Bugema University
A Chartered Seventh Day Adventist Institution of Higher Learning

The academic journal of the School of Graduate Studies Vol.4

Inside this issue

Bugema University

The Academic Journal of the School of Graduate Studies

ISSN: 2070 - 7657

Published by

School of Graduate Studies, Bugema University

Disclaimer

It should be noted that all views expressed and recommendations given in the research articles published in the academic journal for the School of Graduate Studies vol.4.no.1 of October 2013 are those of the contributing authors, and do not in manner whatsoever represent the views of the editor in chief, editorial advisory board, peer reviewers or the publisher of this journal.

In this Issue:

Message from the Editor-in-Chief

Dr.Paul Katamba Editor - in- chief

Welcome dear readers!

It gives me a great pleasure to launch this fourth edition of the Academic Journal of the School of Graduate Studies: Bugema University. There are a lot of challenges which the growing economies face in the realms of basic necessities in life. Multidisciplinary research can play a very distinct role in bringing about this change. It is very important that different stakeholders unite and collaborate on issues which confront the society. One of the key objectives of research should be its usability and application. This journal attempts to document and spark a debate on the research focused on multidisciplinary issues in context of emerging Economies. The sectors could range from the diverse fields of professions ranging from business and management with specifics in HRM, Accounting & Finance, Project Planning & Management, Information Technology, Development studies, Counseling Psychology, Public Health and Education. The key focus would however be the emerging sectors and research which discusses application and usability in societal or consumer context whether individual or industrial.

In the academic world the benefits of research can never be over-emphasized or under estimated. We continually witness massive technological changes brought about by the innovative mind of mankind. Man is driven to research in an attempt to solve problems that face his society. It is, therefore, incumbent upon any institution of higher learning or any business entity to engage into serious research if ever it will make a difference.

I would like to thank Bugema University and all the editorial team members, reviewers and initial team which has helped in making this journal a possibility. We hope that the research featured here sets up many new milestones. We have had an overwhelming response from some very eminent Editors and researchers globally to support as Editorial Team. I look forward to to make this endeavour very meaningful. A very warm thanks to Administration of Bugema University to provide an opportunity to make this journal a reality.

Paul Katamba, *PhD*
Editor - in - Chief

ASSESSMENT OF THE ELECTRICAL TECHNICIAN PROGRAMME IN THE TECHNICAL COLLEGES IN ZAMBIA

Awoniyi Samuel Adebayo (Ph.D)*
Saviour SiasikaboleMiyanda**

*Solusi University, Zimbabwe Email:adebayo.awoniyi@gmail.com, awoniyis@solusi.ac.zw
**ZeSco Training Centre Ndola, Zambia Email:miyandasa@yahoo.com, smiyanda@zesco.co.zm

Abstract

The study was an assessment of the Electrical Technician Programme in technical colleges in Zambia. The research design used was descriptive. The population for the study consisted of all four (4) technical colleges offering Electrical Technician Programme, four (4) Heads of departments, twenty (20) teachers, and all the two hundred (200) students enrolled for the programme in year 2012. Also included as part of the population were students who graduated from the four (4) Technical Colleges between year 2007 and 2011. The sample for the study consisted of all heads of departments and all the teachers teaching in the programme. Forty-eight (48) students were selected using the stratified simple random sampling technique. Twelve (12) Electrical supervisors from four industries were purposively selected for the assessment of the skills and knowledge of the graduates employed. Two instruments were used for data collection and these were questionnaire and interviews. The instruments for data collection were both face and content validated. The data collected was analysed using the descriptive statistics and the descriptive interpretive method for the questionnaire and interviews respectively. The study revealed that the content of the curriculum used for the program was as prescribed by Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), that the curriculum was of quality and that the curriculum was relevant and appropriate to the needs of the industry. All the teachers teaching in the Electrical Technician Programme were qualified as prescribed by TEVETA. Of all the eighteen (18) essential training equipment examined, only five (5) were found to be adequate in the perceptions of the respondents.

Key words: *Assessment, Electrical Technician, Training Equipment, Skills and Knowledge*

Introduction

Education is a fundamental human right and it is the most important gateway for the realization of national and individual needs and aspirations. Education is an equalizer for individuals to be able to attain heights in personal development. Countries that have invested in the development of skilled manpower and technology have not regretted, but have reaped benefits on social, economic and in other sectors of development.

The Electrical Technician Programme is one of the training programmes under Technical Education, Vocational Training (TEVET). Electrical Technicians are most needed in the electrical industry as they are heavily involved in the installation of electrical lines, supply and maintenance of electricity to various mines, industries, commercial areas as well as domestic households.

There are four Technical Colleges that train Electrical Technician Students in Zambia. These

colleges are all affiliated to Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) under the Ministry of Education, Science Vocational Training and Early Education the body which regulates, coordinates and manages TEVET Programmes in the country.

The primary purpose of TEVET in Zambia is to develop sufficient individuals with the right skills to meet labour market demand. The skills base in Zambia is foundational to micro and macro-economic development and consequently in making the nation competes internationally. Some TEVET programmes according to literature have serious mismatch between training equipment used during training and what is obtained in the industry.

Nkanza (2007) and Tembo (2005) stated that the physical structures of most TEVET institutions were dilapidated, insufficient, and fully utilized. The training and materials were inadequate…..the training equipment and plant were worn out. There was a mismatch of knowledge and skills gotten from TEVET to that equipment found in the industry, in most cases graduates were given on-job-training to enable them perform to the expected standard. The observed mismatch will definitely affect the quality of training and development of full potential of students/trainees which will definitely affect their knowledge and skills for making contribution to and participation in the complex rapidly changing society.

Literature revealed that the issue of dilapidated physical structures, insufficient training equipment, teachers' qualifications for TEVET programmes and mismatch of knowledge and skills were not peculiar to Zambia. For instance, Nyerere (2009) in the study carried out in Kenya confirmed that the education system philosophy had rendered TEVET educational sector less favorable. According to him (Nyerere, 2009) university (academic) knowledge was more valued in Kenya than TEVET education irrespective of the quality of graduation from the two sectors of education.

In the same vein, Abban and Quarshie (1996) pointed out that the paradigm shift toward practical skills with TEVET in Africa was increasingly reshaped to make it more attractive, efficient and effective. One of the most important features of TEVET as recognized by African governments was its orientation toward the world of work with the curriculum emphasizing the acquisition of employable skills, he added. Harrison and Reddan (2010) argued that TEVET institutions needed to restructure their programs to be responsive to the needs of the job market especially to the industry. In Bangladesh, Islam and Mia (2007) in their study of TEVET revealed that both formal and non-formal TEVET lacked an effective linkage between training and the world of work. The study further noted that the lack of coherent mood, practical skills training did not produce the requisite skills for the job market. Trainee also lacked training experience, they added.

In Zimbabwe, the Technical Vocational and Education Training (TVET) report (2005) on curriculum relevance pointed out that the courses that were offered in TVET institutions through Higher Education Examinations Council (HEXCO) were not always consistent with what the industry required. In Malawi, the country had problems on the teaching qualifications of teachers/lecturers. UNESCO (2010) attributed inappropriate skills training to teachers while UNESCO-WORLD TEVET Database (2010) reported that more than half of the total number of TEVET in Afghanistan technical colleges had lower level of education than the required minimum of a bachelor's degree.Nyankov (1996) summarized the concerns of TEVET in Ghana as:Poor quality in the delivery of TEVET programmes; high cost of training; training not suited to actual socio-economic conditions; disregard of the needs of the informal sector and disregard of the labour market.

Training institutions should work with industry when preparing students training skills. Dasmani (2011) stated that technical institution curricula were designed to provide a frame work for teaching and learning. This specified the skills, performance, attitudes and values trainees were expected to learn from workshops. If curriculum materials were not provided, there was the likelihood of considerable variation between what the curriculum specified that students should learn, what teachers taught and what students actually learnt. This situation likely caused apathy in the teaching of practical subjects due to the absence of instructional materials and effective instructional strategies, leading to inefficient use of instructional time. As a result many instructors were unable to cover the intended curriculum and only covered those parts that they expected to be examined.

The industry expects a lot from educational institutions in the provision of workforce with the rights skills who can be functional without putting them on job-on- training. This is with a view to minimize financial expenses on the skills development of people earlier trained at technical colleges. According to Anarfi and Appiah (2012), the greatest concerns of employers today were finding the workforce that possesses capabilities to work. There is a seeming gap between the skills employers sought and the skills potential workers possessed. Employers who possessed the requisite employable skills assist the organizations to achieve targets or objectives. There are many benefits for employers when education institutions equip young people with functional skills on the job, because it contributes to employers' competitiveness in a very competitive global economy, increase profitability and economic growth for the organization.

This study therefore assessed the Electrical Technician program in Technical Colleges in Zambia, in terms of curriculum, teachers' qualifications, training equipment and skills and knowledge of students with the aim of making recommendations on how Electrical Technician programme in particular and TEVET in general could be improved, so that her products would be able to stand the challenges of global economic competitiveness since the whole world was now a global village.

Method

Sample

The descriptive research design was used for the study. The population for the study consisted of all four (4) technical colleges offering Electrical Technician Programme, four (4) Heads of departments, twenty (20) teachers, and all the two hundred (200) students enrolled for the programme in years 2012. Twelve (12) Electrical Engineers from four industries who are supervisors were included as part of population.

The sample for the study consisted of the four (4) heads of departments and all twenty (20) teachers teaching in the Electrical Technician programme in the four technical Colleges. Forty-eight (48) students in the Electrical Technician programme from the technical colleges were selected using the stratified simple random sampling technique. The students were stratified according to their year of study (year 1 and 2) and six (6) students were randomly selected from each level.Twelve (12) Electrical supervisors from four industries were purposively selected for the assessment of the skills and knowledge of the graduates employed.

Two instruments,questionnaire and interview were used for data collection. The instruments for data collection were both face and content validated. The questionnaire was also given to Director – Curriculum Division Unit, TEVETA, to ascertain the adequacy of the instruments for assessing the Electrical Technician Programme.The data collected was analyzed using both the qualitative and quantitative methods. The questionnaires were coded and analyzed using the statistical packages for social sciences (SPSS). The descriptive statistics was

employed. Information obtained from the interviews was analyzed using descriptive interpretive method.

Results

The results of the study were presented in succession according to the research questions.

Research Question 1

To what extent were Technical Colleges implementing the curriculum for Electrical Technician Programme as prescribed by TEVETA in the perceptions of Heads of departments?

The Heads of departments of the four Technical colleges offering Electrical Technician Programme were interviewed on the relevance of the curriculum prescribed by TEVETA to the needs of industry as well as their views on the content, coverage and quality of the curriculum for Electrical Technician Programme. According to the Heads of departments, the content of the curriculum used for the program is as prescribed by TEVETA and they rated the quality of the curriculum as good. On the average 93.25 per cent of the curriculum is usually covered. In the course of the interviews, the Heads of departments agreed that the curriculum is relevant and appropriate to the needs of the industry as well as geared towards the changing needs of the industry. All the Heads of departments agreed that the curriculum provided by TEVETA is usually updated from time to time in line with changing technology.

Research Question 2

To what degree were qualified teachers available in Technical Colleges in Zambia for the Electrical Technician Programme as responded to by the Heads of departments?

Table 1 below shows the number and qualifications of teachers in the Electrical Technician Programme in Technical Colleges. The table revealed that there are a total of twenty –four (24) teaching staff four (04) Heads of departments and twenty (20) teachers for the Electrical Technician Programme in the four (4) Technical Colleges, and of these, twelve (12) had Diploma qualifications while the remaining twelve (12) had degrees. It is noteworthy that all the Heads of departments have degrees. From the above, it was concluded that all the teachers teaching in the Electrical Technician Programme were qualified and accredited by TEVETA.

Table 1: Qualification of teachers in Electrical Technician Programme

Position	**Number**	**Qualification of teachers**				
		Advanced certificate	**Diploma**	**Bachelors Degree**	**Masters Degree**	**Doctor of Philosophy Degree**
Heads of departments	04	0	0	4	0	0
Teachers	20	0	12	8	0	0
Total	**24**	**0**	**12**	**12**	**0**	**0**

TEVETA, Curriculum Division (2010) stated that for anyone to be a member of staff under TEVET institution, he/she should have the following qualifications:Minimum of Diploma in Electrical Engineering or related Programme, two years industrial experience, teaching qualification and be accredited trainer by TEVETA.

The interviews of the Heads of departments however revealed that some of the teachers are less experienced. According to them, the teachers are well equipped in terms of skills and source of knowledge but their skills and knowledge based on old machineries and as a result some of them are not exposed to latest

technology. The assertion of the skills and knowledge of the teachers by the Heads of departments was attested to by TEVET (2004) who stated that teaching staff in the country (Zambia) are very effective in technical education delivery.

Table 2:Training Equipment According to Respondents

Descriptive Statistics

Items	Mean	Std. Deviation	Remark
Transformer testing equipment	1.9412	1.23243	Fairly adequate
Primary and secondary injection equipment	1.7500	1.15092	Fairly adequate
Motor rewinding machine	1.6618	1.19214	Fairly adequate
Mandex tester	2.1471	1.64148	Fairly adequate
Earth leakage circuit breaker (ELCB) tester	1.9265	1.23767	Fairly adequate
Micrometer	2.3971	1.33986	Fairly adequate
Filler gauge	1.7941	1.14029	Fairly adequate
Direct current tachogenerator	1.8235	1.25711	Fairly adequate
Electrical machine – direct current motor synchronous motor	2.4265	1.54839	Fairly adequate
Electrical – alternating current motor synchronous motor	2.6176	1.57432	Adequate
Spirit level indicator	2.5441	1.58758	Adequate
Frequency meter	2.3088	1.47878	Fairly Adequate
Clamp-on- Ammeter	3.0882	1.62752	Adequate
Power factor meter	2.0000	1.23385	Fairly Adequte
Board Ammeter	2.1912	1.37415	Fairly Adequate
Stop watch	2.7941	1.68007	Adequate
Earth loop impedance tester	1.8971	1.33986	Fairly Adequate
Deflection instruments	2.9853	1.42988	adequate
Availability of equipment average	**2.2386**	**.85287**	**Fairly Adequate**

Research Question 3

To what degree were training equipment available in Technical Colleges in Zambia for the Electrical Technician Programme in the perceptions of the respondents?

Table 2 above shows the perception of respondents on the degree to which training equipments are available in Technical Colleges in Zambia for the Electrical Technician Programme in the perceptions of the respondents (HODs, teachers and students). Of all the eighteen (18) essential training equipment listed on table 2 below, only five (5) items namely, electrical alternating current synchronous motor, spirit level indicator, clamp –on –Ammeter, stop watch and deflection instruments with a mean of 2.6176, 2.5441, 3.0882, 2.7941,and 2.9853 respectively were found to be adequate in the perceptions of the respondents. All the other items were found to be fairly adequate. The high standard deviation for each item indicated that the respondents were heterogeneous in their

responses. The overall mean of 2.2386 shows that in general training equipment for Electrical Technician Programme in Technical Colleges in Zambia were fairly adequate. The overall standard deviation of .85287, shows that the respondents were heterogeneous in their responses.

Zambia has a big problem of not having adequate up to date training equipment in most technical training colleges. Carmody, (2009), argued that the training and materials were inadequate….the training equipment and plant were worn out and technologically out-dated. According to Nkaza, (2007), the quality of higher education had suffered from lack of investment in laboratories and workshops. Consequently, the learning facilities in Zambia's TEVET institutions were still those of the 1960s and 1970s.

To what degree were the skills and knowledge acquired by students match the needs of industry as assessed by company electrical supervisors and heads of departments?

In order to determine the degree to which the skills and knowledge acquired by electrical technician students match the needs of industry, the heads of departments and supervisors in four industries were requested to rate the skills and knowledge of the electrical technician graduates based on percentage.

The rating of the skills and knowledge of electrical technician graduates by heads of departments in technical colleges and company supervisors are as shown on table 3 below. As reflected on the table, the Heads of departments rated the skills and knowledge of electrical technician graduates as 61.25 per cent while company supervisors rated them to be at 73.33 per cent.

Research Question 4

Table 3: Assessment of skills and knowledge by supervisors in companies and heads of departments for technical colleges

	Industries					**Technical Colleges**	
Company/Institution	**Number of Supervisors**	**Skills and Knowledge rating in percentages**			**Average**	**No. of HODs**	**Skills and Knowledge rating in percentage**
		Supervisor 1	Supervisor 2	Supervisor 3			
1	3	70	80	60	70	1	70
2	3	70	80	70	73.33	1	60
3	3	70	60	90	73.33	1	65
4	3	80,	70	80	76.66	1	50
Overall Average					**73.33%**		**61.25%**

In an interview, according to heads of departments, the skills and knowledge acquired by students does not meet the needs and expectations of industries. This according to them is due to the fact that Technical Colleges are not equipped with the state of art training facilities. The training institutions were found to be using obsolete training equipment for training and as such industries take up the challenge of training the new employees on the use of latest machines.

Electrical supervisors in industries rated the skills and knowledge of graduates employed as 73.33 per cent, according to electrical supervisors in industries, the graduates employed are skilful and knowledgeable. The disparity in the responses of the heads of departments and company electrical supervisors might be due to the fact that soon after employment, the new employees undergo a maximum induction programme of six months on the use of latest machines across various departments of the

industry. The other issue is that graduates employed might have acquired more job skills and knowledge during induction process and while on the job.

Findings

According to the Heads of departments, the content of the curriculum used for the program is as prescribed by TEVETA and they perceived the quality of the curriculum as good. In their opinion, on the average 93.25 per cent of the curriculum is usually covered. In the course of the interviews, the Heads of departments agreed that the curriculum is relevant and appropriate to the needs of industry as well as geared towards the changing needs of the industry. All the Heads of departments agreed that the curriculum provided by TEVETA is usually updated from time to time in line with changing technology.

All the teachers teaching in the Electrical Technician Programme are qualified, the least qualification being Diploma as prescribed by TEVETA. The interviews of the Heads of departments however revealed that some of the teachers are less experienced. According to them, the teachers are well equipped in terms of skills and source of knowledge but their skills and knowledge based on old machineries and as a result some of them are not exposed to latest technology.

Of all the eighteen (18) essential training equipment examined, only five (5) namely, electrical alternating current synchronous motor, spirit level indicator, clamp –on –Ammeter, stop watch and deflection instruments were found to be adequate in the perceptions of the respondents. All the other items were found to be fairly adequate. The overall mean of 2.2386 shows that in general training equipment for Electrical Technician Programme in Technical Colleges in Zambia werefairly adequate.

The Heads of departments rated the skills and knowledge of electrical technician graduates as 61.25 per cent while company supervisors rated them to be at 73.33 per cent. In an interview, according to heads of departments, the skills and knowledge acquired by students doesn't meet the needs and expectations of industries. This is due to the fact that Technical Colleges are not equipped with the state of art training facilities. The training institutions were found to be using obsolete training equipment and as such industries take up the challenge of training the new employees on the use of latest machines.

Conclusion

The study revealed that Technical Colleges offering Electrical Technician Programme followed the curriculum prescribed by TEVETA and ensured adequate coverage of the curriculum. All the teachers in the Electrical Technician Programme were found to be qualified; they are however not well exposed to latest technology. The study also revealed that training equipment for the Electrical Technician Program are just fairly adequate, thus resulting in the inability of the students to acquire the skills and knowledge that meets the needs and expectations of industries.

Recommendations

The Zambian Government through Ministry of Education, Science and Vocational Training and Early Education should procure latest training equipment to enable students acquire skills and knowledge needed and as expected by industries.

Principals of Technical Colleges which run the Electrical Technician Programme should start organizing partnership programmes, with industries to enable teachers be in line with fast changing technology since these industries are up to date with latest machines. At the same time, teachers can be attached to these industries during college recessions.

REFERENCES

Abban, C. &Quarshie, J. (1996).*Integrated skills training for self employment through vocational training institutions*. Turin, Italy: ILO.

Anarfi, J.K., &Appiah, E.N. (2012).*Skills defined by curricula: Sub-Sahara Africa* Accra: Institute for Statistical, Social and Economic Research.

Carmody, B. (2009)**.** *The evolution of education in Zambia***.** Ndola: Mission Press.

Dasmani A. (2011). *Challenges facing technical institute graduates in practical skills acquisition in the Upper East Region of Ghana*. Accra: Ghana Education service.

Harrison, G. &Reddan, G. (2010).Restructuring the bachelor of exercise science degree to meet industry needs. *Asia – Pacific Journal of Cooperative Education, 11 (1), 13 –15.* Islam, R. and Mia, A. (2007). The role of education for rural populationtransformation in

Bangladesh**.***Asia – Pacific Journal of cooperative Education 8 (1), 1-21*.

Nyankov, A. *(1996). Current issues and trends in technical and vocational education.*Paris, France: UNEVOC – International Project on technical and vocational Education.

Nyerere, J. (2009). *Technical & Vocational Education and Training (TVET) SectorMapping in Kenya*. Nairobi: Shrend Publishers.

Nkanza, P.K. (2007). *The TEVET Qualifications Framework – a tool for economic growth*. Lusaka: TEVETA.

Tembo, V. M. (2005). *The Role of Education in Development***,** Module EDAE7 1st *edition*. Lusaka: Zambian Open University.

TEVETA, (2005).*TEVET statistics digest*. Lusaka: Curriculum Development Unit.

UNESCO-World TVET Database, (2010). *Assessing Education Data Quality in the Southern African Development Community (SADC***):** A synthesis of seven Country Assessments. Nairobi: Technical Educational Support Unit.

UNESCO, (2010).*TVET Policy Review – Malawi***.**Lilongwe: Technical Educational Support Unit.

