# Effectiveness of Universal Primary Education Policy and Pupils' Enrolment in Selected Primary Schools in Buzaaya County, Kamuli District, Uganda

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*Abstract: The purpose of study is to establish the relationship between effectiveness of Universal Primary Education Policy and pupil's enrollment in government selected primary schools in Buzaaya county, Kamuli district. Specifically, the study intended to examine the relationship between: payment of teachers and enrollment of pupils, 2) provision of schools with text books and enrollment of pupils and 3) rehabilitation of school structure and enrollment of pupils. A cross-sectional survey design and mixed methods approach were used for data collection. The target population of this study was 373 respondents comprised of 12 primary school head teachers, 300 teachers and 61 School Management Committees in all UPE schools in Buzaaya County. The corresponding sample size of 191 respondents was selected using stratified random and purposive sampling techniques. A triangulation method of data collection was used in order to increase the validity and reliability of both primary and secondary data collection. Primary data was collected through questionnaires, Key Informant Interviews, focus group discussions and observations. Secondary data was obtained through a review of documents. The findings revealed a strong positive relationship between payment of teachers and enrollment of pupils by a ((r= 0.871, p value (0.000) < 0.01); a moderate positive relationship between provision of text books and enrollment of pupils (r= 0.527, p value (0.000) < 0.01); And a moderate positive relationship between rehabilitation of school structure and enrollment of pupils (r= 0.525, p value (0.000) < 0.01). The study concluded that; payment of teachers, provision of schools with text books, and rehabilitation of school structure increases enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district and therefore the universal primary education policy should be upheld. A policy on motivating educators who teach in an UPE should be written and implemented in all private and government institutions was recommended.*

**Keywords— Effectiveness; Universal Primary Education Policy; Pupil's Enrollment**

## 1. INTRODUCTION

Educational opportunities in Africa have grown considerably since the 1950s. For example, there have been marked increases in enrolment from primary school through to the tertiary level. These increases have followed initiatives at the international level in setting up guiding instruments to ensure equitable education for all. The International Covenant on Economic, Social and Cultural Rights (ICESCR) that was adopted in 1966 and came into force in 1976 addresses, amongst other issues, the right to education. Uganda ratified the ICESCR in 1987. The Convention on the Rights of the Child (CRC) was adopted in 1989 and came into force in 1990. Like the ICESCR, the CRC ensures the rights of the child including provisions to guarantee rights to education. It emphasizes measures to promote free primary education and ensure financial support. In 1995—at the World Summit for Social Development in Copenhagen—a consensus was reached to put people at the centre of development. Among the ten commitments made, two emphasized equality and equity between women and men; and universal and equitable access to education.

The background of UPE is directly drawn from the second millennium development goal which sat and concluded that if poverty is to be eradicated in the world, then education should be one of the weapons used to fight it. This was done by introducing what we call Universal Primary Education (UPE) or Free Primary Education (FPE) where children of five – six years were to attain free education till their completion of the primary level. In America, children from around the age of six depending on the state laws it is a requisite to attend elementary school. This phase of studying issued at a free cost with places usually offered basing on where the family lives. (2022, guide of the cost of living in the USA).

When we come to Africa, the majority of the countries have achieved Universal Primary Education exceeding 90%. As a result, the continent as a whole is expected to meet Goal 2 which stated, "To ensure that by 2015 children everywhere, boys and girls alike will be required to complete a full course of primary schooling." United Nations Millennium Development Goal (UNMDG). An example is Malawi, in 1995, the government of Malawi (GOM) declared a war against poverty in society. It was against this

background that the Free Primary Education (FPE) was introduced after Education being seen as a major contributor to the alleviation of poverty in Malawi. (K. Ogawa & M. Nishimura (eds.), Comparative analysis on Universal Primary Education Policy and practice in sub- Sahara Africa, 155-171. @2015 sense Publishers. All rights reserved. There are also other African countries that embraced the Universal Primary Education and among them we have Kenya, Lesotho and others.

In Uganda, UPE was introduced in January 1997 following a political devotion by president Museveni that the government would link up the cost of primary education of four children per family. It was aimed at allowing all people that wished to gain access to primary Education do so.

