availability of human resource indicate a likert mean of 4.3 implying that all the respondents disagreed with the statement. Interview responses from key informants agreed with the teachers and headteachers that human resource to carry out UPE programme activities was not to the required standard. The wage bill has remained relatively stagnant meaning that massive recruitment of teachers

cannot be done despite the existence of staffing gaps. The efforts to enhance teachers' salaries make the problem worse thereby creating little impact. This is because teachers' 2012/13 and 2013/14, salaries were affected by negative developments in the money and commodity markets as well as the relatively static wage-budget (EMIS, 2014).

Responses on Job Effectiveness and Teachers Motivation show a likert mean of 4.3 which implies a high level of disagreement with the statement meaning that teachers are not well motivated and that teaching is not effective. Challenges like lack of enough human resource, unmotivated teachers, delays in releasing UPE capitation grants, in addition to being inadequate. Motivation is a central product everyone needs on a daily basis to function effectively and resourcefully to attain ones' goal. Salaries are still low and teachers' houses are not available in most schools. Out of the 23 schools visited, only 7 schools were found to be providing lunch for the teachers. Results on regular inspection of schools show a likert mean of 3.9 which imply that most respondents are in disagreement with the statement that there is regular inspection of schools. It was mentioned that there is inadequate supervision and stakeholders were not fully involved and inspection was not regularly done because government had not committed enough funds. Inspection needed to be done both at the district and sub county level.

Furthermore, on the partnership in the functioning of UPE programme, results show a likert mean of 3.7 implying most respondents disagreed with the statement that UPE has partners. Some of the partnerships highlighted at secondary level are: BRAC Education Grant, and Bushenyi International Rural Development which give support at secondary school level. They support children with disabilities by paying school fees for them. Within the primary sector, it was not possible to sketch out some principal NGO involved in primary education activities. NGOs are traditionally supposed to take on the role of gap filling, that is, taking on activities of basic education provision where the government lacks the capacity but they seem not to consider it a priority. Parents therefore need to work hand in hand with government as partners. Most parents have it that its governments' responsibility to provide everything in as far as the education of their children is concerned in any UPE school.

4. DISCUSSION OF RESULTS

Much as the results indicate that government has done all it takes to support and facilitate the UPE programme, it was observed that the funding of UPE programme is still very low yet it influences a lot on the performance of UPE programme. The funds are not enough and even the little is not released in time. Although the Ministry of Education has embarked on a drive to build more classrooms, and provide instruction materials, this is still far inadequate. Ministry acknowledges: "the increase in the number of schools has not kept pace with the increase in the number of students" (Ministry of Education and Sports 1999:11). The demand for education is

partly explained by supply of education (Bennell, 2002) which in sequence is conditioned by the extent to which government funds the sector through, teacher trainings, deployment and remuneration, construction of school infrastructure and provision of scholastic materials.

Much as the pupil-teacher and pupil-classroom ratios at primary have slightly improved between 2010 and 2015 (MoES, 2015), they still remain above the internationally recommended standards of 40:1 in all government schools as can be seen from figure 1 of this study. Elatedly, the public current spending on primary education as a percentage of GDP averaged 2% in the past decade; public education expenditure has basically been more particularly on wages as a result of an increase in the number of teachers as supported by De Kemp & Eilor, 2008. This in turn explains the increase in enrolments. However, this increase in enrolments, led to shortages in classrooms, teachers' accommodation, furniture, instructional materials, and other challenges like the need to equip teachers with skills and techniques to handle multi-aged pupils in a situation of scarcity of facilities agreeing with Tumushabe et al., 1999; and Tiberondwa, 1999. All this impacts on government funding to primary education and in study districts, the situation is worse than portrayed because the number of pupils reduces greatly in the upper classes due to attrition, thus giving an average of Pupil Teacher Ratio or Pupil Classroom Ratio especially for the lower classes.

While the latter would imply that teachers are well paid (in fact they keep complaining and threatening to strike), it may be real due to the fact that they are many. This is related to mass enrolments especially after the universal education initiatives. The allocation to the Education Sector may be seen to be increasing in nominal terms. However, putting into consideration the inflation rate and also the incremental enrolment rates (due to high population growth), the allocation to the Education Sector has been actually declining in real terms. This can be justifies by the allocation trend to the Education Sector that shows a steady decline from 16.85%, 15%, 14.61% and 13.65% over the last 4 financial years (i.e. FYs 2010/11, 12, 13, 14 and 15.

The theory of Performance emphasises the performers mind set as very crucial in any programme performance. The performers mind set means that people at the centre of implementation are engaged in positive emotions. Examples include: setting challenging goals, allowing failure as a natural part of attaining high performance, and providing conditions in which the performer feels a right amount of safety. There are also engagements in enriching environments, meaning the availability of all the necessary materials required for effective performance of the programme and engagements in reflective practice which include paying attention and learning from experience. Given that most respondents pointed out that staff motivation is low, and considering the decentralized nature of UPE programme, for proper implementation, government of Uganda through Ministry of education needed to emphasize motivation of teachers as it is a key contributing factor to the achievement of the programme

Motivation is a central product everyone needs on a daily basis to function effectively and resourcefully to attain ones goal as mentioned by Hervey 1998. Whitney (2006), supports the view that motivation is exclusive and exists in the unlikeliest places, is absent in most promising locations, cannot be measured or easily seen, causes the most monumental and unskilled human achievements to be consumed, binds people together and its absence leads to dissatisfaction, mutiny and revolution. This study agrees with Gellman (1992), who states that motivation is the art of helping people to focus their minds and energies on doing their work as effectively and efficiently as possible. Motivation is the fuel for performance and without it; the negative returns of performance become evident (green 2004).