TOURISM REVENUE SHARING PROGRAMME AND COMMUNITY ATTITUDE TOWARDS NATIONAL PARK CONSERVATION: A CASE OF VOLCANOES NATIONAL PARK, MUSANZE DISTRICT, RWANDA

Mukagasana Esther*
Paul Katamba, PhD**
I. Kakule Kisunzu, PhD***
S. Kizza Stephen, MA****

**MA (DVST) Student, School of Graduate Studies, Bugema University, Kampala, Uganda*
***Senior Lecturer & Dean, Graduate School of Education, Bugema University.Email:*paulkatamba@yahoo.com
****Senior Lecturer & Dean, School of Education Bugema University.Email:kisunzu@yahoo.com*
*****Lecturer, Graduate School Bugema University.Email:*sskizza65@yahoo.com

Abstract

Worldwide, conservation of fauna and flora in the National Parks or protected area is a pervasive and constant challenge. In Musanze District, Rwanda, protecting the volcanic National Park from human activity has been a challenge. In an attempt to avert the situation, a Tourism Revenue Sharing (TRS) program was established in order to enhance community attitude towards the conservation wildlife among other goals. This study was based on specific objectives of assessing; the main tourism revenue sharing benefits available to the beneficiaries, the level of community attitude towards Volcanoes National Park Conservation, find out the influence of tourism revenue sharing on community attitude towards Volcanoes National Park Conservation and, to find out the main challenges affecting the community attitude towards conservation.

The sample size of the study was 319 respondents who are beneficiaries of the TRS Program and are neighboring the Volcanoes National Park. The study adopted a descriptive correlation cross-sectional research design. A Semi-structured questionnaire as a main tool supplemented by Key Informant Interview Guide was used to collect the data. Multi regression analysis was used to determine the influence of community attitude on the conservation of the Volcanoes National Park.

Keywords: *Tourism, Conservation, Fauna, Flora, Revenue Sharing, Community Attitude.*

INTRODUCTION

Tourism is the world's largest industry and one of the fastest growing industries worldwide (United Nations Conference on Trade and Development, 2007). Tourism represents US $ 4218 billion of GDP or 10.4% of the world total, with travel and tourism making a particularly significant contribution to international trade, at over 12% of total export earnings (United Nations Environment Programme, 2005).

Tourism revenue sharing can affect positively community attitudes towards conservation of national parks. It may influence attitudes, values and norms, and engender support for conservation of protected areas offset human-wildlife conflict which impedes local support for national parks, and understanding people's beliefs and attitudes towards protected areas is a key factor in developing successful management plans to conserve those areas over the long-term

offset wildlife costs and improve local attitudes towards conservation, (Roe and Elliott,2004; Vatn, 2009; Muradian, 2010; and Allendorf,2006;Hulme & Murphree, 2002; Western, 2001).

Tourism in Africa, has previously contributed greatly to national economies, but has provided limited benefits to the local populations. Today most governments are working towards ensuring that it will not only contribute to national economic growth but also to the development of rural populations (Mehta, 2005).

Consequently, according to Adams (2003), mutually supportive relationships between communities and nearby protected areas are critical to the long-term success of conservation efforts. He adds that, in sub-Saharan Africa, many protected areas were first created during colonial times as hunting grounds or parks for European elites, with little or no regard for the needs or desires of local communities. Today, many of these areas harbor long-standing conflicts over land tenure and resource use. These conflicts may create tensions between local communities, protected area staff, and conservation goals (Lilieholm & Romney, 2000).

During colonial times, like most African countries, Rwanda adopted the model of strict exclusionary protected areas, a practice which was carried on even after independence. In recent times, the increasing pressures on protected areas from local communities, and the apparent impossibilities of addressing them using only traditional law enforcement practices has been recognized globally.

According to ORTPN (2004), the rationale behind Revenue Sharing was that communities around national parks can support park management despite the fact that they experience problems from national parks (crop raiding, social transformation). They should, therefore, get direct benefits from the national parks, providing an enabling environment for good community relationships with national parks. Hulme and Murphree (2001) reported that funds obtained from revenue sharing were used in constructing schools, health clinics, water tanks and road construction.

The Volcanoes National Park (VNP) is world famous as the home of a globally-important population of the endangered Mountain gorilla, as well as numerous other plant and animal species that are endemic to the Albertine Rift region. The whole of the Virunga Massif forest has a total of 86 known species of mammals, 34 of them being big mammals, 18 species endemic to the western Rift Valley, 6 species are endangered and 18 have been listed on IUCN Red List (Plumptre *et al.*, 2003). Mountain gorillas (*Gorilla beringei beringei*) are only found in the Virunga Massif and Bwindi Impenetrable National Park of Uganda. Mountain Gorillas are endemic sub-species considered to be in "critical danger" by IUCN. The world population of mountain gorillas in 2004 was estimated at around 700 animals, 380 of which were in Virunga Massif (ORTPN, 2004). Virunga Massif comprises a total of 878 known species of plants, 81 of them being trees, 124 endemic plants of the Rift Valley, and 5 listed on the UICN list (Plumptre et al. 2003). Concerning PNV specifically, a recent study drew up a list of 301species of herbaceous plants, 40 species of liana, and 36 species of woody plants (Plumptre et al. 2003).

In recognition of the park's importance, VNP was added to the International Network of Biosphere Reserves under the UNESCO Man and Biosphere Program in 1983. Despite its exceptional biodiversity values, the park is subject to a variety of serious and growing anthropogenic pressures, largely related to it being situated in one of the most densely populated parts of Rwanda. In relation to the initial size of the forest, between 1958 and 1979 VNP lost approximately 55 percent of its natural habitat, mainly as a result of the demand for land for growing pyrethrum (Sabuhoro, 2006).

Andrew and Masozera (2010) contend that "two of the biggest challenges facing Rwanda today are reducing poverty, especially among rural households, and protecting the

ecosystems, which provide essential services that support activities such as subsistence agriculture, collection of safe drinking water, and harvesting of forest products."According to these authors, over the past 40 years, Rwanda has suffered very serious losses to its natural areas. Since independence in 1962, the total area within protected areas (PAs) has halved: from 4,115 sq.km to 2,073 sq.km; for example, the Volcanoes National Park (VNP) has lost nearly half of its habitat since the end of colonial period (310 sq. km to 160 sq.km).

According to Rwanda Development Board RDB report (2010), poaching and other illegal activities including bamboo cutting, snares setting and medicinal plants collection, are among the major problems in wildlife conservation and management in Volcanoes National Park ecosystem. Since its creation it has encountered illegal activities. Before 2004, many houses around the park were built using bamboo, and there has been the market for bush meat. In 2008, some types of illegal activities have been found in Volcanoes National Park as it has persisted for a long time. For instance 1800 snares were found in Volcanoes National Park. The main source of the illegal activities is the human presence around the park. In 2010, 1889 snares were found and destroyed by Park staff. 427 Poachers tracks were found, 25 poachers were arrested in the Volcanoes National Park and 70 poacher's camps were found in VNP.

In 2011, 1194 snares were found in the Park. Despite the existing situation, in Rwanda little is known about revenue sharing and its impact on community attitude towards Volcanoes National Park Conservation by way of research (Spenceley (2010), Kagarama Bizoza and Kayigamba (2011), hence suggesting a research to be carried in order to examine the impact of Tourism Revenue Sharing on attitude of the community towards Conservation of Volcanoes National Park in Musanze District.

METHOD

Samples

The sample respondents (N = 319) was drown from local community members using proportionate allocation sampling formula by Kothari (2004). In addition other target groups were interviewed as the Key Informants. They included 4 Sectors' Executive Secretary where the study was conducted, 2 Local Conservation NGO's Leaders, 3 Volcanoes National Park Wardens, 4 Guards and 2 Guides which makes a total of 15 Key Informants.

The Four sectors were selected purposively. This is because they were bordering the Volcanoes National Park and also the beneficiaries of Tourism Revenue Sharing. The sectors are Kinigi, Nyange, Shingiro and Gataraga. Every household was represented by one mature person found at home at the time of data collection.

Instruments

A summary of the respondent's response was measured by the questionnaire according to Khotari (2004). The instruments with 5-point Likert scale of strongly agree (SA) to strongly disagree (SDA). The scale measured responses with Cronbanch's Alpha of 0.930 obtained by use of SPSS Computer software which was greater than 0.7.

Procedures

The researcher obtained permission from relevant authorities. The instrument was administered to the respondents by the researcher and four research assistants. Data on tourism revenue sharing and community attitude toward park conservation was gathered. Other groups interviewed were representatives of community social and economic groups. The researcher collected and reviewed written sources about Volcanoes National Park and involved herself in participatory observation during local meetings, regional workshops, as well as some tourist experiences such as gorilla tracking.

Data was analyzed using frequencies, percentages, and means were used to answer the

objective 1, 2, 3 and 5. Objective four was analyzed using multi regression analysis to generate Regression coefficients - beta weights [*b*] and R^2, was used to determine the influence of tourism revenue sharing on community attitude towards conservation of Volcanoes National Park.

RESULT

Table 1: Assessment of Direct Tourism Revenue Sharing Benefits

Items Rated	μ	SD	Pooled μ	Interpretation
Provision of Employment				
Increase of Hotel	4.36	0.68	4.40	High
Opportunities of Employ	4.46	0.63		
Increase of Lodges	4.33	0.68		
Employment in Lodges	4.48	0.58		
Guiding activities	4.53	0.53		
Employment in Guiding	4.27	0.62		
Funding Associations				
Establishment of associations	4.36	0.52	4.41	High
Funding associations	4.34	0.61		
Training	4.54	0.51		

Legend 2: 1.00-1.80: Very Low 1.81-2.61: Low 2.62-3.42: Moderate 3.43-4.23: High 4.24-5.00: Very High

Provision of Employment

The results indicated that the beneficiaries strongly agreed (pooled mean = 4.40), that there had been provision of employment as a result of hotel facilities. Further analysis using Appendix Table 1 reveals that all measurements of provision employment opportunities as a result of direct benefits was high with more than 90% of respondents with a mean score above 4.0. For instance the study revealed that overwhelming majority of respondents (92.6%) with (M = 4.36, SD = 0.68), agreed and strongly disagreed that there has been an increase in number of hotels in the neighbouring volcanoes. Overwhelming majority (95.2 %) agreed and strongly agreed `that the hotels had increased opportunities for employment as attendants, waiters and cooks.

In the interview with Chief Park Warden, he revealed that a number of direct and indirect benefits need to be highlighted. Since the tourism revenue sharing scheme was initiated in 2005, a variety of different projects were implemented. The construction of Mountain gorilla view Hotel, the Gorilla Nest hotel are benefited to local community and that 80% of its staff are from sectors neighbouring the Park . He added that the construction of high-end Sabyinyo Silverback Lodge which is fully owned by the communities. This was supported by (Spenceley et al., 2009) and (Makambo, 2009) in their literature who ascertained that the Sabyinyo Silverback Lodge is located at periphery of the Volcanoes National Park allows people who live close to the Volcanoes National Park to benefit from tourism in three main ways: equity in a tourism business, employment at the lodge, the supply of goods and services, and dividends from profits.

The joint venture plans to use funds from the lodge to finance social infrastructure in the area, including roads during the interview, the Park Chief warden revealed that, at least 3,000 households are members of the community association and benefit through the signed agreement that the managing company pays US $50 bed night fees and 7% of the monthly net benefits to community association. An interviewee from Kinigi sector revealed that Volcanoes Lodge is a traditional building that provides a regular employment to our communities in providing local material and manpower.

Funding Associations

As it can be seen in Table 6, the results indicate that the beneficiaries strongly agreed (pooled mean = 4.10), that there had been provision of employment as a result of the funding associations. Appendix Table 2 shows that majority (90%) with mean above 4.0. For instance almost all respondents (99.0%) with (M= 4.36, SD = 0.52) agreed and strongly agreed that community association e.g. mushroom growers groups, bee keeping groups had been established in neighbouring park. A very big majority (92.5 %) of respondents agreed that income generated from the park activities such as gorilla trekking, golden monkey trekking, volcanoes climbing, is used to fund the association activities.

As per RDB report (2010), 10 community associations have been supported directly through the revenue sharing scheme. However, a number of other projects were implemented such as bee keeping and basket weaving. A focus has also been on training for income generating activities.

Accordingly, some of the cooperative members have been able to build their own houses from the income generated from the cooperatives. Likewise, young people have been organized into porters clubs, and they have been carrying tourists' luggage for a fee of 5000RWF per head. This income, according to the beneficiaries interviewed, makes these young people not go to the park for illegal activities. Getting people into cooperatives not only has it impacted on the beneficiaries economically, but this has also increased social cohesion among the members of the cooperatives since they have learnt to work together to a common goal.

Indirect Tourism Revenue Sharing Benefits

Regarding the indirect benefits, the study focused on the provision of school and water tanks to the community through the TRS program. Study findings are covered in Table 7.

Table 2: Assessment of Indirect Tourism Revenue Sharing Benefits

Items Rated	μ	SD	Pooled μ	Interpretation
Provision of Schools				
Building of classes	4.47	0.52	4.58	Very High
Children Schooling	4.55	0.54		
School's distance (school-home)	4.51	0.61		
Provision of Water Tanks				
Water tanks	4.04	0.94	3.98	Moderate
Water's distance from which water is fetched	4.13	0.82		
Fetching water from the park	3.78	1.35		

Legend 2: 1.00-1.80: Very Low 1.81-2.61: Low 2.62-3.42: Moderate 3.43-4.23: High 4.24-5.00: Very High

Provision of Schools

The results in Table 7, indicated that the beneficiaries strongly agreed (pooled mean = 4.58), that there had been provision of educational facilities as result of provision of Schools. Appendix Table 3 shows that majority (90%) with mean above 4.0. For instance almost all respondents (98.7%) with mean (4.47, SD = 0.52) agreed that provision of schools in the study area had contributed to the education of children. A very big majority (98 %) of respondents agreed and strongly agreed that due to availability of schools, the average distance to the schools had reduced.

The additional information can be traced from (RDB, 2010) which emphasizes that the program had, at the period of review, already provided support to the education sector amounting to 228,602,037RWF and at least 56 classrooms with an average of 65 pupils per rotation (morning and afternoon) were built for the communities around Volcanoes National Park. Schools built targeted children whose main activities were undertaken within the parks, for example, fetching water and firewood.

Provision of Water Tanks

According to Table 7, the beneficiaries strongly agreed (pooled mean = 3.98 SD =) that there had been provision of water tanks. Appendix Table 3 shows that majority (87%) with (M=4.04, SD=0.94) reported that there has contribution of availability of water to the community due to the provision of water tanks. above 4.0. For instance almost all respondents (80.0%) with mean (4.04, SD = 0.94) agreed and strongly agreed that the community had been provided with water tanks. As result, 87.4% of the respondents agreed and strongly agreed that provision of water tanks had reduced the distance within which they fetch water.

As revealed by (UWIZEYE 2010), 32 water tanks were constructed after 2005 with 25,000 litre tanks. RDB (2010) support to water infrastructure amounted to 31,927,000 RWF during the last five years in the three districts of Musanze.

Community Attitude towards National Park Conservation in Musanze District

The third objective of the study was to assess the level of community attitude towards conservation of fauna and flora in National Park. This objective was analyzed using the mean and standard deviation of which the study findings are summarized in Table 8.

Table 3: Assessment of the Level of Community Attitude towards National Park Conservation in Musanze District

Items	μ	SD	Pooled μ	Interpretation
Fauna				
Poaching	4.02	1.02	4.30	Very High
Setting snares	4.28	.97		
Selling gorillas 'body parts& Ivory	4.52	2.40		
Trapping of gorillas' infants	4.36	.81		
Flora				
Beekeeping & collecting honey	4.17	1.09	4.31	Very High
Collecting medicinal plants	4.47	3.33		
Bamboo cutting	4.29	.89		
Grand Mean	**4.30**	**1.49**		**Very High**

Legend 2: 1.00-1.80: Very Low 1.81-2.61: Low 2.62-3.42: Moderate 3.43-4.23: High 4.24-5.00: Very High

Sources: Primary Data

Attitude towards Fauna Conservation

The results in Table 8, indicate that the level of community attitude towards Fauna Conservation in the study area was very high (pooled mean = 4.30). Appendix Table 4, indicates that very many (over 80%) with (M = 4.02, SD = 1.02) respondents agreed and strongly agreed that they no longer hunt animals such as buffaloes, antelopes and elephants for meat. A high standard deviation (SD= 1.02) however, suggests that there was high varied responses on this matter. Similar trend of high standard deviation (SD = 2.40) in appendix Table 4, is noted with responses about whether the beneficiaries no longer sell gorillas body part and elephants. It also implies that there very high varied response.

During discussions, some community members revealed that buffaloes found outside the park should be killed and eaten by communities in compensation of their crops. This study was also supported by (Borner, Mendoza & Vosti, (2007); Skonhoft, (2007) who revealed that if the local people bear the actual cost of conservation without obtaining significant benefits from it, they will develop negative attitudes towards wildlife conservation

Attitude towards Flora Conservation

As can be noted in Table 8, the results indicated that the level of community attitude towards flora Conservation in the study area was very high (pooled mean = 4.31). Appendix Table 5, indicates that very many (over 80%) with (M = 4.29, SD = 0.82) respondents agreed and strongly agreed that they no longer cut bamboo within the park. A high standard deviation (SD = 0.82) however, suggests that there was high varied response on this matter. Similar trend of high standard deviation (SD = 1.10) in appendix Table 5, is noted with responses about whether the beneficiaries no longer practice the beekeeping within the park. A vivid example is with responses about whether they were still collecting the medicinal plants within the park. The high standard deviation (SD= 3.33) in appendix Table 5, clearly suggests that, there was no general consensus of the matter. Further analysis over this response revealed that almost 40% respondents agreed that they no longer collect medicinal plants within the park; more than half strongly agreed so.

Most of the people had seen the benefits from the park; hence feel responsible for conserving it. Since the community is waiting for

something in terms of Tourism Revenue Sharing, there is always the feeling of responsibility to conserve the park. Attitude has changed towards conservation. Farmers are building walls to protect animals from encroaching on their farms; they do not just sit and watch to wait for compensation from RDB. (Interview with RDB Officials)

In the interview with the park warden in charge of the park protection, he revealed that "formerly, guards were enemies of the community and vice versa. But today the people around the park are doing even more than the guards to protect the park".

Tourism Revenue Sharing and Community Attitude towards National Park Conservation in Musanze District

The fourth objective was to establish the influence between Tourism Revenue Sharing on the community attitude towards conservation of fauna and flora in the study area. To achieve this objective multiple regression was used and results are presented in Table 9.

Table 4: Contribution of the TRS on Community Attitude towards National Park Conservation

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients			Interpretation
	B	Std. Error	Beta	T	P-value	
Direct benefits	.001	.025	.003	.046	.964	Non significant
Indirect benefits	.040	.018	.124	2.160	.032	Significant
Attitude towards Flora						
Direct benefits	.092	.038	.138	2.439	.015	Significant
Indirect benefits	.063	.027	.131	2.312	.021	Significant

R^2 =0.043 Adjust R^2 =0.037 Significant at 0.05 level of significance

Tourism Revenue Sharing and Community Attitude towards Fauna

Results in Table 9 show that indirect benefits significantly influence the community attitude towards National Park conservation in respect to fauna (B = 0.124, P = 0.032). However, direct benefits did not show a significant influence (B = 0.003, P = 0.964) of community attitude towards fauna. Results suggest that 12.4% variation in community attitude (fauna) is explained by indirect benefits.

It implies that benefits such as provision of education and water facilities to the community under the TRS program is an effective approach in positively shaping the

Community attitude National Park conservation in respect to fauna

Results suggest that 12.4% variation in community attitude (fauna) is explained by indirect benefits. It implies that benefits such as provision of education and water facilities to the community under the TRS program is an effective approach in positively shaping the community attitude National Park conservation.

Possibly the issues of human-animal conflict is responsible for the community attitudes. The findings suggest that poaching, snares setting, and illegal animal trafficking from the Forest National Park, are prominent activities

and highly practiced the community to the detriment of the Fauna. Due to this selfish approach, the community attitude towards National Park Conservation in respect of the Fauna is not significant. The results are supported by the RDB report 2010 who ascertained that in 2008, some illegal activities types have been found in Volcanoes National Park as it has been the same case for a long time ago, 1800 snares were found in Volcanoes National Park.

Tourism Revenue Sharing and Community Attitude towards Flora

Results in Table 9 unlike with Fauna, both the direct and indirect benefits have significant influence on the community attitude towards National Park conservation. B= 0.138, P = 0.015; B = 0.131, P = 0.021) for direct and indirect benefits respectively. Results suggest that 13.8% variation in community attitude towards flora is explained by direct benefits, while 13.1% change is accountable for the indirect benefits under Tourism Revenue Sharing program. This implies that both indirect benefits (education, water) and direct benefits (employment, funding association) are effective approaches in making the community understand the importance of conserving the flora.

The findings suggest that collecting honey (bee keeping), medicinal plants, bamboo cutting from the Volcanoes National Park, is highly valued by the community, hence the positive attitude towards the Flora.

Hypothesis Testing

The hypothesis - there is no significant influence of revenue sharing program on community attitude towards National Park Conservation in Musanze District.

As reflected in the Table 9, with Fauna, direct benefits (t=0.046, P-value=0,964), indirect benefits (t=2.160, P-value = 0.032); the null hypothesis was rejected in respect to indirect benefit, since P-value is less than 0.05 level of significance. Hence it can be concluded indirect benefits significantly influence the community attitude towards fauna.