The Uganda Government has put together a number of strategies to promote the right to education. The number of schools have increased over the years, for example 13,371 out of 15,339 registered primary schools responded to the 2004 school census, of which 10,876 (81.3%) were government schools, 1,521 (11.4%) were private schools and 937 (7.0 %) were community schools. Thirty-seven (or 0.3%) did not indicate ownership. The majority (46%) of pre-primary schools that responded to the census were privately owned; 36% were affiliated to government aided primary schools and 15% were community schools. Out of 3,645 registered secondary schools 1,969 responded to the school census of which 38% were government, 39.7% privately and 1.52% community owned. Until 1997, government policy on education was to subsidize school fees at 50% for primary education, 65% for secondary boarding schools and 25% for secondary day schools. In 1997, the government started Universal Primary Education (UPE) where both girls and boys would access primary education and benefit equitably. Consequently, government has been increasing its spending on education. For example, education's share of the 200405 Gross Domestic Product was 24.1% and 31.2% of the National Discretionary recurrent budget. The new developments in education have led to increased enrolment at both primary (from 2.7 million in 1997 to 7.6 million in 2003) and secondary levels.

Buzaaya is located in the eastern region of Uganda. It is an administrative sub region and one of the counties in Kamuli district. It has a total Population of 179,441 people per the 2014 population census. 85,638 (47.7%) Male Population and 93,840 (52.3%) Female Population It has 8 sub regions for example Bugulumbya, Nawanyago, Wankole, Magogo, Kisozi and Mbulamuti. From Kampala to Buzaaya, it is 116km and that 2hrs and 43minutes of traveling via Kampala-Jinja high way. Despite the presence of universal primary Education in Buzaaya, some children have still remained home, most of them misled by the non-skilled labor like sugarcane cutting, other forms of child labor. This implies that there might be reasons not known why these children and their parents have been reluctant at embracing the universal primary Education. Therefore, the purpose of the present study is to establish the impact of UPE Policy and pupil's enrollment in Buzaaya county, Kamuli district.

## 1.2 Purpose of Study

The purpose of study is to establish the relationship between effectiveness of UPE Policy and pupil's enrollment in government selected primary schools in Buzaaya county, Kamuli district.

## 1.3 Specific Objectives

i. To examine the relationship between payment of teachers by the government and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.

ii. To establish the relationship between provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.

iii. To ascertain the relationship between rehabilitation of school structure and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.

## 2. METHODOLOGY

### 2.1. RESEARCH DESIGN

The study adopted a cross-sectional survey design. Data was collected on individual characteristics, including exposure to risk factors, alongside information about the outcome. In this way, cross-sectional studies provided a 'snapshot' of the outcome and the characteristics associated with it at a specific point in time. Cross-sectional survey designs was used to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). The study used the mixed methods approach of data collection.

### 2.2. TARGET POPULATION

The target population of this study was 373 respondents comprised of 12 primary school head teachers, 300 teachers and 61 School Management Committees in all UPE schools in Buzaaya County, Kamuli district registered under the Ministry of Education and Sports. Mugenda and Mugenda (2003) state that the target population should have some observable characteristics to which the researcher intends to generalize the results of the study.

### 2.4. SAMPLE SIZE AND SAMPLING PROCEDURE

The research was conducted in Buzaaya County, Kamuli district. Given a target population of this study was 373 respondents comprised of 12 primary school head teachers, 300 teachers and 61 School Management Committees in all UPE schools in Buzaaya County, Kamuli district registered under the Ministry of Education and Sports, the corresponding sample size of 191 respondents was selected. The schools were selected using stratified random and purposive sampling techniques.

## 2.5. DATA COLLECTION METHODS

The researcher employed a triangulation method of data collection in order to increase the validity and reliability of data collected. The study relied on primary and secondary sources of data. Primary data was collected through questionnaires, Key Informant Interviews, focus group discussions and observations. Secondary data was obtained through a review of documents from UNESCO, MOES, UNICEF and the World Bank.