In view of this, employees measure what they put into the institutions (schools) against what they get out of (outcome) and then compare with other employees. After comparison and they are satisfied, equity is reached and justice is served. But when the opposite occurs, employees view themselves as undermined, unappreciated and will always want to correct the situation. Given the fact that provision of primary education in Uganda involves both government and private schools with teachers receiving different salaries and other benefits, comparison is bound to happen in one way or another. Therefore for successful implementation of UPE, it is very important that the theory of equity is considered because employment does not take place in an enclosed environment and that employees will always compare themselves with others.

Due to a combination of factors (that include narrow staff establishment both at national and district levels, limited budgetary resources, and overlapping mandates between national and district inspectorates), school inspection, monitoring and support supervision functions are inadequately carried out. The current scope of the monitoring and evaluation functions remains limited (instead of being instruments for the improvement of the quality of education). Due to limited investment (mainly by donors), the Education Management information System (EMIS), is currently limited to the collection of basic statistics (enrolment, teachers classrooms etc.), rather than being a tool for management as it was originally conceptualized. School inspection is weakest at Local Government levels due to inadequate staff, skills and insufficient budgetary allocations. The Theory of Performance emphasizes the performance of any programme, cannot be defined by the actions of the programme but rather by a judgmental and evaluative process (IIgen & Schneider, 1999). The UPE programme performance is judged on its activities that can be measured to constitute performance. For example, such actions when measured and evaluated, performance is well justified (Campbell et al, 1993).

Much as respondents at the district level and school level reported having no idea about partners of UPE, It was evident that a good number of the respondents have no knowledge on the UPE partnerships especially respondents at the school level and district level. This implies that UPE partnerships are either less or are known by few people in the UPE implementation structure. The Global Partnership for Education is a contract between developing countries and their development partners. It commits developing countries to prepare sound

education sector plans designed to accelerate achievement of the education Millennium Development Goals, for example universal primary school completion and gender parity in primary and secondary education.

In addition, it commits donor countries to support the implementation of such plans by mobilizing the external funding required to complement national resources. In this context, EPDF-Africa plays a critical role, by offering a source of funding for technical assistance to countries participating in this compact. In Uganda, a low-income country, it became an eligible participant and has benefited in various ways from EPDF-Africa Assistance. Indeed, the country has moved to the next stage of getting support from the GPE for implementation grants to implement its education programs.

Education provision is primarily the task of the Ministry of Education and Sports. However, its lack of capacity and the weak nature of the state in general have opened up the education sector for NGO involvement. NGOs provide a large part of educational services and help reinforce government efforts in achieving universal primary education (UPE) objectives. The Theory of Performance supports this view of partnership in what is called contextual performance. Borman & Motowidlo, 1993 asserts that, performance has two distinct concepts. One is task performance which refers to individual's proficiency to perform certain activities. This requires technical knowhow in dealing with the activity. For the case of UPE, it required skilled personnel in the implementation process for effective performance. The second concept is the contextual performance which refers to activities that do not need technical knowhow but requires support for the programme to achieve its goals. Therefore, both the task and contextual performances are key in the implementation of the UPE programme. In view of this, scientific measure to understand the level of significance between other factors and their influence to UPE performance was done using Spearman's correlation co-efficient.

Table 4: Correlation between other factor that influence UPE performance and UPE performance

Correlations				
			other factors that influence UPE performance	UPE performance
Spearman's rho	other factor that influence UPE performance	Correlation Coefficient	1.000	.279
		Sig. (2-tailed)	.	.592
		N	84	84
	UPE performance	Correlation Coefficient	.279	1.000
		Sig. (2-tailed)	.592	.
		N	84	84

The results show that there is a weak positive correlation between other factors that influence performance and UPE performance of 0.279. This means that much as other factors have an influence on UPE performance, the level of association is not statistically significant.

5. CONCLUSION AND RECOMMENDATIONS

All in all, this paper looked at factors that influence performance of the UPE programme. Results specify funding as one of the major factors that influence performance of UPE. It as well came out evidently that the

government of Uganda supports the UPE programme in many ways as mentioned, though it has to the highest degree been influenced by politics. Previous issues that came up in this paper were that human resource is inadequate to effectively handle UPE activities, the inspection of schools is not effective and that there are a number of NGOs both at countrywide and worldwide level supporting education programmes in Uganda UPE inclusive. It was as well observed that most stakeholders are not involved in the implementation of the UPE programme because the biggest part has been left to government. It was recommended that mobilization of nationwide and worldwide resources to enhance investment in primary education is significant to achieving UPE; SFG should cater for all UPE schools and consider renovation of all existing structures. Teachers' remuneration, motivation and accommodation should be improved, Inspection and monitoring of schools to be given priority funding and support.

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