Other factors affecting the Community Attitude towards Conservation of the Volcanoes National Park in Musanze District

Objective 5 was to find out the other factors affecting the community towards national park conservation using open ended questionnaire. Summary of the findings are covered in the Table 10.

Table 5: Challenges Affecting the Community Attitude towards Conservation of the Volcanoes National Park in Musanze District

Factors	Frequency	Percentage	Rank
Crop Raiding	250	23.4	1
Lack of Compensation for Crops damaged	186	17.4	2
Income Poverty	153	14.3	3
Victims of Bodily injury and Death	138	12.9	4
Lack of Awareness on the Park	126	11.8	5
Cultivable Land Shortage	117	10.9	6
Lack of Fencing	98	9.2	7
Total	1068	100	

Sources: Primary Data

Crop Raiding

Crop raiding ranked highest among factors affecting the community attitude. The respondents reported Crop raiding (23.4%) to be a burden to farmers living adjacent to PNV, where the economic damage from crop raiding exceeds the potential benefits from the park tourism revenues and related benefits to individuals and communities neighboring the park.

Victims to Bodily Injury and Death

The findings in Table 10, show that 138 (44.8%) reported victims of bodily injury and death as a challenge. Human-wildlife conflict can also lead to loss of human life and result in sustaining long-term injuries. Communities reported cases of human death and injuries. Such tragedies can scare people and intensify negative attitudes towards wildlife.

Insufficient Cultivable Land

The findings in Table 10, show that 117 (38%) reported insufficient land as a challenge to the Park conservation. Land - The historical context of land scarcity is more acutely evident around the PNV. The mean population density of the 12 sectors around the park is 590 people per km2 - ranging from 314 people per km2 in Kinigi Sector, the central zone, up to an astonishing 1,028 people per km2 in Gahunga Sector, in the eastern zone. The mean own reported land holding was 0.55ha, with park-adjacent households having mean holdings of 0.42ha and non-adjacent households a mean of 0.67ha. Glenn (2010) respondents' ratings of the quantity and quality of land in their village portray a worsening situation in terms of land availability and land quality if current trends continue.

Income Poverty

The findings in Table 10, show that 153 (49, 7%) reported income poverty as a challenge. Around VNP, a good number of wealth indicators show low standards of living for the local population. These indicators include the quality of land, cattle, manpower, the possibility of sending children to school, crop production (if a

farmer is able to feed himself and sell), the quality of houses, means of transport, and ownership of assets such as a radio.

Suggestions to Promote Good Relationship between the People Neighboring the Park and the Volcanoes National Park

The study is in relation to objective 5 further sought suggestions from respondents how to promote good relationship between the people neighbouring the Park and the Volcanoes National Park using open ended questionnaire. The summary of the study results is shown in Table 11.

Table 6: Suggestions to promote good relationship between the people neighboring the Park and the Volcanoes National Park

Suggestions	Frequency	Percentage	Rank
Compensation fund for community crop raiding	298	27.5	1
Fencing the Park	246	22.7	2
Promoting income generating activities to reduce Poverty	178	16.4	3
Increase awareness on the park in sensitizing community about its conservation	161	14.9	4
Sensitization on Cultural beliefs in relation to wildlife	109	10.0	5
Promoting community visits to the national pack	92	8.5	6
Total	1084	100	

Source: Primary data

The study findings in Table 11, indicate that compensation fund for community crop was the leading suggestion 298 (27.5%), followed by fencing the park 246 (22.7%) the next one was promoting income generating activities 178 (16.4%) followed by increase awareness on the park in sensitizing community about its conservation 161 (14.9) next was sensitization on cultural believes in relation to wildlife 10.0% and lastly promoting community visits to the National Park 92 (8.5%).

Local government problem animal-control procedures should be established and supported through training and reviewing exercises.

Fencing is used in an effort to keep animals away from farmers' fields and thus prevent crop raiding. Most fencing is constructed from local materials and is of a simple design. As a result fences are not very effective in many cases, many animals can get through it or over it (e.g. primates) whilst others will simply destroy it (e.g. elephants). This enhances the social wellbeing of the local people and it helps them to be aware of opportunities around the park.

SUMMARY AND CONCLUSION

The study was to find out the influence of Tourism Revenue sharing Program on

Community Attitude towards National Park Conservation in Musanze District. Findings on the demographic characteristics revealed that respondents from Gataraga dominated the study 114 (37.0%), female dominated 164 (53.2%), those who were in the age bracket of 36-40 dominated the study, those who were married dominated the study 201 (65.3%), those who had primary level dominated the study 135 (43.8%), those who cultivate dominated the study 112(36.4%), and lastly, those who have a monthly income of 20.000-30.000 dominated the study.

The results indicated that the tourism revenue sharing benefits available to the beneficiaries were assessed high at a mean (u=4.4) and standard deviation of (s=0.7) which is a very high mean and very high standard deviation which indicates a mean and standard deviations that fall in the very high scale. This implies that the availability of tourism revenue sharing to the beneficiary is high.

The results indicated that the level of community attitude towards National Park Conservation in Musanze District at a mean (u=4.3) and standard deviation of (s=1.5) which indicates a mean and standard deviations that fall in the very high scale. This implies that the community attitude towards National Park Conservation is positive.

Area for Further Research

1. Whereas local communities cause loss to wildlife and vice versa, this study found that the conflicts between communities and wildlife, a similar research study may be conducted on the human – animals' conflict and how it influences attitude towards National Park conservation.

2. Community conservation in national park, a socio-economic research should be carried out across the communities neighboring the parks, to come up with clear welfare/poverty profiles and specific needs, so as to be able to ascertain what percentage of RS fund that should be increased for communities in each of the three national parks.

REFERENCES

Adams, W.M. & Infield, M. (2003) Who is on the Gorilla's Payroll? Claims on Tourist Revenue from a Ugandan National Park. *World Development* 31: 177–190

Adams, W.A. (2003). Nature and the Colonial Mind. *In Decolonizing Nature: Strategies for Conservation in the Postcolonial Era*. W.A. Adams and M. Mulligan, eds. London: Earthscan.

Allendorf, T.D. (2006 October 27). Residents' Attitudes towards Three Protected Areas in Southwestern Nepal. Biodiversity Conservation (2007) 16:2087–2102, Springer Science Business Media.

Hulme, D., & Murphree, M. (2001). *African Wildlife and Livelihoods: The Promise and Performance of Community Conservation.* Oxford, U.K : James Currey Ltd.

Johannesen, A. B. & Skonhoft, A. (2005). Tourism, poaching and wildlife conservation: what can integrate conservation and development projects accomplish? *Resource and Energy Economics*, vol.27, 208-226

Makambo, W. (2009). Sabyinyo Silverback Lodge: A community partnership for conservation, "International Gorilla Conservation Program, presentation from RDB-TC tourism forum.

Mehta, H and Katee, C. (2005). *Virunga Massif Sustainable Tourism Development Plan*, ICCN, ORTPN, UWA, IGCP, Kigali-Rwanda

ORTPN. (2005). Strategic plan 2005-2008 ORTPN, Kigali-Rwanda, pp 26- 178. RDB. (2010). Volcanoes National Park, Annual Operational report, Musanze, pp 48

Plumptre, A. (2003). The Socio-economic Status of People Living near Protected Areas in the Central Albertine Rift, pp 198

Roe, D. and J. Elliott. 2004. Poverty reduction and biodiversity conservation: Rebuilding the bridges. *Oryx* 38(2): 137-139.

Sabuhoro, E. (2006). Ecotourism as a potential conservation incentive for local Communities around Rwanda's Parc National des Volcans. Un published MSc dissertation. University of Kent at Canterbury UK

Spenceley, A. (2008). Responsible tourism in Southern Africa.

SCHOOL CULTURE AND SCHOOL CLIMATE ON PUPILS' ACADEMIC PERFORMANCE IN K.C.P.E NATIONAL EXAMINATIONS: A COMPARATIVE STUDY OF PUBLIC AND PRIVATE PRIMARY SCHOOLS IN KAKAMEGA NORTH DISTRICT - KENYA

H. A. Oyando Stephen*
Paul Katamba, PhD**
I. Kakule Kisunzu, PhD***
Joshua Musasizi, MA****

**MA (Education Management) Student, School of Graduate Studies, Bugema University, Uganda*
***Senior Lecturer & Dean, Graduate School of Education, Bugema University.Email: paulkatamba@yahoo.com*
****Senior Lecturer & Dean, School of Education Bugema University.Email:kisunzu@yahoo.com*
*****Lecturer, Graduate School Bugema University.Email:musasizi2001@yahoo.co.uk*

ABSTRACT

The purpose of this study was to establish the relationship between school culture and school climate and the academic performance of pupils in public and private primary schools in Kakamega North District Kenya. Specifically the study wanted: To find out the prevalent attitudes held by pupils and teachers in the district about their schools in relation to school culture and school climate; To determine the trend of the primary schools' performance index in K.C.P.E. national examinations for 5 years; To establish if there was any difference in performance index between private and public primary schools in the national examinations and To determine if there was any effect of "school culture" and "school climate" on the pupils' academic performance .

The study was designed in a comparative Paradigm using a descriptive and Correlation Research design. Data were collected from 34 head teachers, 136 teachers and 392 pupils using questionnaires and interview guide as the main data collection instruments. Also data on national K.C.P.E results for 5 consecutive years was obtained which was used in comparing pupils' performance in the two categories of schools. Data were analyzed using descriptive statistics, summary mean statistics and lastly using Pearson Correlation in correlating school culture and school climate with pupils' academic performance in private and public primary schools in Kakamega North District.

The study revealed that there was no significant difference in the academic performance of pupils in the public and private primary schools. Though there were divergent attitudes and varying school culture and school climate with pupils in private primary schools, performing better and above average in national examinations than their public schools counterparts. However, the study showed that there was a significant relationship between school culture and school climate on pupils' academic performance in national examinations.

Keywords: *Attitudes, Pupil, Teachers, School culture, School climate*

INTRODUCTION

Education has been an important aspect that society has imposed on its constituents formally and informally. In the formal sector, the school takes the responsibility of developing an individual in all the spheres of human development. Since education is perceived as a means of transforming society, it is in the interest of every society that all the potential future leaders and the entire society achieve the objectives of education. .

Global education policies and programmes are pressured on the third world and developing countries because of the global concern on the effects of globalization. In the wake of the technological era, sustainable education system and the quality of education underpin the survival of the future generation in this twenty first century and beyond. However, global educational policies and programmes alike have brought forth significant challenges in many education systems around the globe, though these education policies in the twenty first century are the key to global security, sustainability and survival (Olsen, 2006).

Throughout the world, societies have educated their children either in public or private schools basing on various reasons. The choice between a private and a public school is one of the main decisions that families and individuals have to make in the world today. The Parents and students consider many factors in making these choices such as tuition cost, discipline, racial mix and the religious and moral values of the school. However, Sifuna (2003), notes that the first concern is the effectiveness of the school in producing academic achievements. Cristian Bellei (2006), in his research - The Private-Public School Controversy: The Case of Chile presented to the Harvard Graduate School of Education, noted that private schools scored higher than public schools, and that this difference was statistically significant. Paul Bennett (2011), also noted that students who attend private schools tend to perform "significantly better" on international achievement tests, and that a new August 2011 report, commissioned by the Organization of Economic Cooperation and Development (OECD), confirmed this while painting a more complicated picture, factoring in a socio-economic analysis of the results.

In the August 2011 study reported in *PISA in Focus*, private school students at 14-years-of-age were compared with the much larger public school cohort using results from the 2009 Program of International Standards and Assessment (PISA). Based upon straight results, private school students in 36 OECD countries, including Canada, scored 30 points higher in PISA reading scores, essentially equivalent to three-quarters of a year's worth of formal schooling. Christopher Lubienski and Sarah Theule Lubienski, (2006) investigated academic achievement in Charter, Private and Public Schools. This was in their project funded through a National Assessment of Educational Progress Secondary Analysis Grant (#R902B05017) from the National Center for Education Statistics, Institute of Education Sciences University of Illinois. They noted that private schools scored higher than non charter public schools, as would be expected.

African states on the other hand are struggling with their social-cultural, economic and political constraints towards realizing their dreams to achieve quality sustainable education systems that will produce graduates who will compete favorably on the global market. African regional protocols have laid much emphasis on the economic survival and political stability at the expense of a key factor in international cohesion and national development- education. In her study on the Parents' Preference for Private Secondary Schools in Nigeria presented in the Faculty of Education, University of Ado-Ekiti, Ekiti State, Nigeria, Florence Aduke Adebayo (2009), noted a high and positive level of academic performance for private schools as compared to public schools.

In another study, James Ayodele Oluwatayo (2012), conducted a comparative

study of pupils' performance in quantitative aptitude test in public and private primary schools and noted that pupils in private primary schools have better quantitative aptitude than their counterparts in the public schools. Moreover, she noted that pupils in private primary schools in both urban and rural areas performed significantly better than their counterparts in the public schools. Catherine Ochenge (2008), studying academic performance between private and public schools in Kitale Municipality – Kenya, noted that the tests of significance showed disparity in academic performance of both boys and girls in private schools from those of the public. This showed that private schools do better than public schools even at lower levels.

Education for all policy, as coined by the international community, has not only provided the framework for education survival, but also with it has come the challenges that pose a threat to the very objectives for which it was tailored to achieve. Since the introduction of the Universal Primary Education (U.P.E) in Kenya in 2003, there has been an upsurge and explosion in population of primary schools pupils. The schools were overwhelmed by the numbers since the classrooms were not added or expanded (Too, 2005). Many primary schools are understaffed as a result of the U.P.E. This therefore affects their performance (Too, 2005). This situation has had a significant effect on the delivery of education in Kenyan primary schools. According to Boy (2006), over enrolment has caused poor performance in public primary schools in Kenya.

The Ministry of Education Science and Technology (MOEST) in Kenya still maintains its supervisory role through what is referred to as directors and districts quality assurance and standards officers (DQASOs). However, astute observations, articles and repeated educational research studies indicate that there is an on-going decline of supervision in schools throughout the globe today (Bentley, 2005). According to Okumbe, general supervision denotes such activities as writing and revision of curricular, preparation of schemes of work, lesson plans, marking students pending work, preparation of units and materials of instruction (Okumbe, 2007 p 176).

He further contends that instructional supervision is concerned with teachers teaching and students learning in the classroom. The decline in supervision trend in schools leaves the head teachers, the teachers and the entire school community to generate a "culture" in their schools uniquely different from each other and thereby each school pursues its own perceived philosophy that supports pupil's optimization of the learning opportunities and learning experiences. Culture in this respect is in reference to the way things are normally done in a learning institution which includes the school's obvious elements of schedules, curriculum, rituals, and policies as well as the social interactions that occur within those structures that give a school its unique look, feel and identity. As a result, when you enter in any school you get a feel that is uniquely different from one school to another what in this research is being termed as "school climate".

A recent report on the National (Kenya Certificate of Primary Education - K.C.P.E) 2011 examination results, (Daily Nation Newspaper Thursday 29th December 2011) - indicated that Kakamega North district was ranked among the last districts in Kakamega County which was ranked position ten out of the forty seven counties in the Republic of Kenya. Interestingly still, the report showed that private schools performed comparatively better than public schools. For instance, on ranking schools according to performance, the first twenty positions nationally were taken by private schools. On the pupils' scores, the private schools dominated the top slots. For instance, top ten candidates nationally had two out of fourteen coming from public schools while twelve from private schools. Worse still less than ten of the top fifty candidates came from public schools.

Global education policies acknowledge the co-existence of both the private and public

sector in educating society. However, the discrepancy in the quality of education as indicated by the national examinations grades in various states calls for a serious concern. It was from this imbalance of performance that the researcher wished to ascertain the causes of this sharp difference in performance among schools and particularly between public and private schools.

The office of the District Education Office (D.E.O) in Kakamega North District acknowledges that despite all the efforts by the government of Kenya in providing instructional materials commensurately to schools, little has been documented on the assessment of the cause of this persistent massive failure of pupils in national K.C.P.E exams in the district. The office of the D.E.O. further noted that much had been done to alleviate the situation through zonal based seminars which are always mounted to impart new skills in the teachers but the results have never been satisfactory. A massive transfer of both the head teachers and the assistant teachers still never bore fruits. Since education is the key to unlock the development potential of any society, efforts towards attaining quality sustainable education outcomes should relentlessly be sought within and without the learning institutions. In the researcher's view, the problem could be emanating from the school culture and school climate –components of a school environment – for private schools in the district are always ranked top in any exam that schools sit for jointly.

With reference to this, in the Voice Of America (V.O.A), special English Education report (2011), the USA president Barak Obama was quoted saying: if Americans want to win the future, they have to win the race to educate their children. In reference to president Obama's assertive statement, the word race simply means or implies the on-going serious competition whereby countries are competing for top educational success throughout the globe (Nzabommpa, 2011). In the same vain Kakamega North District has to embrace a culture in its schools that is not only educating their children but also providing quality education and competing for top education success throughout the nation.

Methodology

Sample

Respondents of the study were 136 out of 34 schools. According to Newman, (2000), sample size selection of 30% of the population the 110 schools give a sample of 34 schools. Proportionate distribution of the sample size gave 4 private schools and 30 public schools. Basing on the average number of teachers per school being 12, the sample size per school was at least 4 teachers giving 136. The pupils' number was determined by sampling the class eight pupils using the Newman's (2000), sample selection formula of 30% of the population. The table 6 below shows prototype selection criterion.

The researcher used the purposive sampling and proportionate stratified random sampling to come up with 4 private schools and 30 public schools. Within each class systematic random sampling was used to draw a sample from pupils. Teachers were drawn by simple random sampling through the technique of lottery and the purposive sampling technique was used on one head teachers.

The questionnaire with closed and open-ended questions was the main tool for data collection. The open ended provided information on the performance of pupils in national exams. Likert scale questions asked to find out the respondents' opinions or attitudes to a given situation or quality. This was used to gather qualitative data on the school culture and school climate. Data was analyzed using descriptive statistics (mean), percentages, inferential statistics tool of t-test to analyze the difference in performance between private and public primary schools, and Correlation analysis was used to determine the effect of school culture and school climate on pupils' academic performance.

Table 6: Sample Size Selection Criterion Table

SCHOOL	No.of schools	Sample Size by ratio x	Av.no. of tchrs /sch	Sample Size y	Total Smple	Std 8 pp Av.	Sample size 30% 0f pp	Tt pps Sample	Total Respondents
PUBLIC	99	30	12	4	120	40	12	360	480
PRIVATE	11	4	12	4	16	25	8	32	48
TOTAL	110	**34**			**136**			**392**	**528**

RESULTS AND DISCUSSION

Relationship between "School Culture" and "School Climate" and the Pupils' Academic Performance

The forth objective of this study was to determine the effect of "school culture" and "school climate" on the pupils' academic performance in national K.C.P.E examinations. To achieve this objective Pearson Correlation was used at a significance level of 0.001 of which the results are presented in table 18.

Table 18: Effect of "School Culture" and "School Climate" on the Pupils' Academic Performance

	Private schools	Public schools
R	.781**	.521**
P-values	.000	.000
N	48	480

**Significant at 0.001 level.

The result of the analysis showed that there was a significant relationship between school culture and school climate on pupils academic performance in private primary schools with rho (48) = .781, p =.000) and public primary schools rho (480) = .521, p =.000).

However, school culture and climate was positively correlated to academic performance. The r^2 is 0.609961 for private schools while r^2 for public primary schools was 0.271441 indicating that school culture and climate contributed 61.0% to academic performance in private schools while it only contributed 27.14% in public primary schools.

The study finding is supported by Peterson and Deal (2002), who strongly stated that "Without a strong, positive culture, schools flounder and die". It further agrees with those of, Etsey et al. (2004), in their study of some private and public schools in Ghana which revealed that academic performance is better in private schools due to more effective supervision of work. Some

teachers in public schools leave the classroom at will without attending to their pupils because there is insufficient supervision by circuit supervisors. This lack of supervision gives the teachers ample room to do as they please.

Testing Hypothesis

The correlation coefficient alpha was computed to test the hypothesis thus: There is no significant relationship between perceived attitudes of both teachers and pupils on "School Culture" and "School Climate" and Pupils' Academic Performance in National Examinations. Since the P-values in table 18 were found to be lower than the significance level (0.000<0.001), the Null Hypothesis was rejected and the alternative accepted. There is no significant relationship between perceived attitudes of both teachers and pupils on "School Culture" and "School Climate" and Pupils' Academic Performance in National Examinations

Table 19: Finding out the significance difference between the performance of pupils in private and public schools

School	Pupils' (Means)	Computed t-value	Critical t-value	Interpretation
Private	3.66	0.567	2.655	No significant
Public	3.12			difference

Therefore, since there was almost equal performance in both private and public schools, and thus no significant difference between the performances of these pupils, this implies that the standard of education in the district is very low and that the results in private schools in the district is not consistent with the cited literature where private schools are scoring significantly higher than their public counter parts. The results suggest that what is being achieved is as a result of other factors far from the teachers' contributions. It also implies that the synergies of both the private and public teachers are not successful in the use of high leverage strategies grounded in evidence -informed and innovative professional practices to maximize the pupils' academic outcomes.

SUMMARY AND CONCLUSION

In summary, the result on the demographic characteristics revealed that majority were female 289 (54.73%), majority 392 (74.24%) were aged between 10-20 years, and majority 231 (43.75%) respondents had stayed in those schools between 1-5 years. The results indicated that, the extent of school culture in selected private schools was good in private and average in the public schools. The scale indicated that the extent of school climate was good in private schools and was poor in public schools. From the document analysis, it was found out that the general trend of performance for the schools has been declining for the last five years.