### 2.5.1. INTERVIEW SCHEDULE

An interview is where the researcher uses a face-to-face interaction to exchange views (Amin, 2005). The Ministry of Education and Sports Officials and District Education Officials Interview Guide was used to capture views about the state of Universal Primary Education performance in the district and the determinants put in place to ensure sustainability. The guide consisted of two sections: A section on demographic information (nine items) and the section on social environment (11 items). There were probe questions for most of the items. The items were read to the selected interviewees and the responses were entered into the open spaces in the interview guide. The interviews were conducted with the Ministry of Education and Sports officials in Kamuli and the DEOs, DISOs, and CAOs. Each interview took approximately one hour or more.

### 2.5.2. QUESTIONNAIRE

According to Odiya, (2009) a questionnaire is a device used for gathering facts, opinions, perceptions, attitudes, and beliefs among others. It is a formulated written set of questions to which respondents record their answers, usually with closely defined attitudes/alternatives (Sekaran, 2013). The questionnaires were distributed to selected respondents which include head teacher, board members, teachers, deputy head teachers and non-teaching staff who were required to respond to the questions in writing. The questions covered all the variables of the study with each variable appearing under a different section (Amin, 2005). Mugenda and Mugenda (2003) contend that questionnaires enable respondents to answer without bias, are low cost, and can conveniently reach many respondents in a short period.

The questionnaires that were used to obtain information from the respondents were structured questions using a five Likert scale. The respondents were asked to complete the questionnaire themselves, (Sekaran, 2003), and the researcher used both open and closed-ended questions which will enable the researcher to obtain detailed information on the topic of the study. The method may encounter some challenges whereby the respondents may not give clear answers and instead gave vague and unclear answers and some of the questionnaires may not be collected back by the researcher which can affect the adequacy of information but this was complemented by the information that were got from the

interviews and guiding the respondents during the process of answering the questions.

### 2.5.3. OBSERVATION GUIDE

The Teachers' Observation Schedule (TOS) was used to capture the number of students in a class by documenting the attendances, activities and engagements. The researcher filled the TOS as they were physically observed the pupils' attendance.

## 3.PRESENTATION AND ANALYSIS OF FINDINGS

### 3.0 Introduction

This chapter contains the presentation, analysis and discussion of the study findings. The arrangement was directed by the research objectives and statistics as guided by the aim of generating responses for the research questions. The chapter begins with the response rate, demographic characteristic and lastly analysis on the empirical findings in line with the study objectives. The purpose of this study was to examine the relationship between effectiveness of UPE Policy and pupil's enrollment in Buzaaya county, Kamuli district. The study was guided by the following objectives, To examine the relationship between payment of teachers by the government and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district, To establish the relationship between provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district, and To ascertain the relationship between rehabilitation of school structure and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.

### 3.1 Response rate

Table 1: Response rate of respondents.

| Variable | Response rate | Percentage (%) |
|---|---|---|
| Positive responses | 180 | 94.2 |
| Non-responses | 11 | 5.8 |
| Sample Size | 191 | 100 |

**Source: Primary data (2023)**

Table 1 revealed that 180 respondents positively responded to the study which represents 94.2% response rate that is above 50%. Based on Mugenda and Mugenda (2003) who stipulate that a 50% response rate is adequate, 60% is good and 70% and above is rated very good. Based on this assertion, the response rate was very good hence viable for this study.

### 3.2 Respondents' demographic characteristics

This section represents respondent's demographic characteristic in terms of gender, age, experience and job level/positions held as given in the table below.

Table 2: Demographic characteristics of respondent

| VARIABLE | CATEGORY | PERCENTAGE (%) |
|---|---|---|
| GENDER | Male | 54.1 |
| | Female | 45.9 |
| AGE | 15 – 25 Years | 11.8 |
| | 26 – 35 Years | 21.2 |
| | 36 – 45 Years | 43.5 |
| | 50 Years and Above | 23.5 |
| EXPERIENCE | 0 – 3 Years | 15.3 |
| | 4 – 7 Years | 49.4 |
| | 8 – 10 Years | 23.5 |
| | 11 – 15 Years | 11.8 |
| JOB LEVEL | Certificate Holders | 17.6 |
| | Diploma Holders | 55.3 |
| | Degree Holders | 27.1 |

Source: primary data (2023)

Study findings above revealed that majority of the respondents that participated in the study were male as given by 54.1% compared to the female counterparts (45.9%), with respect to their age groups, results revealed that majority were aged between 36-45 years as represented by 43.5% and this is attributed to the experience, the study findings further showed that majority had taken about 4-7 years working experience followed by those between 8-10 years' experience.

### 3.3 Empirical findings of the study

### 3.3.1 Relationship between payment of teachers by the government and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district

The respondents were asked questions in relation to how they feel about the different statements with reference to strongly agree, agree, don't know, disagree and strongly disagree aligning to determine the relationship between payment of teachers by the government and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.

**Table 3: Descriptive findings about payment of teachers by the government**

| Statements | SA (%) | A (%) | NS (%) | D (%) | SD (%) | M | STD |
|---|---|---|---|---|---|---|---|
| Under the Universal Primary Education policy, the government pays teachers in our school | 100 (55.3) | 61 (34.1) | 4 (2.4) | 14 (8.2) | 0 (0) | 4.4 | 0.88 |
| In our school, students have enough text books to read which are provided by the government | 88 (49.6) | 55 (30.6) | 23 (12.9) | 0 (0) | 11 (5.9) | 4.03 | 1.2 |
| The school infrastructure is always rehabilitated by the government | 60 (32.9) | 108 (61.2) | 10 (5.9) | 0 (0) | 0 (0) | 4.2 | 0.72 |
| In our school, students study for free | 25 (14.1) | 151 (84.7) | 0 (0) | 2 (1.2) | 0 (0) | 4.2 | 0.42 |

Source: Primary data (2023)

Study findings in table 4.3 revealed that 89.4% respondents agreed that Under the Universal Primary Education policy, the government pays teachers in our school. In our school, students have enough text books to read which are provided by the government 80.2% agreed with the statement, with 7.1% uncertain and 12.9% contrary

In addition, study findings revealed that 94.1 % of the respondents agreed that the school infrastructure are always rehabilitated by the government. Regarding whether in our school, students' study for free, 98.8% agreed with this statement.

Table 4: **Relationship between payment of teachers by the government and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district**

| Correlations | | | |
|---|---|---|---|
| Variables | | payment of teachers by the | enrollment of pupils |
| **payment of teachers by the government** | Pearson Correlation | 1 | 0.87** |
| | Sig. (2-tailed) | | 0.000 |
| | N | 180 | 180 |
| **Enrollment of pupils** Competency | Pearson Correlation | 0.87** | 1 |
| | Sig. (2-tailed) | 0.000 | |
| | N | 180 | 180 |
| Correlation is significant at the 0.01 level (2-tailed). | | | |

Source: Primary data (2023)

Findings from table above reflect that there is a strong positive relationship between payment of teachers by the government and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district by a correlation coefficient(r) of 0.871 which is statistically significant since the p value (0.000) < 0.01.

Table 5: Model summary on **payment of teachers by the government and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district**

| Model Summary | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 2 | 0.87ᵃ | 0.759 | 0.756 | 1.980 |

Source: Primary data (2023)

Findings indicate that the coefficient of determination $R^2$ which is 0.759 implies that 75.9% of the variation in **enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district** is explained by **payment of teachers by the government**.

Table 6: ANOVA table for **payment of teachers by the government and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district**

| | Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 1022.838 | 1 | 1022.838 | 260.804 | 0.000ᵇ |
| | Residual | 325.515 | 179 | 3.922 | | |
| | Total | 1348.353 | 180 | | | |

Source: Primary data (2023)

The table 4:6, indicated an F value of 260.804 and p- value of 0.000 which is less than 0.05, implying that there was a significant payment of teachers by the government and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.

### 3.3.2. Relationship between provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county

The respondents were asked questions in relation to how they feel about the different statements with reference to strongly agree, agree, don't know, disagree and strongly disagree aligning to relationship between provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county.