The results indicate that private schools are scoring higher in national examinations as compared to public primary schools in the district. It also showed that the private primary schools in Kakamega North district maintain a tradition of scoring more than 60% in the National examinations as compared to Public primary schools which score lower with a lot of mark fluctuations yearly. The findings in table 19 show that the grand mean of pupils' performance for private schools was 3.66 whereas public secondary schools had 3.12. Using the formula; when t-critical > computed t-value the Null Hypotheses is accepted; thus, the Null Hypothesis stating that; "There is no significant difference between performance of students in public and private schools was accepted.

The result of the analysis showed that there was a significant relationship between school culture and school climate on academic

performance in private primary schools rho (48) = .781, p =.000) and public primary schools rho (480) = .521, p =.000). Since the P-value was found to be lower than the significance level (0.000<0.001), the Null Hypothesis was rejected and the alternative accepted.

Basing on the findings of the study, the following conclusions can be made. There is a significant relationship between school culture and school climate and pupils' academic performance in national examinations. It was also found that, despite the poor performance of pupils in national examinations, private schools continued to score slightly above average as compared to their counter parts in public schools that scored below average. Finally school culture and school climate had an effect on the academic performance of primary school children in national examinations contributing 61.0% in private schools while only 27.14% influence was realized in the public schools.

Suggestions for Further Research

The following are suggestions for further research based on the findings of the study

1. There is need for a similar study to be conducted in urban setting to allow for generalization of research findings.
2. There is need to establish if social class of the parent of pupils is a factor to academic performance in private schools.

REFERENCES

Andreas Kythreotis, Petros Pashiardis, and Leonidas Kyriakides. (2010). "The influence of school leadership styles and culture on students' achievement in Cyprus primary schools", Journal of Educational Administration, Vol. 48 Iss: 2, p.218 – 240

Boy J. (2006). Free Primary Education and its Effects on Student Performance in Bungoma

Cais – Snapshot. (2011). Private Schools vs. Public Schools: Comparing Student Performance on International Tests, Journal Retrieved on 24th June 2012.

Cristian Bellei. (2005). The Private-Public School Controversy: The Case of Chile Harvard Graduate School of Education.df journal retrieved on 24th June 2012 at 11:53 a:m.

David J. Dewit, Leslie Akst, Kathy Braun, Jennifer Jelley, Lorrie Lefebvre, Christine Mckee,Barbara J. Rye, and Martin Shain. (2002). *Sense of School Membership: A Mediating Mechanism Linking Student Perceptions of School Culture with Academic and Behavioural Functioning* (Baseline Data Report of the School Culture Project). Centre for Addiction & Mental Health.

Florence Aduke Adebayo. (2009). Parents' Preference for Private Secondary Schools in Nigeria .Journal Faculty of Education, University of Ado-Ekiti, State, Nigeria Retrieved on 24th June 2012.

Lubianski e.I. (2005). The education works private vs public schools: Some surprises in District. An unpublished research thesis, Moi University.

Paul W. Bennett. (2011). Private Schools vs. Public Schools: Why Do Private School Students Achieve Better Results? Retrieved from http://www.pisa.oecd.org/dataoecd/6/43/48482894.pdf on 24th June 2012.

Sifuna D.N. (2003). Free Primary Education: Every child in school. MOEST, Nairobi.

Too, J .K (2005). Quality of free primary Education in Kenya, The Educator, School of Education Moi University, Moi University Press, Eldoret.

SMALL-SCALE ENTREPRENEURS' SUCCESS IN KAMPALA CAPITAL AUTHORITY, UGANDA

Kibuuka Muhammad*
Kiweewa Emmanuel **
Sylvia Nakate ***
Stephen S. Kizza****

*College of Higher Degree and Research Kampala International University Uganda
Email:Muhammadkibuuka01@yahoo.com
**Department of Business & Management KIU Dar es salaam College Tanzania
Email:kiweewae@kiu.ac.tz
***School of Graduate Studies, Bugema University, Kampala
Email:sylvianakate@yahoo.com
****School of Graduate Studies, Bugema University, Kampala
Email:sskizza65@yahoo.com

ABSTRACT

The study established the extent to which 386 purposively selected small-scale entrepreneurs in Kampala are successful in their ventures, using descriptive comparative and cross sectional survey designs. Using a self made questionnaire data was collected to answer three questions; 1) profile of SSEs; 2) level of success; and 3) differences in levels of success. Data analysis using frequencies, means, t-test and ANOVA, revealed that more than 56% of SSEs in Kampala are men, majority are graduates, below 30 years, 63% are sole proprietorships, 50% employ less than 5 workers and 67% have been in business for less than five years. There was a moderate level of success internally (mean = 3.06) and externally (mean = 3.27). Success differed significantly according to; gender (male > female), education level (graduates > non graduates), age (50 and above > below50), business form (joint ventures > sole proprietorship ventures) and years in business (5years or above > less than 5years). It was concluded that SSEs are less successful internally and more successful externally. Male entrepreneurs are more likely to succeed than females. Entrepreneurs who are educated, preferably up to a graduate level are more likely to succeed than those who are not. Younger entrepreneurs have less chances of success than old ones. Entrepreneurs with joint ventures are more likely to succeed than sole proprietorships. The more years one manages a venture the more chances of success and vice versa. It was recommended that there is need to promote education of SSEs on formation of joint ventures; entrepreneurial skills be made mandatory in institutions' curricula. Avenues to increase SSEs revenue and profits should be undertaken, e.g. forming strong associations, looking for bigger markets, reducing taxes and license fees.

Key Words: *Success, small-scale entrepreneur, Venture, Enterprise, Business, Entrepreneur*

INTRODUCTION

In all countries entrepreneurs are catalysts for economic growth through innovation and job creation (Kelly et al, 2011). They are therefore critical to the development and well-being of society. Therefore understanding their success is critical for proper policy guidelines. In Uganda local entrepreneurs have not been performing well since colonial days, as most enterprises were in hands of foreigners. After independence, a few Ugandans in Kampala started small-scale enterprises (SSE) for profit (Musiime, 2007), leaving medium and large-scale enterprises to Asians. Musiime (2007) noted that Ugandan small-scale entrepreneurs (SSEs) lacked skills in business know-how, bookkeeping, and raising capital, which limited their success. This became more vivid in 1972, when Asians were expelled, local entrepreneurs who took or opened up shops in Kampala hardly survived for a year and the country was dragged into business crisis (Musiime, 2007). Of recent, the Government has encouraged entrepreneurs by reducing interest rates, taxes on imported capital goods and allocation of gazetted areas for SSEs (Bbumba, 2009).

Many theories explain factors affecting success of entrepreneurs; for example environmental and individual schools of thought by Hanns & Freeman, 1977 (in Revander & Racculla, 2001). The Environmental school asserts that, entrepreneurial performances that lead to success are affected by external factors, while the Individual school focuses on personality traits shared among successful entrepreneurs such as social skills, motivation, need for achievement, need for independence, responsibility, determination and power.

This study was conducted in Kampala District, the abode of most SSEs, in welding, metal works, sole shops, schools, restaurants and other professional firms. Although Uganda ranks high on entrepreneurial index in the world (Namatovu et al, 2010), mortality rate of new SSE is very high (Lois & Annette, 2005). Ishengoma & Kappel (2008) noted that most SSE in Uganda die in their first two years, majority employ less than 5 workers and contribute less than 20% to GDP. According to Ssempebwa, 78% of SSEs in Kampala are constrained and so have limited chances of success (MoFPED, 2008). While this problem is well documented, few researchers (e.g. Mayanja, 2001; Tushabomwe-Kazooba, 2006) have bothered to examine the extent to which these firms are successful at a micro level. This necessitated a study to cover this gap by examining the; i) profile of SSEs; ii) level of success of SSEs; and iii) establish if there are significant differences in level of success according to demographic characteristics of SSEs in Kampala.

Conceptualization

In order to establish the extent to which small scale entrepreneurs in Kampala are successful, the study involved a conceptualization and operationalisation of the term entrepreneurial success by dissecting it into constructs including entrepreneur, small-scale enterprise and entrepreneurial success and obtained views, ideas and opinions from experts and scholars in the field of entrepreneurship

Entrepreneur

An entrepreneur is a person who initiates, organise and re-organise resources and undertake risks of establishing a new venture (Hisrich, 2000). To Bygrave (2004) an entrepreneur as a person who perceives an opportunity and creates an organisation to pursue it. The University of Pretoria defines an entrepreneur as a person, who sees a market opportunity, gathers resources, creates and grows a business venture to satisfy these needs, undertakes venture risks, and is rewarded with profit if it succeeds (Kunene, 2008).

Small-scale Entrepreneur/ Enterprise

A small-scale entrepreneur is defined as an individual who initiates, owns and runs a SSE. A SSE is defined differently basing on many

factors. Richard & Donald (1992), defined a SSE as; "one independently owned and operated, and not dominant in its field of operation" (p.56). Broom et al (1983) identified the criteria used to measure the size of a venture being small or large, as; number of employees, sales volume, assets size, insurance in force and volume of deposits, but this study concentrated on the first three measures.

Entrepreneurial Success

Entrepreneurial success is defined as the level and extent to which the entrepreneur's venture meets owner's objectives and society's expectations (Cohen, 1993). According to Emeric (1998) entrepreneurial success construct involves economic success and entrepreneur's satisfaction. Regarding the later, some SSEs take themselves as successful because their ventures support a certain life style, even though they earn a smaller income than when they were employees. Nieman et al (2003) defined successful entrepreneurs as having a business longer than two years, having more than five but less than 30 workers, making a profit and increase in assets.

To Cohen (1993) success dimensions are grouped into personal and environmental. Personal success includes experience, satisfaction, adaptability and exposure. Environmental success includes relationships with others (e.g. customers, subordinates and friends). This study considered personal success as internal and environmental success as external. Internal success involved personal benefits like increased profits, sales, personal satisfaction, expansion, etc, while external success involved benefits to society where the business is located and include increased job opportunities, output, improved quality, relations, trained people, increased assets, etc.

The conceptualisations above indicate that entrepreneurial success is measured using various dimensions such as personal satisfaction and satisfaction of expectations of the society. Many researchers have identified various indicators of venture success whether personal or societal; Newton (2001) considered increased productivity, competitiveness, market share, profit and opening branches; Bosma et al (2000) considered increased trained people, satisfaction and long term survival. To Emeric (1998) success can be measured subjectively using perceptions of entrepreneurs and objectively using economic performance such as efficiency, growth, profit, size, liquidity and market share. This study used perceptions to measure their success.

METHODOLOGY

The study followed an ex-post facto, descriptive comparative and cross-sectional survey design. It was ex-post facto since the researcher had no control over variables and sought to report what existed (Cooper & Schindler, 2008); descriptive comparative survey since the researcher described and compared levels of success of a big sample of SSEs, using demographics such as gender, age, education and workers.

The target population of this study was 11003 SSEs from five divisions of Kampala (Uganda business register, 2008), from two business fields (5280 services firms; schools, health and 5723 non professional firms; retail and whole sale shop).

As indicated in table 1, stratified and purposive sampling were used to select 386 owners of professional and non professional ventures. The researcher set up the following criteria; a) From each division, 77 were selected. b) Out of the 77 from each division, a proportionate sample size for professional and non professional firm owners was selected as indicated in Table1. c) For professional owners, the entrepreneur had a primary, secondary school or a health services business. d) For non professional firms, the entrepreneur selected had to own retail or a whole sale shop or a restaurant.

Table 1: Sample Size Distribution

No.	Division	Population			Sample		
		Professional	Non Professional	Total	Professional	Unprofessional	Total
1	Central	616	1585	2201	25	53	78
2	Rubaga	814	1386	2200	30	47	77
3	Makindye	1584	616	2200	53	24	77
4	Nakawa	1364	836	2200	43	34	77
5	Kawempe	902	1298	2200	38	39	77
Total		5280	5723	11003	189	197	386

Source: Computed from Uganda Business Register 2008 data

A researcher made questionnaire was used consisted of eight bio data questions and 28 five points Likert scaled items on success, divided into two; 10 items on personal success and 18 items on external success, where 1 = very low or no increase at all; 2=low; 3=moderate; 4=high increase; 5=very high increase.

Construct validity was used to ensure content validity using factor analysis, results of which showed that the internal questions had a variance of 58.447% while for external success it was 61.129, hence items were valid in explaining the constructs in instrument. Reliability of data collected was tested using Cronbach's coefficient alpha, results of which showed a high degree of reliability (overall Cronbach's alphas 0.914).

Frequency counts and percentages were used to analyse data on profile of SSEs. Means were computed to measure the level of SSEs success, which reflected strengths and weaknesses.

For interpretation of means, the following numerical values and descriptions were used:

Mean Range	Description/ Response	Interpretation
4.21-5.00	Very high increase	Very successful
3.41-4.20	high increase	Successful
2.61-3.40	Moderate	Fairly successful
1.81-2.60	Low increase	Unsuccessful
1.00-1.80	Very low or no increase at all	Very unsuccessful

At bivariate level, the Student's two independent samples t-test and Fisher's One Way ANOVA were used to establish whether success differed significantly according to demographic characteristics of SSEs at 0.05 level of significance.

FINDINGS AND DISCUSSIONS

Data were analysed as they relate to the study objectives and results presented in the following four tables.

Respondents' Profile

Table 4: Profile of Small Scale Entrepreneurs in Kampala

Major Category	Sub-category	Frequency	Percent
Sex	Male	196	56
	Female	154	44
Education level	Primary	3	1
	Secondary	73	21
	College certificate	77	22
	Diploma	90	26
	Degree	108	31
Age Group	Below 30 years	164	47
	30 - 49 years	161	46
	50 and above	25	7
Business Form	Sole proprietorship	220	63
	Partnership	80	23
	Limited company	50	14
Business Sector	Business Services (e.g. Schools & health)	137	39
	communication (telephones & computers)	38	11
	Foods and drinks (restaurant)	38	11
	Stationary and printing art and designs	32	9
	Other forms	105	30
Number of Workers Employed	Below 5	167	49
	5 - 9 workers	36	10
	10 -14 workers	43	12
	15 -19 workers	29	8
	20 and above	75	21
Years in Business	Below 5years	235	67
	5 - 9 years	84	24
	10 and above	32	9

Source; Primary data, May 2011

Table 4 indicated that; most SSEs were male 196(56%), compared to females 154(44%). This coincided with Lois & Annette (2005) who showed that female entrepreneurs in Uganda contribute over 45%. Concerning education level, most SSEs in Kampala were graduates 108(31%), consistent with MoFPED (2008) showing that 60% of the small and medium enterprises in Uganda are started by educated people, basically graduates. In respect to age,

SSEs below 30 years were majority 164 (47%) consistent with Lois & Annette (2005) that most SSEs in Uganda are in the age bracket of 30s or below. For business form, sole proprietorships dominated others (220, 63%), which is in conformity with Lois & Annette (2005) who showed that over 90% of the SSEs in Uganda are sole proprietorships. In terms of business sector, most SSEs are in services 39(39%), implying that Uganda's economy is becoming service based.

For employees, most SSEs employed <5 workers 167(49%). For years spent in business, 235(67%) spent less than five years, implying a low level of business survival. The MoFPED (2008) indicated that on a cumulative basis, 37% of the small and medium enterprises in Uganda are less than five years old.

Level of Success among SSEs in Kampala

Kampala SSEs rated the extent to which they have been successful in their ventures on each item indicated in table 5.

Table 5: Level of Success

Internal Success	Mean	Interpretation
1 Profitability	3.18	Fairly successful
2 Business Expansion	2.71	Fairly successful
3 Improved Life	3.30	Fairly successful
Average mean	**3.06**	**Fairly successful**
External Success		
1 Increased Job Creation	2.92	Fairly successful
2 Increased Output	3.09	Fairly successful
3 Improved Public Relations	3.04	Fairly successful
4 Business Assets	3.26	Fairly successful
5 Improved Quality	3.70	Successful
6 Increased Trained People	3.62	Successful
Average mean	**3.27**	**Fairly successful**
Overall average mean	**3.17**	**Fairly successful**

The means in Table 5 demonstrated that SSEs in Kampala rated their level of personal success as fair on themselves as fairly successful. This imply that where as SSEs earn relatively high profits, they put them on improving their life (e.g. buying good food and home utilities like TVs, radios, building good houses and taking children to good schools) than expanding their ventures.

For external success, the means in Table 5 revealed that entrepreneurs rated themselves as fairly successful on four items and successful on two. Their external success was highest on improved quality (mean=3.70) and lowest on job creation (mean=2.92). This implies that SSEs are poor at creating jobs and good at maintaining quality. On the overall, SSEs rated themselves as fairly successful (overall mean=3.27).

Significant Differences in the Level of Success According to SSEs' Demographic Characteristics

To establish whether success differed significantly according to demographic characteristics, the researcher hypothesized that success does not significantly differ according to demographic characteristics. To test this null hypothesis, the computed mean indices in Tables 5 were compared with demographic characteristics of SSEs, results are indicated in table 6.

Differences in Levels of Success between Male and Female Entrepreneurs

The underlying assumption here was that the levels of success do not differ significantly between male and female entrepreneurs in Kampala. The students' two independent samples t-test was used to test this hypothesis, are indicated in table 6A.

Table 6A: Difference in the Level of Success between Male and Female SSEs

Measures of Success	Sex	Mean	t- value	Sig.	Interpretation	Decision on H_o
A. Internal/Personal Success						
1. Profitability	Male	3.32	4.162	0.000	Significant difference	Rejected
	Female	3.01				
2. Expansion	Male	2.85	3.297	0.001	Significant difference	Rejected
	Female	2.51				
3. Improved Life	Male	3.45	4.314	0.000	Significant difference	Rejected
	Female	3.10				
Overall Internal Success	Male	3.21	4.604	0.000	Significant difference	Rejected
	Female	2.88				
B. External Success						
1. Increased Job Creation	Male	3.04	3.702	0.000	Significant difference	Rejected
	Female	2.75				
2. Increased Output	Male	3.19	3.172	0.002	Significant difference	Rejected
	Female	2.94				
3. Improved Relations	Male	3.14	2.935	0.004	Significant difference	Rejected
	Female	2.92				
4. Increased Assets	Male	3.36	2.994	0.003	Significant difference	Rejected
	Female	3.12				
5. Improved Quality	Male	3.74	1.119	0.264	Significant difference	Rejected
	Female	3.64				
6. Increased Trained People	Male	3.82	4.860	0.000	Significant difference	Rejected
	Female	3.38				
Overall External Success	Male	3.38	3.820	0.000	Significant difference	Rejected
	Female	3.15				

Results in Table 6A indicated that internal success differed significantly between male and female SSEs (all sigs. < 0.05). As a result the null hypotheses for all three components of internal success were rejected and a conclusion made that levels of internal success differ significantly between male and female SSEs in Kampala. Results indicated that male entrepreneurs were more successful than females.

Table 6A also indicated that external success significantly differed for all components except one; improved quality (F=1.119, sig. =0.264). Basing on these results the null hypothesis was rejected and a conclusion made that external success significantly differed, with

male entrepreneurs more successful than females. This may be due to big differences between men and women in most communities of Uganda. For example, in education men have for a long time surpassed women, indicating that women skills are inadequate compared to men, explaining why men are more successful than women. This is supported by Mujtabah & Kaif (2011) in India, Tajaddini *et al* (2011) in Iran and so on. The other reason is the traditional inferiority complex in women. Few women put in the required effort and many believe that wonderful gains in business are achieved by men (Tajaddini *et al*, 2011). From the theoretical assertions of Delmar, personal characteristics such as gender impact significantly on venture success (Leavander & Racculla, 2001). Such characteristics according to Delmar are due to societal perceptions of the roles and strength of men and women, which propel men to exert more effort on business and other life endeavors.

Differences in Success among Entrepreneurs of Different Education Levels

The underlying assumption here was that success does not differ significantly among entrepreneurs of different education levels. Fisher's ANOVA was used to test it, as indicated in table 6B.

Table 6B: Difference in the Level of Success According to Profile Characteristics

Variables compared	Categories	Mean	F	Sig.	Interpretation	Decision on Ho
Success Vs Education Level	Secondary	2.91	10.64	0.000	Significant difference	Rejected
	College certificate	3.15				
	Diploma	3.11				
	Degree	3.39				
Success Vs Age	Below 30 years	3.06	6.34	0.002	Significant difference	Rejected
	30 - 49 years	3.25				
	50 and above	3.40				
Success Vs Business Form	Sole proprietorship	3.05	13.37	0.000	Significant difference	Rejected
	Partnership	3.30				
	Limited company	3.47				
Success Vs Years Spent in Business	Below 5years	3.00	17.41	0.000	Significant difference	Rejected
	5 - 9 years	3.37				
	10 and above	3.47				

Results in Table 6B indicated that the level of success differ significantly according to education level (F = 10.635, sig. = 0.000). In all cases, entrepreneurs who are more educated scored highly on the levels of success' implying that the more educated an entrepreneur is, the more chances of success and vice versa. This is in line with the environmental theoretical assertions that certain factors outside one's personality, influence entrepreneurial success (Drucker, 2005). Kunene's findings also showed that graduate entrepreneurs in South Africa were more successful in their ventures compared to none graduates, although the difference reduces beyond first or second degree. Barreira (2004) confirmed that individual qualities such as a degree from a reputable university are a preliquisite for success.

Results indicated that success significantly differed among entrepreneurs of different age groups (F=6.337, sig. =0.002), where the mean success for older entrepreneurs exceeded that of young entrepreneurs. These findings are in line with those of Mujtabah & Kaif (2011) in India and Kumar & Jain (2010) in Afghanistan. However, Kunene (2008) found that although the level of success for older entrepreneurs was slightly higher than that of the young, the difference was not statistically significant. This study found that the higher the age, the higher the level of success and vice versa, contrary to the findings of Kunene (2008) that at a very high age, success levels are lower, agreeing with Rwigema & Venter (2004) that at a certain maximum age of 80, success levels are lower because.

Table 6B indicated that success differs significantly according to business form (F=13.368, sig. = 0.000), suggesting that partnership and limited company ventures are more likely to succeed than sole proprietorships. These findings agree with Kunene (2008), where there were more sole proprietorship entrepreneurs who were less successful and more joint venture entrepreneurs who were more successful.

Results in table 6B indicate that success differed significantly according to number of years spent in business (F=17.413, sig. = 0.000), suggesting that the more years one spends in business, the more chances of success and vice versa. This implies that it takes time for novice to achieve objectives. The findings agree with those of Kunene (2008), Barreira (2004) and Fielden *et al* (2000). All collaborate that the more years one manages a business, the more experience one acquires and the more chances of success.

Conclusions

It was observed that the level of external success among SSEs in Kampala is generally high, on aspects like job creation, quality and number of trained people. Most SSEs in Kampala are graduates, which is good to hear because such people are easy and good to deal with when spreading news ideas, especially those concerning business development.

Kampala SSEs are least successful on most internal dimensions such as expansion (opening up another branch and increasing assets), business profitability and improved life. On external success, they are weak in training workers, maintaining adequate stock, public relations (e.g. instilling confidence in employees and customers and attending social functions).

The level of internal success differed significantly between male and female entrepreneurs in Kampala. Men were more likely to succeed in a business than women. The level of external success significantly differed between male and female entrepreneurs. Male entrepreneurs in Kampala were more successful compared to female entrepreneurs.

The level of success differed significantly among entrepreneurs of different educational levels, with graduates exhibiting higher success levels compared to those at lower educational levels. However the extent of business expansion and quality improvement did not significantly differ according to education level, although graduate entrepreneurs are still at advantage. Therefore entrepreneurs who are educated, preferably up to a graduate level are more likely to succeed in business both internally and externally.

Generally, the level of success significantly differed according to age, where by SSEs who are higher in age more likely to succeed are compared to those of low age. However, levels of business expansion, improved relations, increased assets and quality did not increase with increase in ones age.

The level of success significantly differed among SSEs of different business forms. There tended to be more success with joint ventures compared to sole proprietorships. However quality improvement did not differ among entrepreneurs of different business forms.

The level of success differed significantly according to number of years spent. The more

years an entrepreneur manages a venture the more chances of success and vice versa.

Recommendations

From the findings and conclusions reached in this study, the following recommendations are made.

a) There is need by the government and women organisations to promote more women entrepreneurs in Kampala, in order to promote gender equality in business and economic growth.

b) There is need for the curriculum developers to promote entrepreneurial skills in universities and other training institutions. This study found more graduate entrepreneurs and Diploma holders; therefore introducing entrepreneurial skills in training courses will go a long way in boosting performance of these entrepreneurs.

c) The attention of organisations and authorities responsible for promoting entrepreneurs in Uganda and Kampala in particular should be put on young entrepreneurs since they are the majority in Kampala.

d) There is need by the entrepreneurship organisations to educate SSEs in Kampala on formation of joint ventures since most of them are still running sole proprietorships, which are more prone to risks and can hardly get assistance from organisations and loans from financial institutions.

e) Small-scale entrepreneurs need to put much more effort on how to open up branches but must also be careful of when to do it to avoid ruining the mother branch and assets acquisition in their businesses as this helps in consolidating the business and increasing their wealth, other than keeping liquid cash, which can lose value and can easily be spent on less important and unplanned things. In all the efforts to open up another branch, the entrepreneur must consolidate the first branch or look for partners in the second branch. Kampala SSEs also need to look for avenues of increasing their revenue and profits. They can do this by forming strong associations through which they can collectively bargain for higher prices, look for bigger markets and advocate for reduced taxes among other things. The government also needs to help SSEs increase their revenue and profits, through reducing taxes and license fees.

REFERENCES

Barreira, J.C.D. (2004). The influence of business knowledge and work experience, as antecedents to entrepreneurial success. Unpublished PhD thesis, University of Pretoria, South Africa.

Bbumba, S.N.M. (2009). *Enhancing Strategic Interventions to improve Business Climate and Revitalize Production to achieve Prosperity for All.* Budget speech delivered at the meeting of the fourth session of the 8th parliament of Uganda Thursday, 11th June, 2009

Bosma, N., Van, M.P. & Gerrit de, W. (2000). *Determinants of successful entrepreneurship, scientific analysis of entrepreneurship and SMEs*, SCALES, Netherlands.

Broom, H.N, Longnecker, J.G. & Moore, C.W. (1983). *Small Business Management*, 6th Edition, South West Publishing Company, USA.

Bygrave, W.D. (2004). Theory of building in the entrepreneurship paradigm. *Journal of Business Venturing, 8(3): 255-280.*

Cohen, A.R. (1993). *The Portable MBA in Management*. Insights from Experts at the Best Business Schools; Skills and Strategies for Leading any Organisation to Success. John Willey & Sons Inc. New York.

Cooper, D.R. & Schindler, P.S. (2008). Business research methods. 10th edition. Boston: McGraw-Hill Irwin.

Emeric, S. (1998). Entrepreneurial Dimensions: the Relationship of individual, Venture,

and Environmental Factors to Success. Unpublished PhD thesis, Case Western Reserve University.

Fielden, S.L., Davidson, M.J. & Makin, P.J. (2000). Barriers encountered during micro and small business start-up in North West England. *Journal of Small business and Enterprise Development*, 7(4): 295-304.

Hannan, M.T. & Freeman, J. (1977). The Population Ecology of Organisations; *American Journal of Sociology 82 (5); 929-964.*

Hisrich, R.D. (2000). Entrepreneurial dimensions: the relationship of individual venture, and environmental factors to success. *Entrepreneurship Theory and practice, 24(4): 79-80.*

Ishengoma, E.K & Kappel, R. (2008). *Business Constraints and Growth Potentials of Micro and Small Manufacturing Enterprises in Uganda.* GIG Research Program; Working Paper Series GIGA WP78/2008.

Kelley, D., Bosma, N. & Amorós, J.E. (2011). Global Entrepreneurship Monitor. 2010 Global.

Kumar, D.M. & Jain, V. (2010). Survival Skills of Business Management Graduates: A Study With Reference to Retail and Banking. Far East Journal of Psychology and Business. Vol. 1 No 1, December 2010.

Kunene, T.R. (2008). *A critical Analysis of Entrepreneurial and Business Skills in SMEs in the Textile and Clothing Industry in Johannesburg, South Africa.* Unpublished PhD thesis in Entrepreneurship, University of Pretoria, South Africa.

Leavander, A. & Racculla, I. (2001). *Entrepreneurial Profiling, Stimuli, Reaction, Action; A cognitive Approach to Entrepreneurship.* Seminar Presentation, Stockholm School of Economics, 19th January.

Lois, S. & Annette, A. (2005). Support for Growth-oriented Women Entrepreneurs in Uganda. International Labour Organization, Geneva, Switzerland.

Ministry of Finance, Planning and Economic Development (2008). *Enhancing the Competitiveness of Micro, Small and medium Enterprises in Uganda*. Discussion Paper No. 15, Kampala Uganda.

Mujtaba, B.G., Kaifi, B.A. (2011). Management skills of Afghan respondents: a comparison of technical, human and conceptual differences based on gender. Journal of *International Business and Cultural Studies.*

Musiime, D. (2007). *Building an Entrepreneurial Drive in Ugandan Youth through Education and Community Support*. Centre for International Private Enterprise, www.cipe.org.

Namatovu, R., Balunywa, W., Kyejjusa, S. & Dawa, S. (2010). *GEM Uganda 2010 Executive Report*. Kampala: Makerere University Business School.

Newton, K. (2001). *Management skills for small business.* A report submitted to small business policy branch, Industry Canada, March, 30th, 2001.

Nieman, G.H., Hough, J. & Nieuwenhuizen, C. (2003). Entrepreneurship, South African Perspective. Pretoria. Van Schaik Publishers.

Rwigema, H. & Venter, R. (2004). Advanced entrepreneurship. Oxford University Press, Oxford.

Tajaddini, R., Bahaudin, G.M, Mahzad, B. (2011). Management Skills of Iranians: a Comparison of Technical, Human and Conceptual Differences based on Gender, Age and Longevity in Management Ranks. *Journal of Leadership Studies*, **4** (1): 36-46. DOI: 10.1002/jls.20153. Accessed on 20th

September 2011atwww.na-businesspress.com/JABE/Jabe112/KaifiWeb.pdf

Tushabomwe-Kazooba, C. (2006). Causes of Small Business Failure in Uganda: A Case Study from Bushenyi and Mbarara Towns. African Studies Quarterly, Volume 8, Issue 4, Summer 2006.

HOME ENVIRONMENT AND PUPILS' ACADEMIC PERFORMANCE IN SELECTED GOVERNMENT PRIMARY SCHOOLS IN LWANDA SUB COUNTY, RAKAI DISTRICT, UGANDA

Babirye Fredah*
I. Kisunzu Kakule, PhD**
Joshua Musasizi, MA***
Lukwago Moses, MA/ED****

**MA (Education Management) Student, School of Graduate Studies, Bugema University, Kampala, Uganda*
***Senior Lecturer & Dean, School of Education Bugema University. Email:kisunzu@yahoo.com*
****Lecturer, Graduate School Bugema University.Email:musasizi2001@yahoo.co.uk*
*****Lecturer, Graduate School Bugema University.Email:*

Abstract

The study examined the relationship between home environment and pupils' academic performance in Lwanda Sub County in Rakai District. The study was prompted by the poor pupil performance during Primary Leaving Examination (PLE). The study specifically sought to determine the demographic profile of the respondents, home environment characteristics that affect pupil performance and the level of pupil academic performance in Lwanda Sub County. Using a cross sectional survey design, data was collected from 104 pupils using a closed ended questionnaire and interviews with 62 parents and 15 teachers. The results revealed that the home environments in the sub county are characterized by low levels of parental guidance, intellectuality and work habits that foster improved academic performance. The study found that pupil academic performance in the sub county was low. Home environment and pupils' academic performance were found to be positively significantly related ($r = 0.231$, $P > 0.05$). The study concluded that home environment is a significant determinant of pupil academic performance in Lwanda Sub County.

Keywards: *Pupils, Home Environment, Academic Performance*

INTRODUCTION

The environment is the most powerful informal learning situation in which the family, more especially parents, acts as educators. The family is a place in which the whole range of human experiences take place (Taylor, 2004). Bloom (2004), observes that it is what parents do in the home that counts for the learning development of the pupil. It therefore goes without saying that lack of achievement pressure, parental guidance, intellectuality and work habits that stimulate academic achievement in the home will reduce the home's effectiveness as a learning environment (Mdanda, 2007).

Studies in the United States of America have demonstrated that home environment is strongly associated with the pupil's cognitive development (Bradley, 2005). This holds true because Scarr and Weinberg (2006), examined test performance of black American pupils of educationally average pupils who were adopted by educationally advantaged white families.

Researchers found that the adopted black American pupils scored as highly on intellectual Quotients (IQ) tests as did white pupils. They attributed this finding to the added home stimulation provided by the white homes.

Ogbu (2011), has analyzed the school-work performance of poor black pupils in South Africa. His findings indicate that their lower performance is an adaptation maintained by two processes. The first is that blacks occupy social and occupational positions that do not require high educational qualifications. Secondly, that job shortages and other hindrances generate doubts about the value of education.

Studies conducted in the three East African countries of Kenya, Tanzania and Uganda indicate that poor home environments characterized by poverty, low levels of parental education, unstable relationships and family structures impact on pupil academic performance (Achombo, 2010; Gesinde, 2010, Haraka, 2007).

In Uganda, studies have discovered that home environments that are marked by parental negligence, lawlessness, weak family structures, deprivation may adversely affect the pupils' academic progress at school (Achombo, 2010). In Rakai district, the home environment characterized by poverty, low levels of parental education, limited parental involvement in pupil education in public schools, and preference of housework for pupils especially girl children has had an effect on pupil performance (Rakai District Education Office, 2012).

Globally, cases of deteriorating academic performance in the developed world have been explained by various authors. Willis (1992), found that poor academic performance of many American pupils is because they do not invest much time and effort in their school work. For example the 1990 assessment by Oswaled, Schmitt, Kim, Ramsay and Cillespie of Michigan state university indicated 71% of the 12^{th} graders studied more than one hour a day and 25% did not study at all. Coleman also studied the case of academic deficit in public schools in large cities in the same year and found out that poor academic performance is due to lack of persistence, resourcefulness; World Bank study report 1986).

In the developing world, while millions of pupils are entering school for the first time, too few seem to be learning. In Indonesia, despite the fact that the country achieved Universal Primary Education in the late 1980's pupil performance in public primary schools is still poor (Suryadarma, Suryahadi, Sumarto & Rogers, 2010). In India, 50% of pupils enrolled in Standard II to V in government primary schools could not solve two-digit subtraction (Pratham, ASER 2006).

Studies conducted in the Sub Saharan African countries do not indicate that pupils are expected to be able to read fluently by the end of three years in school, grade-level testing indicates that even by Grade 6, many pupils still cannot read nor do basic Mathematics. For example; in Zambia, only 25% of Grade 6 pupils demonstrated minimum literacy (Nkamba & Kanyika 1998). In Nigeria, 40% of Grade 4 pupils were unable to copy a single word or punctuation mark correctly from a five-line passage (Education for All, 2000). In Malawi, only 22% of Grade 6 pupils demonstrated minimum literacy (Ellis, Kutengule, & Nyasulu, 2003). In Ghana, Grade 6 performance on a very simple multiple-choice reading test was as low as what one would expect from random guessing (Glewwe, 1999).

In Uganda, the government also has taken up an obligation to afford every citizen equal opportunity to attain the highest education standards possible (Uganda constitution 1995). The government emphasizes the need to guarantee quality education for all so that every citizen can participate in the selection and pursuit of the best path for sustainable development of their community and the country at large. However, current educational data shows that the surge in primary school enrolment has not been matched by performance (Oluka & Opolot-Okurut, 2008). Such poor educational outcomes not only highlight the internal inefficiencies in Uganda's education system, but also cast doubts

on her ability to accumulate the requisite human capital for sustainable economic development.

In Rakai District, despite the notable improvement in enrolment since the onset of UPE, the district has obtained very poor results at the annual national Primary Leaving Examinations (PLE) for a larger part of the last ten years (The Daily Monitor January 25th 2013). The district is host to majority of the worst performing schools in the country, according to results released for the last five years. An analysis of the results by the Daily Monitor (January 25th 2013) indicated that Rakai District, had the highest number of the worst performing schools in the 2012 Primary Leaving Examinations with only 8% of the pupils passing in division one.

In Lwanda Sub County analysis of the examination results for PLE of the Uganda National Examinations Board (UNEB) shows that academic achievement at the end of the primary education cycle in Lwanda Sub County Uganda is alarming Rakai District Education Office, 2012). The causes of a high failure rate is complex and too wide to be covered in this study. It was necessary for the writer of this research to confine herself to home environment, to find out whether it contributes to the appalling pupil academic performance in Lwanda or not. This is because the home environments of pupils in the sub county characterized by poverty, low levels of parental education, limited parental involvement in pupil education in public schools, and preference for housework for pupils especially girl pupils seem to have an effect on pupils' academic performance and yet no study has been conducted to determine the effect of home environment on pupil performance.

METHOD

Sample

The study was conducted in three out of the four primary schools in Lwanda Sub County in Rakai District. The study population was composed of 376 people, who include; 218 P.7 pupils in the three schools, 3 Head Teachers, 26 P.7 class teachers, and 129 parents of P.7 pupils in the three schools.

Table 7: Population of P.7 Pupils in Kabingo, Kiwenda and Butiti Primary Schools.

Schools	Population of P.7 Pupils
Kabingo	72
Kiwenda	80
Butiti	66
Total	**218**

Source: District Education Officer Rakai District (2013) and Head Teachers' Offices of Kabingo, Kiwenda and Butiti Primary Schools.

Table 8: Population of Head Teachers, Teachers and Parents in the schools in Lwanda Sub County

Schools	**Kabingo**	**Kiwenda**	**Butiti**	**Total**
Head Teachers	1	1	1	**3**
P7 Teachers	8	8	10	**26**
Parents of P. 7 Pupils	42	50	37	**129**
Grand Total	**51**	**59**	**48**	**158**

Source: District Education Officer Rakai District (2013) and Head Teachers' Offices of Kabingo, Kiwenda and Butiti Primary Schools.

The sample size comprised of 181 respondents of whom 104 were P.7 pupils, 2 were Head Teachers, 13 were P.7 Class Teachers and 62 were Parents. The sample size was arrived at using the predetermined sample size table by Krejicie and Morgan (1970) as cited Amin (2005).

Table 9: Sample size

Respondents	**Population**	**Sample size**
Pupils	218	104
Head Teachers	3	2
P.7 Class Teachers	26	13
Parents	129	62
Total	**376**	**181**

Techniques

A structured questionnaire was used to collect quantitative data from the pupils for easy tapping of data that can be correlated, (Amin, 2005). The respondents' opinions on the items on the questionnaire were enlisted on a 4 point Likert scale of strongly agree, agree, disagree and strongly disagree for home environment and very good, good, poor and very poor for pupils' academic performance.

An unstructured interview guide was used for collecting in depth information from the key head teachers, teachers and parents as suggested by Mugenda and Mugenda (1999) and Kakoza (1999).

Simple random sampling technique was used to select the schools. The names of the four schools were put in a rota out of which three schools were selected randomly. Cluster sampling was used and the three schools formed three clusters from which the respondents were selected. Out of each cluster, a list of primary 7 pupils was obtained from the Head Teachers' offices and the names of the pupils were put in a rota, selected using simple random sampling procedure. The researcher purposively selected the parents of the pupils in the study, the head teachers and teachers.

The study adopted a cross sectional survey design to make generalizable inferences about the influence of home environment on pupils' academic performance over a cross section of pupils at a given point in time as suggested by Oso and Onen (2008), Amin (2005), and Mugenda and Mugenda (1999). A simple correlation design was adopted to determine the influence of home environment on pupils' academic performance as suggested by Amin (2005).

Quantitative approach was adopted to establish the effect of one variable on another,

since it allows for collecting numeric data on observable individual behavior of samples, then subjecting these data to statistical analysis (Amin, 2005). Also, a qualitative approach was also adopted to capture data that may be left out from using the quantitative approach.

Objective one was analyzed using frequency counts and percentages to determine the demographic characteristics of the respondents. Objective four was analyzed using the Pearson correlation techniques to determine the linear relationship between home environment and pupils' academic performance.

RESULTS AND DISCUSSION

Demographic Characteristics of the Pupils

In this sub section, the pupils' demographic characteristics in terms of school attended, age, gender and length of stay at the school are indicated.

Table 10: Demographic Characteristics of the Pupils

Characteristics	Category	Frequency	Percentage
School of the respondents	Kabingo	38	36.5%
	Kiwenda	51	49.0%
	Butiti	15	14.4%
Age	10-15 years	97	93.3%
	16-17 years	7	6.7%
Gender	Male	32	30.8%
	Female	72	69.2%
Length of stay at school	1 year	16	15.4
	2 years	24	23.1
	3 years	16	15.4
	4 years	16	15.4
	5 years	9	8.7
	6 years	9	8.7
	7 years	14	13.5

N = 104

School of the Pupils

According to the results in table 5, more than 51 (49.0%) of the respondents were from Kiwenda Primary School, 38 (36.5%) were from Kabingo Primary School and 15 (14.4%) were from Butiti Primary School.

Age of the Pupils

The majority 97 (93.3%) of the respondents in the pupils' category were between 10 and 15 years of age and only 7 (6.7%) were between 16 and 17 years of age. The results indicate that the majority of primary seven pupils in Lwanda are between 10 and 15 years of age. Pupils in that age category are still in their early years of intellectual development and they therefore need a conducive environment to help them succeed in their studies (Sylva et al, 2009).

Gender of the Pupils

The majority 72 (69.2%) of the respondents were female and 32 (30.8%) were

male. The results suggest that in Lwanda Sub County, most of the primary seven pupils are female. This was confirmed by the records in the head teachers' offices which showed that in the three schools, there were more girls than boys. This could be attributed to the fact that boys in the sub county are dropping out of school to do business, and casual work while the girls stay in school and complete the primary school cycle.

Length of Stay at School

The biggest proportion 24 (23.1%) of the respondents had stayed at school for 2 years, 16 (15.4%), another 16 (15.4%) had been at school for 4 years and other 16 pupils (1.4%) were at the school for 3 years. 24 (23.1%) of the pupils had stayed at the school for 2 years, 16 (15.4%) of them had stayed for 1, (16 15.4%) for 3yrs and other 16(15.4%) had stayed for 4 years.

Demographic Characteristics of the Parents

The parents' demographic characteristics are presented in table 6 below:

Table 11: Demographic Characteristics of the Parents

Characteristics	Category	Frequency	Percentage
Age	18 - 24	10	16.0%
	25 - 35	20	32.3%
	36 - 40	12	19.4%
	Above 40	20	32.3%
Gender	Male	32	51.6%
	Female	30	48.4%
Marital Status	Married	30	48.4%
	Single	15	24.2%
	Divorced/separated	5	8.1%
	Widowed	12	19.4%
Education Level	None	5	8.1%
	Primary	35	56.5%
	Secondary	10	16.1%
	Tertiary	12	19.3%
Occupation	Farmer	20	32.3%
	Pastoralist	16	25.8%
	Business	10	16.1%
	Salaried Employment	6	9.7%
	Unemployed	10	16.1%

N = 62

Age of the Parents

The biggest proportion 20 (32.3%) of the respondents were between 25 and 35 age group, followed by those between 36 and 40 years of age, and by another 20 (32.3%) who were above 40 years of age and 10 (16.0%) were between 18 and 24 years of age. The results indicate that the biggest percentage 52 (84%) of the parents are mature enough and should be capable of being responsible parents to provide a conducive study home environment for their pupils to succeed in their studies.