**Table 7: Descriptive findings about relationship between provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county**

| Statements | SA (%) | A (%) | NS (%) | D (%) | SB (%) | M | Std. D |
|---|---|---|---|---|---|---|---|
| Our school being under the UPE policy, it has attracted a large number of students | 84 (47.1) | 82 (45.9) | 0 (0) | 12 (7.1) | 0 (0) | 4.33 | 0.81 |
| In our school, pupils are attended to regularly | 29 (16.5) | 61 (34.1) | 12 (7.1) | 76 (42.49) | 0 (0) | 3.25 | 1.17 |
| The location of our school is near the community. | 41 (22.4) | 76 (42.6) | 51 (28.2) | 12 (7.1) | 0 (0) | 3.8 | 0.87 |
| In our school, students per class are not crowded | 23 (12.9) | 131 (72.9) | 0 (0) | 12 (7.1) | 12 (7.1) | 3.78 | 1.01 |
| Our school being under the UPE policy, it has attracted a large number of students | 35 (20) | 119 (65.9) | 12 (7.1) | 12 (7.1) | 0 (0) | 3.99 | 0.75 |

| enrollment of pupils | Pearson Correlation | .527** | 1 |
|---|---|---|---|
| | Sig. (2-tailed) | .000 | |
| | N | 180 | 180 |

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

Source: Primary data (2023)

Results in table above revealed that there was a moderate positive relationship between provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county, this was evidenced by a correlation coefficient(r) of 0.527 that is statistically significant since the p value (0.000) < 0.01. This implies that as provision of schools with text books increases, also the enrollment of pupils in government selected primary schools in Buzaaya county. These findings conquer with Ingersoll (Myres, 2005) who says that provision of scholarly materials influences enrollment of pupils.

Source: Primary data (2023)

Study findings revealed that their school being under the UPE policy, it has attracted a large number of respondents as this was given by 93% in agreement, with only 7.1% contrary. It was revealed by 4.33 mean and 0.81 standard deviation. Furthermore, results agree that in their schools, pupils are attended to regularly with a percentage of 65% and the mean of 3.25 and 1.17 standard deviation. With respect to whether the location of our school is near the community, majority of 85.8% are in agreement and 7.1% contrary.

Concerning whether the their schools being under the UPE policy, has attracted a large number of students,85,9 % of the respondents were in agreement with this statement while 14% of the respondents were not.

Table 8: **Relationship between provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county**

| Correlations | | | |
|---|---|---|---|
| Variables | | **provision of schools with text books** | **enrollment of pupils** |
| **provision of schools with text books** | Pearson Correlation | 1 | .527** |
| | Sig. (2-tailed) | | .000 |
| | N | 180 | 180 |

**Table 9: Model summary Showing the Relationship between provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county**

| Model Summary | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | 0.527[a] | 0.278 | 0.269 | 3.425 |
| a. Predictors: (Constant), **provision of schools with text books** | | | | |

Source: Primary data (2023)

Table above indicates that the coefficient of determination ($R^2$) value is 0.269 and this implies that 26.9% of the variation in enrollment of pupils in government selected primary schools in Buzaaya county is explained by the provision of schools with text books.

**Table 10: ANOVA table about provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county**

| **Anova** | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 374.952 | 1 | 374.952 | 31.971 | .000[b] |
| | Residual | 973.400 | 324 | 11.728 | | |
| | Total | 1348.353 | 325 | | | |

Source: Primary data (2023)

The ANOVA table 4:6, indicated an F value of 31.971 and p-value of 0.000 which is less than 0.05, implying that there was a significant Relationship between provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county.

### 3.3.3 Relationship between Rehabilitation of School Structure and Enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district

The respondents were asked questions in relation to how they feel about the different statements with reference to strongly agree, agree, don't know, disagree and strongly disagree aligning to the relationship between rehabilitation of school structure and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.