Gender of the Parents

An almost equal proportion of the respondents 32 (51.6%) and 30 (48.4%) were males and females respectively. This indicates that in Lwanda, both fathers and mothers of the pupils are interested in their pupils' academic performance. In situations where both parents are interested in a pupil's studies, the pupil is more likely to perform well at school (Mdanda, 2007).

Parents' Marital Status

According to table 6, most 30 (48.4%) of the respondents in the parents' category were married, followed by 15 (24.2%) who were single, 12 (19.4%) were widowed while only 5 (8.1%) were divorced/separated. The results indicate that most (48.4%) of the parents of primary seven pupils are married. Pupils from more stable families where both parents are living together are more likely to perform better at school than their counterparts whose parents are unmarried (Mdanda, 2007).

Parents' Education Level

The results in table 6 above indicate that more than half 35 (56.5%) of the respondents in the parents category were educated only up to primary school level. The results indicate that most of the parents of primary seven pupils in Lwanda Sub County are not adequately educated. According to Nabbumba (1988), parents' level of education influences pupils ' performance in the sense that educated parents value education and they tend to encourage their own pupils to value and actively engage in receiving education.

Parents' Occupation

The results further revealed that the biggest proportion 20 (32.3%) of the respondents in the parents category were peasant farmers, followed by 16 (25.8%) who were pastoralists. Those in business were 10 (16.1%), the unemployed were 10 (16.1%), while those in salaried employment were 6 (9.7%). The results suggest that most 32.3% of the parents of the primary seven pupils are peasant farmers. Since peasant farmers are likely to be resource constrained, they may not be in position to provide their pupils with all the resources and material to enable them succeed in their studies.

Demographic Characteristics of the teachers

Table 7 presents the teachers' demographic characteristics in terms of position, gender, education level, and length of service.

Table 12: Demographic Characteristics of the teachers

Characteristics	Category	Frequency	Percentage
Position	Head Teacher	2	13.3%
	Teacher	13	86.7%
Gender	Male	7	46.7%
	Female	8	53.3%
Age	18 - 24	5	33.3%
	25 - 35	6	40.0%
	36 - 40	2	13.3%
	Above 40	2	13.3%
Education Level	Secondary	2	13.3%
	Certificate	10	66.7%
	Diploma	2	6.7%
	Bachelor's Degree	1	13.3%
Length of service	Less than 1 Year	2	13.3%
	1 - 5 Years	3	20%
	6 - 10 Years	5	33.3%
	More than 10 years	5	33.3%

N = 15

Teachers' Position

A total of 13 (86.7%) of the respondents were teachers while 2 (13.3%) were head teachers.

Teachers' Gender

More than half 8 (53.3%) of the respondents to the teachers' interviews were female while only 7 (46.7%) were male. This indicates that in the sampled schools, most (53.3%) of the teachers are female. Studies have found that schools which have female teachers are likely to record high levels of academic achievement by girl pupils. This is because the female teachers serve as role models for the girl pupils (Namyalo, 2013).

Teachers' Age

The biggest proportion 10 (66.7%) of the respondents to the teachers' interview was above 25 years of age. Teachers' age has been found to be a significant determinant of pupils' academic performance. Namyalo (2013), concluded that pupils who are taught by more mature teachers are likely to pass because mature teachers enlist the confidence and respect of the pupils.

Teachers' Education Level

The majority 10 (66.7%) of the respondents were educated up to certificate level. This means that most of the primary seven class teachers in Lwanda Sub County are educated up to certificate level. This could be attributed to the fact that the minimum qualification for teaching in primary school is a certificate in primary school education. Thus it can be deduced that the majority of teachers in Lwanda meet the minimum requirements for teaching in primary schools, though they can do better with more education.

Teachers' Length of Service

According to table 7, the biggest proportion10 (66.7%) of the respondents in the teachers category had worked in the schools for more than 5 years. This means that the majority

of the primary seven pupils in Lwanda have adequate teaching experience which is likely to impact positively on pupils' academic performance since experienced teachers are believed to be good teachers.

Relationship between Home Environment and Pupils' Academic Performance in Primary Schools

The fourth objective of the study was to establish the relationship between home environment and pupils' academic performance in Lwanda Sub County. The objective was analyzed by using Pearson Correlation and regression analysis in order to establish the relationship between home environment and pupils' academic performance in Lwanda Sub County and the extent to which home environment explains the variation in pupils' academic performance.

Table 13: Relationship between Home Environment and Pupils' Academic Performance in Primary Schools

	Pearson Correlation	.231*
	Sig. (2-tailed)	.018
	Coefficient of Determination (r^2)	5%

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data

Results in table 14 indicate that there is a low significant positive relationship between home environment and pupils' academic performance at r = 0.231 which implies that the low home environment home environment explains the low pupil academic performance in Lwanda Sub County. The fact that P = 0.018 is lower than the significant value of 0.05. The hypothesis which stated that there is no significant relationship between home environment and pupils' academic performance is rejected and the researcher accepts the alternative hypothesis which states that there is a significant relationship between home environment and pupils' academic performance.

The above results go hand in hand with the views of Bloom (2004), Mdanda (2007), Scarr and Weinberg (2006), Ogbu (2011) Achombo (2010); Gesinde (2010) and Haraka (2007), who found out that home environment is a significant determinant of pupils' academic performance. The findings of this study therefore reinforce the need to improve the home environment if improved pupil performance is to be attained. The results in table 14 above further indicate that the overall variance in pupils' academic performance explained by home environment is 5% obtained after multiplying r^2 = 0.05 by 100. This means that the remaining 95% of the variation in pupils' academic performance is explained by other factors other than the home environment.

SUMMARY AND CONCLUSIONS

The study found that the majority of primary seven pupils are between 10 and 15 years; the biggest proportion of these pupils are female and had stayed at the school for a period of 2 years. The study reveals that the biggest proportion 20 (32.3%) of the parents was between 25 and 35 years of age. An almost equal proportion of the parents to the primary seven pupils were 32 (51.6%) and 30 (48.4%) were males and females respectively. Most 30 (48.4%) of the parents were married.

The biggest proportion 35 (56.5%) of the respondents in the parents category were educated up to primary school level and most of

20 (32.3%) of them were peasants. Most 7 (46.7%) of the primary seven class teachers in Lwanda were female, they were above 25 years of age, were educated up to certificate level and had worked at the schools for more than 5 years.

The study further found out that the pupils' academic performance in Lwanda Sub County is generally poor (mean = 2.0288, S.D = 93950). The results suggest that pupils' academic performance in the English Language is poor (mean = 2.0288, SD = .93950). The pupils scored poorly in mathematics (mean = 1.9327, S.D = .78803). They also scored very poorly in the Social Studies (mean = 1.5192, SD = .78803), poor (mean = 1.4519, SD = .79903) in basic science. Home environment and pupils' academic performance were found to be significantly positively related (P > 0.05).

Results in this study indicate that there is a significant positive relationship between home environment and pupils' academic performance. This suggests that an improvement in the home environment characteristics leads to a corresponding improvement in pupils' academic performance. This therefore implies that in Lwanda Sub County, better pupils' academic performance is attained when there are better home environments and decreases when there are poor home environments. This is in line with Hunt's Constructivist theory which postulates that the pupils' home has an impact on pupils' academic performance.

Testing Hypothesis

The null hypothesis which stated that there is no significant relationship between home environment and pupils' academic performance was rejected. The alternative hypothesis which states that there is relationship between home environment and pupils' performance was accepted. Thus it can be deduced that home environment is a significant determinant of pupil performance in Lwanda.

Areas for further Research

The study focused on home environment characteristics in a rural setting. However, these findings should be generalized cautiously to home environments in urban settings due to the uniqueness of home environments in the urban settings that are characterized by high intellectuality, and work habits that may foster pupils' academic performance. Replication of this study to home environments in the urban settings is suggested for cross validation purposes.

REFERENCES

Achombo, C. (2010). *Factors affecting the performance of primary school pupils in Paidha town council*. Unpublished

Master's thesis, Makerere University, Kampala Uganda. Amin M. E. (2005). *Social science research: Conception, methodology & analysis*; Kampala: Makerere University.

Bradley, R. (2005). *Social-cognitive development* and toys. *Topics in Early Childhood Special Education*, 5, 11-15.

De Frajer (2010) *Parents' effort key to child's educational performance*. Retrieved April 20th 2013 .

Ellis, F, Kutengule, M & Nyasulu, A (2003). *Livelihoods and Rural Poverty Reduction in Malawi, World Development*. London: Elsevier Ltd.

Glewwe, Paul. 1999. *The Economics of school quality investments in developing countries: An empirical study of Ghana.* London: Oxford University.

Glewwe, P. and Kremer, M. 2005. "Schools, Teachers, and Education Outcomes in Developing Countries." Working Paper No. 122, Center for International Development, Harvard University, Cambridge, Mass. (September).

Kellaghan, T. (2007). *Relationships between home-environment and scholastic behaviour of a disadvantaged population*. Journal of EducationalPsychology, 69 (6), 754-760.

Kurdek, L.A. & Sinclair, R.J. (2008). *Relation of eighth graders' family structure, gender, and family environment with academic performance and school behaviour*. Journal of Educational Psychology, 74 (6), 791-827.

Mutinyu, S (2009). *Social economic factors affecting pupil performance in government aided primary school in Mbale district*. Unpublished dissertation, Makerere University Kampala, Uganda.

Muola, J.M (2010). *A study of the relationship between academic achievement motivation and home environment among standard eight pupils.* Educational Research and Reviews 5 (5), 213-217.

Nabbumba, R. (1994). *Socio-economic factors affecting pupil's academic Performance in Mukono district, Uganda.* Unpublished masters' thesis, Makerere University,

Nkamba, Manasseh and Kanyika, Joe. 1998. "*The Quality of Primary Education:* Some Policy Suggestions based on a Survey of Schools—Zambia, An Interim Report." SACMEQ Policy Research Report No. 5. Paris: UNESCO.

Ogbu, J.W. (2011). Origins of human ompetence: A cultural ecological perspective.

Oluka, S & Opolot-Okurut, C (2008). *Performance in primary education in the Teso region:* An exploratory study. Retrieved April 20th from Owen, V. (209). *Exploring Beliefs about Academic Performance Achievement*. The Uganda Education Journal Vol.2, 57, New Vision.

Prewitz, T (2009). *Home environment factors affecting pupils academic performance in selected schools in the Nyanza Province in Kenya*. Unpublished Master's thesis

Scar, J. & Weinberg, F. (2003). *The effects of environment on learning*. *Child Development*, 65 (5), 684-698.

Taylor, C.A. (2004). Non-formal education as a strategy for the alleviation of inadequacies in the home-environment. South African Journal of Education, 4 (3). 138-142.

World Bank. 2006. *From Schooling Access to Learning Outcomes: An Unfinished Agenda.* An Evaluation of World Bank Support to Primary Education. Independent Evaluation Group.

SCHOOL FACILITIES AND STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BUMBULI, LUSHOTO DISTRICT, TANGA-TANZANIA

D. Abraham Mcharo*
Paul Katamba, PhD**
I. Kisunzu Kakule, PhD***
Stephen S. Kizza, MA****

**MA (Education Management) Student, School of Graduate Studies, Bugema University, Uganda*
***Senior Lecturer & Dean, Graduate School , Bugema University. Email:*
****Senior Lecturer & Dean, School of Education Bugema University. Email:kisunzu@yahoo.com*
*****Lecturer, Graduate School Bugema University. Email:sskizza65@yahoo.com*

Abstract

This study attempted to establish the relationship between school facilities in public secondary schools and students' academic performance in Bumbuli, Lushoto District.

During the study, status of school classroom, laboratory, library, toilets, water and sanitation and the level of students' academic performance from the National examination's result done from 2009-2011 was assessed. A descriptive correlation, cross-sectional research design using both the quantitative and qualitative approaches was employed. Census sampling techniques; were all the ten (10) Head Teachers of schools of the Public Secondary Schools serving as the main respondents were purposively identified. Key informants were thirty (30) Student Prefects in the same schools. Data collection was done by structured Interviewed, Focus Group discussion, documentary review and Observation. Qualitative data were subjected to content analysis, while quantitative data were analyzed by use of descriptive statistics and inferential stastics.

Keywords: *School, Facilities, Students, Public Secondary School, Academic Performance*

INTRODUCTION

All over the World, heads of school institutions are facing challenges in ensuring high standard of academic performance in the schools (UNESCO 2011). Inadequate government funding to build or renovate facilities is a great challenge in America due to the fact that 50 percent of schools were built approximately 35–45 years ago (Thompson & Wood, 2005). [President Obama (USA) in his Address to Congress in 2009, called this issue to the attention of the country when he spoke about a school he visited in South Carolina in which "the paint peels off the walls." When visiting the school in 2007, Obama said, "When a child goes to a school which is crumbling, is it any wonder that she/he gets a sense of her/his education is not important" (Obama, 2009).]

In Western Europe recent studies (Earthman & Alexander, 2010) have earlier pointed out that typical school facilities layouts vary between places in ways that are related to understandings on philosophies of education as well as to material resources, these writers described in a great detail that, the school size,

classroom, laboratory, library, latrines, and water supply, if not developed prohibit the learning activities of the students.

In Nigeria, Farombi (2008) in his study on School facility and student achievement, he cited examples of schools without ceiling on their roof, their roofing sheets not in place, windows and doors removed among others.

In Tanzania, according to Ministry of Education and Vocational Training (2012) the total number of enrolments in public secondary school students increased from 89,454 in year 2007 to 1,690,240 in February, 2011 increase of about 5.3% (BEST, 2011). This expansion of secondary schools' enrollment from central government to District and ward levels was not collaborated with adequate school facility capacities. As the enrolments rose a demand to build new schools and to expand the old schools to cater for new enrolled number of students.

Only in 2011 about 3,485 (increases of 71%) new public secondary schools was constructed out of 1,370 existed before, to make the total of 4,855 (MoEVT, 2012).

As evidence in the Annual meeting 2011, reported by the District Secondary Education Officer (DSEO), in Lushoto district, indicated that, from 2010-2011 the performance of public secondary schools in National examination of senior four in Bumbuli Division, has not improved well in subjects and general result areas and is still extremely poor in District overall terms. In the 2010 -2011 period only a very small proportion of students (0.3% - 1.8%) achieved the highest level of Division I in the Senior 4 examination, while more than 60% received the low mark of Division 4 or failure (MoEVT, 2010; NECTA, 2011).

In the study area Bumbuli Division, Lushoto District over 75% of school facilities have collapsed or leaking roofs, cracking walls, pot-holed floors, and no windows or lighting and others have never been built new classrooms (BUMBULI - Yesterday Today Tomorrow, 2010).

The study therefore, sought to establish if there is relationship between school facilities and student academic performance in public secondary schools in Bumbuli Division,Tanga-Tanzania.

METHOD

Sample

The respondents of the study were 40 from 10 public secondary schools according to Morgan, 1970; Enon, 1998; Kothari, 2003; and Amin, 2005. Purposive sampling was used to select both the head of schools as the main respondents, and student's prefects as the key informants to determine the sample size of respondents as per Morgan, 1970.

The Interview Guide was used to study the relationship between school facilities and student academic performance in public secondary schools. Answers were determined by a given scale of administering information using the rating of Five Likert Scale with 1.00-1.84 very low to 3.43-4.22 high according to Amin, 2005and Mughendi, 2003.

Observation Method was used record the observational information of the real situation observed simultaneous with the occurrence of the phenomenon observed (Guilford, 2004), and Focus Group Discussion and Document Reviews Guide were used to collect data.

The statistical tools used in this study were the frequency, percentage, means, standard deviations, and Correlation Coefficient (r) to test the relationship between school facilities and student academic performance.

RESULTS AND DISCUSSION

Demographic Characteristics of Respondents

Table 4: Respondents Characteristics of the study

Item		Frequency	Percent
Sex/Gender	Male	8	80.0
	Female	2	20.0
Age	28-35	5	50.0
	40-45	2	20.0
	Above 45	3	30.0
Level of	Bachelor	2	20.0
Education	Diploma	8	80.0
Work	Below 3 years	3	30.0
Experience	3-5years	4	40.0
	5-7 years	2	20.0
	7-9 years	1	10.0

N=10

Sex

Study findings of respondents indicated that the majority of the respondents were males, 8 (80.8%) while, females were 2 (20%). This implied that more respondent's head of schools in the study were males and that was to say the cognitive ability and academic performance to female among many other reasons have also been contributed by the culture of a particular society. Findings are supported by Shrake (2004) and Rhee (2004).

Age

As regards to age the respondents between 28-35 years were 5(50%), age ranging from 40-45 years were 2 (20%), age above 45 years were 3 (30%), and there was no respondents from age below 28 and that of 35 - 40. This information implies that, the group was of 28 - 35 years (50%) of respondents was more than the other respondents in position as the head of schools.

Level of Education

It was found out that 8 respondent's (80%) of the total respondents were Diploma holders followed by 2 (20%) degree holders, none were masters' holders. This implied that most of the respondents in public secondary schools had Diploma in Education.

Working Experience

As regards to the findings the working experience of 3-5 years were 4(40%), below 3 years were 3 (30%), 5-7 years were 2 (20%), and only 1(10%) who was 7- 9 years of working experience in office. This indicated that, the group of 3-5 years was more than the others in position as the head of schools.

Status of School Facilities

Table 5: Assessment of school facilities in public secondary schools in the study area

Items	Description	Freq.	Perc.(%)	Mean	Sd
Size of classroom	800/400	6	60.0	2.4	0.52
(size = cm^2)	900/500	4	40.0		
Ratio of students	1:100 above	3	30.0		
Space in classroom	1:85-100	4	40.0		
	1:45-85	3	30.0	2.0	0.82
Laboratory	1: 00 (No laboratory	6	60.0		
Laboratory tables	1: below 10	3	30.0		
	1: 10-25	1	10.0	1.5	0.71
Ratio of students	1:45 and above	6	60.0		
Laboratory room	1:35-45	2	20.0		
Table per 25 students	1:25-35	2	20.0	1.6	0.84
Size of the library	1:800/400 below	7	70.0		
	1:800/400	1	10.0		
	1:900/500	2	20.0	1.5	0.85
Ratio of books	1:15	2	20.0		
	1:10	6	60.0	3.0	0.67
	1:5	2	20.0		
Type of Toilets	Burnt bricks / soil mixture	6	60.0	3.4	0.52
	Burnt bricks/ cement mortal	4	40.0		
Ratio of students	1:45 and above	3	30.0		
	1:45	5	50.0	1.9	0.74
	1:30	2	20.0		

N = 10

Legend 1

Measurement	Mean Scale	Interpretation
Very High Mean	4.23 - 5.00	Very Adequate
High Mean	3.43 - 4.22	Adequate
Moderate Mean	2.61 - 3.41	Somehow Adequate
Low Mean	1.81 - 2.60	Fair Adequate
Very Low Mean	1.00 - 1.80	Very Inadequate

Classroom

With regard to classroom, findings indicated that the size of classroom space that can permit learning activities to students academic performance show that all buildings were built below the standard measurement (900/600cm/sq) as suggested by the SAPE on school classroom

facilities in public secondary schools in Bumbuli, Lushoto District, with regard to legend 1.

Despite the size of the classroom findings on the ratio of students per classroom space that can permit learning activities, to attainment of student academic performance as ratio of each classroom per number of students implies that students are overpopulated in each room to about 85-100 (40%) followed with the uneven high number of 100 and above (30%) that is very unacceptable.

With regard to Table 5, findings on the ratio of students per classroom space that can permit learning activities to attainment of student academic performance as ratio to each classroom per number of students implies that students. Respondents rated the size of classroom as low mean ($\mu = 2.40$; sd = 0.52) showing a weak positive relationship and low mean with high standard deviation on ratio of students per classroom space ($\mu = 2.00$; sd = 0.82)

The observational study in Appendix VII, findings showed that there was the moderate mean ($\mu = 2.64$; sd = 0.73) and standard deviation of which showed the significant relationship between the uses of classrooms to the students' users on academic performance. As recent research has proven a relationship exists on classroom building facilities, says, the removing and/or reducing classrooms environmental barriers would enhance academic achievement. Edward (2007) contends that "students' perception of their classroom physical environment provides a gauge to measure what the students perceive about the quality of the education provided to them. It informed that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism. Crowded classroom conditions not only makes it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or, indeed on teaching anything beyond the barest minimum of required material.

Laboratory

Table 5 findings indicated that 6 (60%) public secondary schools from the study don't have complete laboratory rooms, 3 (30%) has laboratories but it was the classroom and it's not reaching the adequate standard and it is only one school (10%) at least is doing somewhat adequate from them to afford to purchase science laboratory tables that is available. The finding shows that, there was very low mean of ($\mu = 1.55$; sd = 0.71) and standard deviation on number of laboratory equipment purchased compared to the students ratio so as to be inequitable for the improvements of the students skills and knowledge in science subjects and their academic performance at which is with regard to legend 1. This can further be confirmed from the standard deviation of which was high to the standard deviation scale. This is to show that there were strong relationship from the laboratory facilities and academic achievement in the study area as the standard deviation deviated from the mean.

The findings that informed the ratio of students at a time in laboratory room per each session that is equitable on improving skills and knowledge in science subjects to student academic performance in a ratio of one table to 25 students as suggested by SAPE, Table 5 shows that 6 (60%) public secondary schools they didn't purchase tables, 2 (20%) the ratio was one table to 45 and above students, and other 2(20%) was 25 - 45. None of these public secondary schools reached the SAPE measurement for the overall standards. The finding shows that, there was very low mean of ($\mu = 1.6$; sd = 0.84) shows that number of the students ratio at a time in laboratory room per each session was not able to improve their skills and knowledge in science subjects and academic performance and with regard to legend 1.

Also, Appendix VIII of observational checklist findings from the observational method done it indicated that there is low quality of laboratory or completely not. This can be

supported by the mean (μ = 1.52; sd = 0.81) which is very low and high standard deviation of with regard to table 8 and legend 1. Odulaja (2008) argued the saying that "seeing is believing" as the effect of using laboratories in teaching and learning of science and other science related disciplines, students tend to understand and recall what they see than what they hear or were told and if not obviously the students performance should be poor in science subjects. According to Hallak (2000), laboratory facilities form one of the potent factors that contribute to academic achievement in the school system.

Library

Study findings indicated with Table 5 that carry the information on the size of library space that can facilitate leaning activities and contribute to students attainment of academic performance was that 7(70%) with the size of below 800/400cm/sq in public secondary schools from the study renovated either store rooms or staff rooms as library, congratulates, other 3(30%) built the new library although none of these three met the adequate size of 900/600 or above as approved standard by NSCR and SAPE. The finding shows that there was (μ = 1.50; sd = 0.85) a low mean and high standard deviation the deviation from the mean with regard to legend 1 that was used. The study showed that there was the relationship between the sizes of library on academic performance.

With regards to the ratio of books per number of student users' (SBR) as suggested by The Ministry of Education and Vocational Training (MoEVT, 2009) to 1:1, the findings showed some improvements done by government to grant funds on purchases text books to public secondary schools from the study to about 8(80%) with the ratio of 1:10 - 15 students and other 2 (20%) with 1:5 students, well done. All schools were yet to reach a standard of 1:1 ratio.

Appendix VIII observational functions indicated that the status of library buildings to the school's academic provision was very low to mean (μ = 1.63; sd = 0.78) and high standard deviation of this also implied that the student academic development is just fragmented as student ratio books was too high. With all the above mentioned facts, it is sad to know that many public secondary schools in the study area operate without libraries as supported by Shodimu (2008) where total absence of an organized school library would continue to spell dooms for secondary school students, Fuller (2006) a school library is an instructional resource which may significantly influence students' achievement, Popoola (2009) library correlates with academic achievement and those schools with well equipped library normally maintain high academic performance, and Fuller (2006) that collection of books kept for reading in the library is related to performance.

Toilets

With regards to Table 5, findings revealed that 6(60%) toilets building structures were built of burnt bricks with soil mortal joints, 4(40%) were built with burnt bricks with cement mortal joints. No school that used sand bricks with soil mortal joints, burnt bricks with soil mixture by lime mortal joints, or cement bricks (blocks) with cement mortal joints. Respondents rated the availability and quality of toilets at (μ = 3.40, sd = 0.52) which showed the weak positive relationship of standard deviations on the availability of toilet buildings on students academic performance with the regard of scale used in the study. The observational checklist findings was strongly observed with the existing low mean (μ = 2.20; sd = 0. 99) and standard deviation of and very high deviation from the mean.

Water Supply and Sanitation

The Focus Group discussion method was used to elicit data to answer the questions; one, how has water supply and sanitation contributed the good performance in science subjects and academic achievement of students, and two, what is the relationship between the school water

supply and sanitation facilities on academic performance of students.

Appendix IX shows qualitative findings on the contribution and relationship of water supply and sanitation on student academic performance as collected and coded from the students' prefect respondents. Respondents who agreed that, the water supply and sanitation contribute the good performance in science subjects and academic achievement of students were 5(17%) and those who did not agree were 25(83%). This means that the majority of Focused Group Discussion of students' respondents disagrees.

In the same regard, student respondents also disagrees if there were any relationship between the school water supply and sanitation facilities on academic performance of their school to 28(93%) and the remains 2(7%) were to agree.

However, as The School Health Programme in Tanzania (MoH, 2011) reported that in Bumbuli Division, Lushoto District, the subject of water and sanitation for public secondary schools was a great challenge to the student academic performance, which was different with the respondents.

Level of Student Academic Performance

Table 6: The student academic performance from 2009-2011.

Year	Grade point Average	Frequency	Percent	Mean	SD
Form 4 result-2009	0-20	5	50.0		
	21-40	3	30.0	1.70	0.82
	41-60	2	20.0		.
Form 4 result-2010	0-20	5	50.0		
	21-40	4	40.0	1.60	0.70
	41-60	1	10.0		
Form 4 result-2011	0-20	4	40.0		
	21-40	5	50.0	1.70	0.68
	41-60	1	10.0		.

N=10

Legend 2

Scale	Interpretation
4.23 - 5.00	Very High Performance
3.43 - 4.22	High Performance
2.61 - 3.41	Moderate Performance
1.81 - 2.60	Low Performance
1.00 - 1.80	Very Low Performance

The findings indicated that, the level of students' academic performance in 2009 was very poor that 6(60%) schools performed fair at level of grade four and 2(20%) schools performed is very poor in grade zero. The finding shows that no school scored division I and II in the year 2009. When this performance converted

at pooled mean (μ = 1.70; sd = 0.82) was very low as regarded to legend 2.

Table 6 findings recorded in 2010 showed that 9(90%) schools failure as they attained grade four and zero as fair and very poor results, only 1(10%) school got grade three in the National Examination results. Findings indicated a very low mean (μ = 1.60; sd = 0.7)) in school performance in 2010 showing that there is low level of the student academic performance.

Further, the findings in Table 6 indicated that in 2011 although changes of number was seen from the previous year, real performance was still very poor because 9(90%) schools also obtained grade four and grade zero, likewise 1(10%) school was somehow in grade three. In pooled results, there is also (μ = 1.70; sd = 0.67) a very low mean in 2011 on level of student's academic performance with regard to legend 2 that was used to the study.

The relationship between School facilities and Student Academic Performance

Table 7: Relationship between the School facilities and student academic performance in the study area, Bumbuli

Item	Description	
School Facilities	Pearson Correlation Coefficient (r)	.876
	Sig. (2-tailed)	.001
	Coefficient of Determination (r^2)	77%

**. Correlation is significant at the 0.01 level (2-tailed) N = 10

Table 7 shows the findings on the relationship between school facilities and student academic performance of the public secondary schools in Bumbuli, Lushoto District, Tanga - Tanzania. The findings indicated that there is a strong positive linear relationship between school facilities and student academic performance in the study area at a Correlation Coefficient = 0.876; implying that the improvement in school facilities result in improved academic performance of the students. The finding is supported by the study of Akande (2005), learning can occur through one's interaction with one's environment that is size of classroom, sitting position and arrangement, availability of tables, chairs, and chalkboards. Ajayi and Ogunyemi (2000) when facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces.

Regarding the extent to which this relationship exists, the r^2 was calculated as $(0.876)^2 = 0.77\times 100 = 77\%$. This implied that a 77% variation in academic performance of the students is explained by the variation in the school facilities. It also implied that other factors accounting for 23% may be due to few teachers' deployed to public secondary schools, poor salaries, poor motivational practices to both teachers and students, computer lab, politicians interrupting the head of schools (that not in this study) had little impact on variation in student achievement once student background of school facilities variables had been taken into account.

The findings is supported by Gladson (2010) supportive facilities on learning and teaching in school can significantly shape the good grades of student academic success. Hallak (2000), facilities form one of the potent factors that contribute to academic achievement in the school system. They include the school buildings, classroom, libraries, laboratories,

furniture, apparatus and other instructional materials.

Testing Hypothesis of the Study

The hypothesis of the study was saying "There is no significant relationship between school facilities and student academic performance". The findings showed that there is a relationship between school facilities and student academic performance with p-value (0.001) less than level of significant of (0.05). This implies that school facilities are causal to the student academic performance in public secondary schools in Bumbuli, Lushoto District, Tanga-Tanzania.

SUMMARY AND CONCLUSION

The findings on demographic characteristics of respondents revealed that majority of the respondents were males, 8 (80.8%) while; females were 2 (20%) implying more males. On age status the group was of 28-35 years respondents were 5 (50%) in position as the head of schools. As regards to the work experience 3-5 years were 4(40%), years of experience were more than the other respondents as the head of schools.

The finding further revealed that there is a very low level of student academic performance as shown in Table 6 which is very high mean with regard to the scale used in the study. Also, findings revealed that there is a very high positive relationship between school facilities and students academic performance in a correlation coefficient of r = 0.876 showed in Table 7.

It was concluded that there is a high positive relationship between school facilities and student academic performance in the study area.

REFERENCE

Ajayi, A.O & J.A. Ogunyemi (2000). Personnel Performance and Capacity Building. Ibadan Press, Nigeria.

Akande, O.M. (2005). Hints on Teaching Practice and General Principles of Education. Lagos Associates; USA.

Amin, M. E. (2005). Social Science research: conception, methodology and analysis. Makerere University Press, Kampala Uganda.

BEST, (2011). Basic Education Statistics in Tanzania; National Data, DSM, Tanzania

Earthman, G. I. (2002). Student achievement and behavior and school building condition; The Journal of School Business Management, Los Angeles, USA.

Enon, J.C. (1998). Education research: statistics and measurements; Department of Distance Education Makerere University, Uganda.

Farombi, J.G. (2008). Resource Concentration, Utilization and Management as Correlates of Students 'Learning outcomes: A study in School Quality in Oyo State; University of Ibadan, Nigeria.

Gladson, G. (2010). The effect of school resources on student achievement; Review of Educational Research, Columbia, USA

Guilford, D. C. (2004). School size and school disorder; Liverpool, Center for Social Organization of Schools, Liverpool University, UK

Hallack, J. (2000). Investing in the Future: Setting Educational Priorities in the Developing World; Pergonion Press, Paris.

Kothari, C.R (2003). Research Methodology, Methods and techniques (2nd Ed) Wishwa Prakashan, India

MOEVT (2012). Progress Report of PER CWG 1: Growth and Reduction of Income Poverty Against the Performance Assessment Framework (PAF) for GBS Annual Review; DSM

MoH (2011). Review and Assessment of the Health and Productivity Benefits of Green Schools: An Interim Report from Lushoto, Tanzania

Morgan W. D. (1970). Determining Sample size for Research Activities; Texas A. & M. University

Odulaja, G. (2008). Teachers Attitude Towards Biology Practical with Particular Reference to School certificate Biology practical Examinations. A case study of Lagos. B.Sc Project Report, University of Lagos.

Popoola, T. A. (2009). An Investigation between Instructional Resources and Academic Performance; University of Ilorin.

Shodimu, G.O. (2008). Resource Availability, Utilization and Productivity in Public and Private Secondary Schools in Lagos State; University of Lagos, Nigeria

Thompson and Wood (2005). Achievement effects of substantial reductions in class size;In School and classroom organization, USA

FACTORS INFLUENCING THE USE OF MODERN FAMILY METHODS AMONG MARRIED WOMEN OF REPRODUCTIVE AGE IN ARUA MUNICIPALITY, UGANDA

Chandiga Bondo (MPH)*
Ndungutse David (Prof)**
Vuzi Peter, PhD***
S. Stephen Kizza MA****

**MA (MPH) Student, School of Graduate Studies, Bugema University, Uganda*
***Lecturer, Graduate School Bugema University*
****Lecturer, Graduate School Bugema Univeersity*
*****Lecturer, Graduate School Bugema Univeersity. Email:sskizza65@yahoo.com*

ABSTRACT

The study was to determine factors that influence uptake of contraceptives by married women of reproductive ages (18-45) in Arua municipality. Descriptive cross-sectional research design using both quantitative and qualitative approaches was employed. Random systematic sampling design was used to obtain 342 respondents. Data was collected using a face to face structured questionnaires and key informant interview; which was analysed using binary logistic regression. Study findings revealed that, there were major considerations by the respondents while deciding on which Family Planning to use. Competence of Service Provider as assessed by the FP client (OR = 6.56, p = 0.00,), religious affiliation (OR = 3.81, p = 0.000,), privacy and confidentiality provided (OR = 2.87, p = 0.02), educational levels (OR=2.23, p = 0.01) and cost associated with the method (OR=2.71, p = 0.00) are significant predictors of the choice of the modern Family Planning method by the respondents in the study area.

INTRODUCTION

Worldwide, contraceptive prevalence, the percentage of women using contraception among women of reproductive age who are married or in a consensual union was estimated to have reached 62.9% in 2007 (UN report 2009). However, this global average contraceptive prevalence masks important disparities across and within developmental groups, major areas and regions. Many countries still have very low contraceptive prevalence.

Contraceptive use could prevent one third of maternal deaths by allowing women to delay motherhood, space birth, avoid unintended pregnancies, abortion and terminate childbearing when they reached their desired family size (Carl et al., 2008). According to the World Health Organization (2012), satisfying the unmet need for family planning alone could cut the number of maternal deaths by almost a third. However, to save an estimated 215 million women who would prefer to delay or avoid pregnancy continue to lack access and effective contraception (WHO, 2012). Thus, along with providing skilled maternal care, offering family planning is crucial to averting maternal deaths.

Contraceptive prevalence has varied considerably among African countries. According to UN report 2009, in Africa, half of all countries had prevalence levels below 20 per cent, a few had fairly high levels of contraceptive

use, including Cape Verde, Egypt, Morocco, South Africa and Zimbabwe, whose contraceptive prevalence ranged from 50 %-60 %; Algeria and Tunisia with levels ranging from 60 % to 70 %; and Mauritius with 75 %. According to UNFPA (2003), Bogart (2008) as cited by Cleland, Ndugwa and Zulu, (2010), the growth rates and fertility are falling much more slowly in the sub-Saharan African countries because contraption use is still poor in these countries as opposed to developed countries. This uncontrolled population growth will hinder the attainment of development and health goals in Sub-Saharan Africa. Fertility will only decline if the population at large adopts effective methods of contraception.

Although many United Nations member countries, particularly those in the developed world, have strong family planning programs, this is not the case in sub-Saharan Africa, where despite a rise in contraceptive prevalence, many women continue to have unmet need for contraception (UNFPA, 2012; Cleland et al., 2006). The resultant high fertility is associated with high levels of maternal mortality, especially among the poorest communities in Sub-Saharan Africa.

Within the East African community, the contraceptive prevalence of modern family planning methods was highest in Kenya (39.8%) and lowest in Burundi (7.5%) as of UN report (2011). In Uganda, the maternal mortality ratio was estimated 3 to be much higher than the worldwide average in 2011, at 438 per 100,000 births while globally it was 287 per 100,000 (UBOS and ICF International, 2012). An estimated one-third of women who give birth in developing countries are below age 20, which exposes them to greater risk of illness and death related to maternal causes. Most of these deaths could be avoided if sexually productive women used contraceptives (WHO, 2010).

Initial family planning initiatives in Uganda have been concentrated on addressing the country's rapid population growth. In the 2000 the country's population was growing at a rate of 2.72 percent annually, in 2005 3.31% and now 3.58 % in 2012 (CIA, 2012) and the total fertility rate (TFR) was recorded at 6.7 and 6.2 children per woman in 2006 and 2011 respectively (UDHS 2006, 2011). Since this demographic situation has been viewed as one of the major causes of the country's poverty and slow economic development, most family planning programs in this Country are focused on fertility reduction. To attain this program objective, contraceptive use has to be aggressively promoted.

According to regional statistics on CPR, West Nile has performed poorly in the UDHS reports of 2006 and 2011. In 2006, the central region had CPR of 24.6, Kampala at 33.5, East central 15.4, Eastern 15.3, North 7.3, West Nile 9.0, Western 12.6 and South West had 17.3%. Whereas in UDHS (2011) report Central 30.7, Kampala 40.2,East Central 27.5, Eastern 23.4, North 7.4, West Nile 13.6 and South West 25.1%. Such a big difference calls for a study.

In the West Nile region, the population is predominantly rural. It is estimated at 855,055 inhabitants. The district of Arua has a high growth rate of 3.98% (UBOS 2002). The population is predominantly peasantry with low socio-economic and 4 health status. The human development and poverty indices in the northern region of Uganda including in the West Nile district of Arua are poor. This could explain the low contraceptive prevalence in the district (Arua District Planning Office 2002).

The government of Uganda with support from development partners has put in places various strategies and policies to facilitate the use of family planning services. Free contraceptives are being provided at government institutions at all levels and partners such as USAID provide outreach services at very low cost. Such interventions are meant to reduce the high fertility rates, increase contraceptive prevalence rate (CPR) and reduce the unmet family planning needs. However, despite these interventions and the availability of the family planning services,

family planning services related outcomes in Arua Municipality are poor.

In the West Nile region, Population growth rate has remained high at 3.98% as is a high total fertility rate (TFR) of 6.7 children per woman, and unmet need for family planning has over the years grown up to 41% (UDHS 2011). Contraceptive prevalence in West Nile was only 13.6 % as compared to 25.0% at national level (UDHS 2011). This demographic situation has been viewed as one of the major causes of the country's poverty, slow economic development and high mortality rates.

The existing situation could be explained by factors which influence the uptake of family planning services. However, there is available study finding to rely on. Hence, the study sought to establish the predictors of the choice of family planning method in Arua Municipality. The study covered a period of about two months. Data was collected and analysis done between the months of June and July 2013.

Theory of Reasoned Action (TRA) by Ajzen and Fishbein (1980) guided the study. According to the theory, beliefs, attitudes, intentions and behaviour form a causal chain, so that beliefs lead to attitudes, and attitudes in turn lead to intentions and so behaviour. Factors related to demography, access, community, health providers, were considered as predictors of choice of Family Planning.

METHODOLOGY

The study employed descriptive correlation cross sectional research design using both quantitative and qualitative research approaches. The study population was 10,355 married women of reproductive age (18-45) residing in Arua Municipality, according to Arua Municipality (AMC) five year development plan Report (2012-2016). The target population was drawn from 2,898 married women of reproductive age (18-45) living in Arua Municipality. The sample size of the study was 338 women respondents derived from use of Krejcie and Morgan (1970) statistical Table. Simple random sampling to identify the 04 wards from the two divisions was used. The wards chosen were Awindir and Mvara in Arua hill Division, Pangisha and Kenya in Olli Division. In each of selected wards, 02 cells were selected using random sampling. The cells are Nsambia and Academy in Awindir Ward. Congo and Zambia zone in Mvara ward. Ojulua and Baruku in Pangisha ward. Jacinto and Ozua cells in Kenya ward. The required numbers of respondents from the households were established, based on the cells using Kothari (2004) proportionate sample allocation formula. A sampling frame of households with married women by cell was constructed for purpose of systematic sampling.

During the study a validated questionnaire which had been piloted was used as recommended by [(Amin (2005), Kothari (2003), Enon (1998)]. The required numbers of respondents by each cell were selected using random systematic sampling technique. Prior to data collection permission from Arua Municipality Authority was obtained and individual respondent consent. In households where a man was married to more than one wife and all qualified to be respondents, the researcher further sampled only one respondent.

The raw data obtained in the study using questionnaire were sorted, edited, coded and entered in computer. By use of Statistical Packages for Social Sciences (SPSS) version 16.0, that was analysed binary logistic regression to derive the logistic regression coefficient (B) and odds ratios. The hypothesis was tested at level of significance level ($p = 0.05$).

RESULTS AND DISCUSION

A logistic regression analysis was conducted to predict take-up of modern or Traditional family planning method among women of reproductive

ages (18-45) in Arua Municipality, based on a range of predictors. Study findings are summarized in Table 1

Predictors of Modern Family Planning Choice	**Sig**	**Exp(B**	**95.0% C.I.for EXP(B)**	
			Lower	**Upper**
Constant	0.00	0.21		
Age (Base 18-30, and 30+)	0.27	1.45	0.75	2.81
Education (formal and No formal)	0.01**	2.23	1.20	4.13
Average income (<100,000/= and > 100,000/=)	0.10	1.66	0.90	3.05
Religion (Christian Vs Muslims)	0.00**	3.80	1.85	7.83
Biasness (yes Vs No)	0.60	0.82	0.39	1.74
Competence (yes Vs no)	0.00**	6.56	3.09	13.93
Privacy and confidentiality (Yes Vs No)	0.02**	2.87	1.16	7.08
Cultural beliefs (yes Vs no)	0.13	0.58	0.29	1.17
Distance to unit (<3km Vs > 3Kms)	0.08	2.32	0.90	5.94
Cost of the Method	0.00**	2.71	1.61	4.58

***Prediction significant at 0.05 level of significance*

According to results in logistic regression coefficient (B) in Table 1, education, religious affiliation, competence of health worker, privacy and confidentiality provided by health worker to clients during family planning services and, associated cost of the Modern Family planning are significant in predicting the choice of the Family Planning method ($P < 0.05$). The rest of the variables did not reveal significant contribution ($P > 0.05$). It implies that the clients' decisions are influenced significantly by the mentioned variables which are statistically significant.

Education of the Client

Results in Table1 (OR =2.23, p = 0.01, 95% CI = 1.20 to 4.13) imply that, the likelihood of taking up Modern Family Planning method while the client is educated in the study area increases by 2.23 times than uneducated. This finding is consistent with several previous studies (Ibnouf, 2007*;* Nidiaye, 2003). These found out that compared to women with no education, literate women had greater odds of utilizing family planning service. This is also consistent with the study done in Mayan by Bertrand et al. (2000), who found that education affects the distribution of authority within households, whereby women may increase their authority within the household which in turn affect fertility and use of family planning services. Caldwell and Caldwell (2003), argues that educated women tend to marry later, have fewer children and use contraception than uneducated women.