**Table 11: Descriptive findings about relationship between rehabilitation of school structure and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district**

| Statements. | SA (%) | A (%) |
|---|---|---|
| The population of our school ranges from 1000-1500 | 51 (29.4) | 106 (61.2) |
| In our classes, the total number of students ranges from 100 to 150 | 51 (29.4) | 90 (51.8) |
| Every year, we produce 100 candidates for PLE | 53 (30.6) | 100 (57.6) |
| Every year, at least the total number of students increases by 10% of the total population of our school | 29 (16.5) | 117 (67.1) |

Source: Primary data (2023)

Study findings further revealed that the population of our school ranges from 1000-1500with a percentage of 90.6% in agreement of the statement. Results reflected that in their classes, the total number of students ranges from 100 to 150by 88.2% in agreement of the statement, with only 8.2% in contrary. The findings further indicate that every year, we produce 100 candidates for PLE with a percentage of 83.6 with in agreement with the statement.

**Table 12: Relationship between rehabilitation of school structure and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.**

| Correlations | | rehabilitation of school structure | enrollment of pupils |
|---|---|---|---|
| Variables | | | |
| rehabilitation of school structure | Pearson Correlation | 1 | 0.525** |
| | Sig. (2-tailed) | | 0.000 |
| | N | 180 | 180 |
| enrollment of pupils | Pearson Correlation | 0.525** | 1 |
| | Sig. (2-tailed) | 0.000 | |
| | N | 180 | 180 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

Source: Primary data (2023)

Results in table show that there is a moderate positive relationship between rehabilitation of school structure and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district as this was evidenced by a correlation coefficient(r) of 0.525 which is statistically significant since the p value (0.000) < 0.01. This implies that as rehabilitation of school structure increases, also enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.

**Table 13: Model summary on relationship between rehabilitation of school structure and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.**

| NS (%) | D (%) | SD (%) | M | Std. D |
|---|---|---|---|---|
| 0 (0) | 16 | 0 (0) | 3.28 | 1.17 |
| 18 (10.6) | 14 (8.2) | 0 (0) | 3.84 | 0.87 |
| 0 (0) | 14 (8.2) | 6 (3.5) | 3.75 | 1.01 |
| 13 (7.1) | 12 (7.1) | 4 (2.4) | 3.97 | 0.75 |

| Model Summary | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | 0.525ᵃ | 0.275 | 0.267 | 3.431 |

Source: Primary data (2023)

The findings above indicate that the coefficient of determination R square (0.275) which implies that 26.7% of the variation in the in government selected primary schools in Buzaaya county, Kamuli district is explained by their rehabilitation of school structure.

**Table 14: relationship between rehabilitation of school structure and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.**

| ANOVA | | | | | |
|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 371.467 | 1 | 371.467 | 31.561 | .000ᵇ |
| | Residual | 976.886 | 179 | 11.770 | | |
| | Total | 1348.353 | 180 | | | |

Source: Primary data (2023)

The ANOVA table above shows a P value (0.000<0.01) and an F ratio of 31.561, and a p-value of 0.00 which is less than 0.05 implies there exists a significant relationship between rehabilitation of school structure and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.

## 4. CONCLUSION AND RECOMMENDATIONS

### 4.1 Conclusions

According to the study findings, there was significant positive relationship between revealed by the findings on all the three study objectives namely: There was a strong positive relationship between payment of teachers by the government and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district by a correlation coefficient(r) of 0.871 which is statistically significant since the p value (0.000) < 0.01. There was a moderate positive relationship between provision of schools with text books and enrollment of pupils in government selected primary schools in Buzaaya county, this was evidenced by a correlation

coefficient(r) of 0.527 that is statistically significant since the p value (0.000) < 0.01. This implies that as provision of schools with text books increases, also the enrollment of pupils in government selected primary schools in Buzaaya county. There was moderate positive relationship between rehabilitation of school structure and enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district as this was evidenced by a correlation coefficient(r) of 0.525 which is statistically significant since the p value (0.000) < 0.01. This implies that as rehabilitation of school structure increases, also enrollment of pupils in government selected primary schools in Buzaaya county, Kamuli district.

**4.2 Recommendations**

i. A policy of motivating educators who teach in an UPE should be written and implemented in all private and government institutions.

ii. A professional development opportunity should be offered to all educators and must entail much more than one day workshops or a course. Some

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