Religious Affiliation of the Client

According to results in Table 1, **(**OR=3.81, p = 0.00, 95% CI=1.85 to7.83), indicate the likelihood of taking up Modern Family Planning method while the client is a Christian in the study area increases about 4 times than being a Muslim. The findings are in contrast with the previous studies by Olaitan (2011),who opined Catholics have restrictions on contraception based on the belief that it is God's will to bring children into the world. According to him, Catholics believers or observers might choose to avoid modern methods of family planning, such as birth control pill, IUD and condoms in an effort to live their lives according to the teachings of their religion. On the other hand, Rasheed (2010) said that the Qur'an

actually states the limitation of children, which is having not more than four children with a stated age of marriage. According to these literature, we would have expected that been a Muslim would increases the chances of using modern family planning than a Christian.

Competence of Service Provider

Results in Table 1, (OR=6.56, p = 0.00, 95% CI = 3.08-13.94) indicate that, the likelihood of taking up Modern Family Planning method while the competence of service Provider as assessed by the client is high or favourable in the study area goes up 6.56 times. It implies that, once the clients believe that the service provider is competent enough; then their chances of taking up modern family planning would increase almost 7 times. Earlier studies by Driwale, (2010) are consistent with the current study findings. In his study, Driwale, (2010), stated that when service provider correctly administer procedures such as insertion of IUD without fidgeting, provide quality counselling, many client would consider them competent and are likely to maintain the family planning services.

Privacy and Confidentiality of Service Provider

As can be seen in Table 1 **(**OR=2.87, p = 0.02, 95% CI=1.16-7.07), the likelihood of taking up Modern Family Planning method among respondents in the study area improves about 3 times when the privacy and confidentiality provided by service Provider as assessed by the client is high or favourable. This implies that if clients are provided with adequate privacy, information is kept confidential then the likelihood of them using modern family planning would improve about 3 times. Finding are consistent with previous studies of Pettiford (2012),who reported that clients' privacy is a key factor in increasing uptake of contraceptives, that the odds of using modern family planning methods increases with the level of privacy provided. He says clients would feel more comfortable if providers respected their privacy during counselling sessions, examinations, and procedures and keep confidentiality. According to (Olaitan 2011), women would not like to be exposed while been provided with services and most would prefer fellow women to examine them in order to maintain privacy.

Cost of the Method

Results in Table 1, **(**OR =2.23, p = 0.01, 95% CI = 1.20 - 4.13**)** indicate that, the likelihood of taking up Modern Family Planning method while the methods are provided at cost increases 3 times high as assessed by the client in the study area. The finding is consistent with previous study of Olaitan (2009). He found out that those women in urban areas preferred going for reproductive service where cost is incurred. He explained that women in urban areas consider that free services are not free because you have to spend lots of time before getting the required services. But if somebody paid for the service she would spend less time. However, findings contrast findings by Namazzi (2013), in her study, she found out that if services are provided at a cost many would not take them, for instance, found out that unofficial fees in the public sector, and limited quantity of information provided during care affects delivery of reproductive health services in Uganda.

It can be concluded that, among the significant predictors, competence of family planning service providers is most influential in the choice of the method and cost of the method is the least influential factor.

The other factors such as age (p = 0.269), average income of client (p = 1.659), biasness of service providers (p = 0.602), cultural beliefs of the respondents (p = 0.129) and distance to the nearest health unit providing reproductive health services (p = 0.079) are not major predictors of take of modern family planning methods.

Recommendations

1. There is need to train health workers in handling reproductive health services in order to improve their competence.
2. Government should ensure that reproductive health services by provided at zero cost in rural areas, although element of providing services with cost sharing should be maintained at the urban settings.
3. There is need to involve religious leaders and community leaders in issues concerning reproductive health services.
4. Religion plays a key role in the lives of believers and has a significant relationship with uptake of family planning services in Arua Municipal.
5. There is need to develop mechanisms that ensure that clients are provided with adequate privacy and confidentiality while providing reproductive health services.
6. Affirmative action need to be taken in order to ensure more women acquire certain level of education, for example compulsory female education, extra free points to higher levels of education.

REFERENCES

Amin, E. (2005). Social Science Research: Conception, Methodology and Analysis. Kampala: Makerere University Printery

Bongaarts,J. and Bruce,J.(2008) "The Causes of Unmet Need for Contraception and the Social Content of Services," *Studies in Family Planning*

Ibnouf AH, Van den Borne HW, Maarse JA. (2007), Utilization of Family Planning Services by Married Sudanese Women of Reproductive Age

Kothari, C. R. (2009). Research Methodology: Methods and Techniques. India, New Delhi: New Age Publications India.

Krejce, R.V., and Morgan, D.W. (1970) Determining Sample Size for Research activities: Educational and Psychological measurement

Namazzi G.(2013), Missed Opportunities For Modern FP Services Among Women 74

Olaitan OL (2011). Factors Influencing the Choice of Family Planning Among Couples in Southwest Nigeria

Olaitan OL (2009). Sexual Behaviour of University Students in South West Nigeria

Pettiford, B (2012), Client Confidentiality and Privacy.

Rasheed, A.A., (2010). *Islamic Family Planning*

UBOS and ICF International Inc (2012), *Uganda Demographic and Health Survey* 2011 Kampala, Uganda: Uganda Bureau of Statistics (UBOS) and Calverton, Maryland: ICF International Inc.

UDHS 2006 report

UDHS 2011 report

UNFPA (2012) Reproductive Health, Ensuring *that Every Pregnancy is wanted* http://www.unfpa.org/rh/planning.htm: Accessed on 14 January, 2013.

United Nations (2012) Millennium Development Goal 5: *Improving Maternal Health*. http://www.un.org/millenniumgoals/maternal.shtml Accessed 11 November 2012.

UNFPA (2003) State of world population, New York

WHO 2012 MDG 5: *Improve maternal health* 76

SUBSTANCE ABUSE AND DELINQUENCY AMONG YOUTHS OF WALUKUBA DIVISION, JINJA MUNICIPALITY, UGANDA

P. Ddumba Matovu, (MA)*
Julius Enon, PhD**
Kizito Wamala, MA***
S. Stephen Kizza, MA****

**MA (Counseling Psychology) Student, School of Graduate Studies, Bugema University, Uganda*
***Lecturer, Graduate School Bugema University*
****Lecturer, Graduate School Bugema University.*
*****Lecturer, Graduate School Bugema University. Email:sskizza65@yahoo.com*

ABSTRACT

The study investigated the relationship between substance abuse and delinquency among the youths of Walukuba Division. A descriptive correlational cross-sectional research design using both quantitative and qualitative research approaches was employed, targeting 322 youths as sample size from Central, Church, and School parishes of Walukuba East Sub-Division. A structured questionnaire as a main instrument for data collection which was partly adapted from WHO standardized questionnaire [Substance Involvement Screening Test (ASSIST)] was used and, supplemented with Key Informant Interview Guide. Multiregression analysis using Statistical package for Social Sciences (SPSS) software was used to determine the influence of Substance abuse on delinquency among youths in Walukuba Division, Jinja District.

Study findings reveal that apart from Cocaine, there is a significant influence of all the substance abuse on delinquency among youths [Alcohol abuse: (b = 0.146 (14.6%), p = 0.005)], [Marijuana abuse: b = 0.179 (17.9%), p = 0.003)], [Cociane abuse: b = 0.094 (9.4%), p = 0.078), p < 0.05], [Khat Abuse: b = 0.305 (30.5), p = 0.000)].

INTRODUCTION

The historical perspective and anthropological evidence show that humans have been using psychoactive substances for many millennia. For example, 13000 years ago, betel nut is believed to have been chewed in Timor and in Thailand in about 10700 years ago. Similarly, the Aborigines and Native Americans used pituri and Nicotiana (both nicotine) and tobacco respectively, long before their contact with Europe. Ethiopians are believed to have used Khat. In the Andes, coca was being used 7000 years ago and in Ecuador 5000 years ago

The World Health Organization (WHO) defines substance abuse as partnered harmful or hazardous use of psychoactive substances, including alcohol and other illicit drugs. A Substance is any natural or synthesized product that has psychoactive effects to a person. The indulgence with the abuse of psychoactive substances like Depressants (Downers), Stimulants (Uppers), Hallucinogens (Psychedelics), and sedatives leading to effects that are detrimental to the individual's physical and mental health, and indubitable harmful to others. Psychoactive substance abuse can lead to dependence syndrome - a cluster of behavioral, cognitive, and physiological phenomena that

develop after repeated substance use and that typically include a strong desire to take the substance of abuse.

Currently, the world is not only burdened by the overgrowing rate of delinquency, but also shouldering the fetter of substance, trade, abuse and their consequences. For example, the National Institute on Drugs (2011) reports that the global burden of disease attributable to alcohol and illicit substance abuse amounts to 5.4% of the total burden of disease and daily marijuana consumption in USA increased among students in 8th, 10th, and 12th grades from 2009 to 2010. This escalated the estimates of the total overall costs of substance abuse in the United States, including lost productivity, health and crime-related costs, to exceed $600 billion annually. According to Diagnostic and Statistical Manual of mental disorders 5th ed (2013) here after DSM-V, alcohol use disorder is common disorder where in US 12 months prevalence of alcohol use disorder is estimated to be 8.5% among adults age 18 and above.

According to the Global Health Risks report (2009) by WHO, substance abuse is among the top 20 risk factors for social problems, death and disability worldwide. WHO estimates about 76.3 million people struggle with alcohol use disorders contributing to 1.8 million deaths per year. In Canada, LSD, and PCP are all illicit substances and the federal Controlled Drugs and Substances Act prohibits and sets penalties for producing, possessing, importing, exporting, and trafficking them, unless authorized by virtue of specific regulations. According to a study conducted in Pakistan by Indian medical association in 2000, there is a higher occurrence of abuse of alcohol, tranquillizers and psychedelics among medical students, and dependence rates are 5% for medical students and 3% for doctors.

According to Sydelle (2011), there is an escalation of substance abuse in Africa especially among the youth in Nigeria. Unfortunately, comprehensive statistics on substance abuse (alcohol and drugs) in Sub-Saharan Africa (SSA) seems to be limited. For example, unrecorded alcohol consumption is estimated to be about half the amount consumed in Africa and in East Africa, more than 90% of substances abused are unrecorded. This is due in part because in many African countries alcohol, marijuana, Khat, Cocaine and other substances are produced at the local level in villages and homes (National Academy of Sciences 2010).

Generation of young people faced with a chronic shortage of jobs, many of whom have turned to routine Marijuana abuse as a way to pass the time and deal with the stresses of life in what is still one of the poorest countries in the world. Apart from alcohol and tobacco, cannabis remains the main drug of abuse in Egypt, as it is elsewhere in Africa. According to a research on drug and substance abuse among Egyptian workers by the National Consultant, Ministry of Health, Egypt also revealed that out of a sample of 5108 workers, 12.8% use either cannabis alone or cannabis and opium and this affected work performance in different ways while having moral consequences in their social life.

Substance abuse has been described as a problem especially among marginal unemployed youths in Uganda. The EFDR Expert Forum on Demand Reduction (2002) reported high prevalence of substance abuse and misbehavior in places like Kampala, Arua, Mbale, Entebbe, Jinja, Mbarara and most urban centers. Cannabis is mostly abused by street and school youths at all level, impinging conduct of most abusers who are reported over involvement in sexual misconduct, theft thus being irresponsible. Often youths utter obscene words and frequently have been involved in cases like rap and defilement (EFDR 2002). Cocaine abuse is prevalent among high income groups and Somali refugees. Urban youths abuse Khat yet alcohol abuse is cross cutting.

Substance abuse not only affects the abuser but also the society (Healthkey and Lameman, 2012). The 2010 report on substance abuse in Jinja Municipality by Set them Free International a local NGO shows that a number of

young men and women in Uganda are under the influence of substance abuse a situation that seems cause immorality and spoiling the ambitious lives of young people (Set them Free Whereas available data indicate growing substance abuse and trafficking in Uganda from 2,034 reported cases in 2009 to currently uncertain but unacceptably high incidence of narcotics drug trafficking (Uganda Annual Police Crime Report, 2009), it is not conclusive about the effect of substance abuse to directly impact on delinquency among the youths of Walukuba Division.

Walukuba Division is experiencing a problem of youths conduct characterized by theft, obscene language, sexual misconduct and the abuse of substances has been said to make youth irresponsible. The in-charge of the police station reported 30% cases of theft with youth involvement. Findings by Numbeo (2013) reveal that in Walukuba the risks of being mugged, robbed or thieves breaking into homes have increased up to 50% in the past three years.

According to Slam Aid Project (SAP 2010), Walukuba experiences growing number of urban youths migrants many depending on brewing and selling local brew which not only course land pressure but unhealthy environments, early exposure to sex, illiteracy, drug abuse, crime and prostitution that we see today. Whereas available data indicated growing substance abuse in Uganda, little is known about the relationship between substance abuse and delinquency among the youths yet it is uncertain over the causes of substance abuse in Walukuba. It was against this background that a study to establish the influence substance abuse on delinquency among the youths of Walukuba Division Jinja Municipality was undertaken.

The study was guided by the Social Learning Theory Albert Bandura (1977) stated that behavior/morality is learned in a social context through the process of modeling and observational learning. According to the theory, individuals' behaviors are determined by the environment and characteristics of the person. In other words, a person's behavior, environment, and personal qualities all reciprocally influence each other.

METHODOLOGY

The study used descriptive correlation cross sectional research design using both quantitative and qualitative research approaches. The targeted population of the youths in Walukuba was 1952 upon which the appropriate sample size of 322 youths was considered using the Morgan and Krejcie (1970). Convenience sampling was used to select the respondents while purposive was use to identify the 15 key informants who were local leaders, parents/ guardians and Police Officers. Key informants provided in-depth information about the problem of substance abuse in light of the delinquency among youths in the study area.

During the study a validated questionnaire which had been piloted was used as recommended by [(Amin ()2005, Kothari (2003), Enon (1998)]. The questionnaire was adapted from WHO standardized questionnaire - the Alcohol, Smoking and Substance Involvement Screening Test (ASSIST). It was supplemented with the Interview guide targeting the local leaders' police officers as key informants. Data from the field was cleaned, coded and entered in the computer. It was analyzed by the use of SPSS computer software. Multiregression analysis using SPSS computer software was used to analyze the influence of substance abuse on delinquency among the respondents.

RESULTS

Study findings using the multiregression revealed the influence substance abuse on delinquency among the respondents as illustrated in Table 1

Table 14: Influence of Substance abuse on Delinquency among Respondents

Predictor Variable	Unstandardized Coefficients		Standardized Coefficients	Sig.
	B	Std. Error	Beta	
(Constant)	25.514	2.938		0.000
Alcohol abuse	2.945	1.029	0.146	0.005
Marijuana abuse	4.734	1.568	0.179	0.003
Cacaine abuse	3.302	1.869	0.094	0.078
Khat abuse	7.579	1.483	0.305	0.000

N = 300

Significance at 0.05 level of significance R^2*= 0.255Adjusted* R^2=0.245

Study findings in Table 1 based on standardized coefficients (beta) reveal that apart from Cocaine abuse, there is a significant influence of substance abuse on delinquency among the respondents [Alcohol abuse: (b = 0.146 (14.6%), p = 0.005)], [Marijuana abuse: b = 0.179 (17.9%), p = 0.003)], [Cociane abuse: b = 0.094 (9.4%), p = 0.078) p < 0.005], [Khat Abuse: b = 0.305 (30.5), p = 0.000)].

Study findings imply that, Khat abuse significantly contributes most (30.5%) yet abuse of Alcohol contributes least (14.9%) to delinquency among the respondents. However, there is no statistical evidence (b = 0.094, p = 0.078, p < 0.005) that cocaine abuse contributes significantly to delinquency among the respondents when factors in the model are held constant.

The high contribution of Khat abuse to youth delinquency is likely to be due to its stimulant that keeps the youths highly active increasing delinquent conducts. The findings are supported by the study in Somalia by Sagal (2013) where he realized that Khat has been known to cause induced psychosis which imposes many direct and indirect costs on the central nervous system having significance to delinquency in the society at large. The euphoriant substance found in Khat renders the youths very active hence vulnerable to misconduct. The Khat abusers may feel at liberty to act out whatever they think of irrespective whether bad or good. Results from key informant indicated that it happens with redundant youths in the study area. This is supported by study findings where 184 (61.3%) of the respondents were unemployed. A study by Mesfin, Hassen, Ghimjha and Teshome (2000) in Ethiopia on *the 'Knowledge of "drug" use and associated factors as perceived by health professionals'* concur with the current study findings. The Mesfin etal., (2000) showed that Khat abuse is most common with the unemployed members of the community.

However the current study findings contradicts study findings on *Drugs in Western Pacific Societies* by Strathern (2000) where he argued that while Khat does create effects and interpersonal relations of a special kind, they do not effectively change social relations and delinquency among youths.

General findings of the study support earlier findings by Oladipo (2009) who attributed delinquency in youths not only due to substance abuse but also the social environment where children grow amidst unfairness, vulgarity, cheating, corruption, lying, deviant behavior, sexual immorality and other tension that embodies language of youngsters.

Conclusion

Delinquency among youths in Walukuba was found to be moderate but significantly affected by substance abuse especially the abuse of Khat and Marijuana. The researcher concluded that substance abuse moderately contributes to delinquency among youths of Walukuba Division Jinja Municipality.

REFERENCES

Amin, M. E. (2005). *Social Science research*: conception, methodology and analysis. Makerere University Press, Kampala Uganda.

Enon, J. C. (1998). *Educational research*: statistics and measurements; Department of Distance Education Makerere University, Uganda.

Global Health Risks Report (2009). World Health Organization, Geneva.

Healthkey B.L. (2012).Retrieved from http://www.chicagotribune.com/sns-health- addiction-families on 24th February 2013

Kothari, C. R (2003). Research Methodology, Methods and techniques (2nd Ed) Wishwa Prakashan, India.

Mesfin K, Hassen T, Ghimjha F, Teshome (2000): *Knowledge of "drug" use and associated factors as perceived by health professionals, farmers, the youth and law enforcement agencies in Ethiopia.*13(2):141-150.

National Academy of Sciences (2010). *Mental, Neurological, and Substance Use Disorders in Sub-Saharan Africa*.

National Institute on Drugs (2011).*Drug Facts*: Understanding Drug Abuse and Addiction. Retrieved from http://www.drugabuse.gov/publications/drugfacts on 30th May 2013

Numbeo (2013) Crime in Jinja, Uganda. Retrieved from http://www.numbeo.com/crime/city_result. on 14th April 2013

Oladipo S.E (2009). Moral Education of the Child: *Who is Responsibility*?

Partnership for a Drug-Free America (2008) Retrieved from http://www.treatmentsolutions.com on 14th April 2013

Sagal O (2013) Somali's call for UK government to ban the herbal stimulant khat falls on deaf ears. *Horseed Meadia*. Retrieved from http://horseedmedia.net on 2nd December 2012.

Strathern M. (2000). Relations without Substance. Drugs in Western Pacific Societies: *Relations of Substance,* 11(1990) 231-246. University Press of America.

Sydelle J. (2011).The Effects of Drug Abuse Among Youths on the Nigerian Society.*Discover the expert in you*. Retrieved from http://www.ehow.com on 08 November 2012.

The National Institute of Drug and Alcohol (2012) household surveys.

About Bugema University-School of Graduate studies

Mission Statement for the University

To offer excellent and distinctive holistic Christian education to prepare our students through training, research and scholarship for productive levels of useful services to God and the society with uncompromising in terrify, honesty and loyalty.

Vision of the School of Graduate studies

A self-sustaining School of Graduate studies producing skilled manpower for diverse development

Mission Statement of the School of Graduate studies

A seventh-day Adventist institution on higher learning providing holistic and sustainable education through imparting quality skills to graduate students and community members for excellence in service.

Objectives

Guided and propelled by the general objective of backstopping Bugema University in undertaking efforts to make more meaningful contribution to the realization of the goals of national development through human resource development, the Bugema University-School of Graduate studies trains its efforts and resources towards the achievement of the following specific objectives:

1. To develop graduate students' ability to undertake research or scholarly work in business administration, development studies, counselling psychology, education management, public health, and international business.
2. To develop highly trained human resources imbued with universal values and professionalism, work and discipline.
3. To offer programs that are responsive to the needs of the learners and of their communities through holistic education.
4. To institutionalize a system of continuing education to sustain professional growth and promote long life learning.
5. To establish an education network through collaborative arrangements, institutional linkages and other appropriate mechanisms to enhance the delivery of education programs and to generate awareness of and support to Bugema University-School of Graduate studies program.
6. To foster a culture of performance excellence, accountability and stewardship consonant with Bugema University's values, objectives, institutional identity and culture.

Goal of the School of Graduate studies

Improve access to post graduate studies among SDA scholars

Values of the School of Graduate studies

1. Commitment
2. Self reliance
3. Team spirit
4. Professionalism and Competence
5. Transparency
6. Equity and fairness

Courses offered by Bugema University-School of Graduate studies (only offered at Kampala Campus & Arua Center on Weekend)

1. Masters of Business Administration (MBA)
   - Finance & Accounting
   - Human Resource Management
   - Entreprenuership and Strategic Management
   - Procurement & Logistic
   - Project Management
   - Marketing
2. Masters of Science in Counselling Psychology
3. Masters of Art in Development Studies

4. Masters of Art in Educational Management
5. Masters in Public Health
6. Post Graduate Diploma in Public Administration and Management
7. Post Graduate Diploma in Education
8. Post Graduate Diploma in Information Technology