TEACHERS' CHALLENGES AND THE IMPLEMENTATION OF UNIVERSAL PRIMARY EDUCATION IN HOIMA DISTRICT: A CASE STUDY OF PRIMARY SCHOOLS IN HOIMA CITY, UGANDA

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Abstract:

This study investigated the influence of headteachers' leadership styles on the quality of education in government-aided primary schools in Karugutu sub-county, Ntoroko District. The study was guided by the following objectives: to establish the influence of effective communication on the quality of Education in primary schools and to assess the impact of delegation on the quality of Education in primary schools in Karugutu sub-county, Ntoroko District. The study adopted a case study research design. The sample comprised government-aided primary schools. The sample for this study was 132 respondents, including 80 long-serving teachers, 40 senior teachers, 10 headteachers, and 2 Education Officers. Survey questionnaires and oral interview guides were the main tools used in data collection. Data was coded manually and later analyzed quantitatively and qualitatively using descriptive statistics, mainly percentages and content analysis. The results revealed that headteachers' leadership styles influence the quality of primary education. Headteachers rarely did support supervision. This indicated a high degree of their job abandonment, leading to low grades. The study, however, also revealed that headteachers' delegation of duties improves teachers' quality of work. This allows them to make decisions and complete tasks in areas in which they have direct knowledge. It

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also revealed that most institutions did not have well-established communication strategies. It was recommended that the headteachers incorporate a collective management approach in their teacher management scale broadly. This study recommended refresher courses for headteachers, strict supervision and measures to reduce workload for headteachers by the Ministry of Education and Sports.

Keywords: teachers' challenges, universal primary education, Hoima district, primary schools

1. Introduction

Nations have the task of building and improving education systems to meet the challenges of tomorrow. It is evident that the world is undergoing profound scientific and technological revolutions; therefore, countries must prepare their citizens to live and work in the world of tomorrow (UBOS, 2000). For this, the Universal Primary Education (UPE) program was introduced in 1997 by the Government of the Republic of Uganda so that all people could access primary education, thus becoming the primary education provider for the majority of children in Uganda. However, this special program has earned the spotlight for all the wrong reasons since its inception, including Hoima City region. This chapter, therefore, presents the background, statement of the problem, purpose, objectives, research questions, scope, significance and the conceptual framework.

1.1 Background
Education forms the basis upon which the economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (Jill, Maria & Emmanuel, 2017, p.334). UNESCO (2016) argues that the level of a country's education is one of the key indicators of its level of development. Globally, education is recognized as a basic human right. The Human Rights Charter treats education as one of the human rights (UNESCO, 2016). Also, Jill, Maria & Emmanuel, (2017) indicate that in 1948, the Universal Declaration of Human Rights laid down Article 26, that everyone had the right to education and that education would be free, at least in the elementary and fundamental stages (Jill, Maria & Emmanuel, 2017, p.335). Also, the State of the Right to Education Worldwide is the first global report to review the education laws and practices in 170 countries and to expose the hypocrisy whereby the right to free and compulsory education is loudly and universally proclaimed and quietly and systematically betrayed. Free and compulsory education for all the world's children forms the backbone of international human rights law but does not shape global educational strategies. The global human rights minimum standards mandate that education be free so that it can be compulsory until the minimum age of employment (UNESCO, 2016). Although the law is more than 80 years old, the bitter reality of

economic exclusion from education is evidenced in no less than 22 different types of charges which are levied in open defiance of its requirements. This report shows that the key problem is not the proverbial "insufficient public resources." The resource in the shortest supply is the political may to acknowledge and reverse economic exclusion, the necessary first step to achieving the right to education (Ray, 2014, p.656).

In Africa, education for all has been discussed in international forums, for example, the United Nations Educational Scientific and Cultural Organization (UNESCO) World Conference at Jomtien, Thailand in 1990 and its follow-up in Dakar, Senegal in 2000. Consequently, governments around the world have invested huge amounts of their expenditure on education (UNESCO, 2016). Before independence, education for most African countries, including Uganda, was geared towards perpetuating and producing aims and content inherited from the pre-independent past. The current re-thinking, however, ensures that the African is rooted in the culture of her environment and prepared for participation in nation-building through educational reforms (Marcus, 2016, p.160). Sub-Saharan African (SSA) countries have experienced slow progress in achieving universal primary education (UPE) in the last three decades. Between 1980 and 1995, SSA was the only region that experienced a decline in the average gross enrollment rate (GER) for primary education, while other regions experienced substantial increases. Public expenditure on primary education also fell by 6% in per capita terms between 1985 and 1995, while it increased approximately threefold in all other developing regions (UNESCO, 2017). International aid agencies and researchers share a common concern that SSA may not achieve UPE by 2025 unless the progress is accelerated rapidly (Bennel, 2012).

In response to this concern, many SSA governments have abolished school fees for public primary education under the name of the UPE or Free Primary Education policy. The UPE policy has been well received by various stakeholders, including politicians, aid agencies, and the beneficiaries, as a pro-poor policy (UNESCO, 2016). While studies indicate that the UPE policy effectively improved access to primary education for children of poor families by removing tuition for public primary education. More so, various fees are still charged under the UPE policy. For instance, a governmental report shows that 55% of primary dropouts left school due to the costs of schooling (Psacharopoulos, 2014). These existing studies, however, conducted research a few years after the implementation of UPE, and there has been no empirical study in recent years. Since the aim of the UPE policy was primarily to increase the overall educational attainments of children, it is important to examine the impacts of the UPE policy beyond school enrollment (UNESCO, 2016).

In East Africa, free primary education (FPE) was viewed as a step towards achieving universal basic education and as part of scaling up poverty reduction. The removal of school fees contributed to poverty reduction by ensuring universal access to basic education, which in turn could help break the cycle of poverty (Sharma, S.R., 2018). It is a significant intervention in Sub-Saharan Africa, which is lagging behind in achieving universal primary education (UPE). The four countries represent different stages of the

process over time, using different scales and different approaches under different political, social, and economic contexts (Ray, 2014, p.655). Universal basic education is largely understood as universal primary schooling. Only after the Jomtien Conference on Education for All (EFA), in 1990, it was understood that by making primary education free it would include children from poor families and thereby perhaps become universal. Schooling costs for families are a major constraint to achieving UPE. Direct costs can include general fees, examination fees, salary top-ups, textbooks, materials, uniforms, feeding, transportation, sports and culture. Indirect costs are the opportunity cost of labor at home or work (Robin, 2013). By eliminating the direct costs of schooling, families could send their children to primary school, thus increasing demand. On the supply side, very few school systems in Africa were keyed to education for all from the outset, and a strategy combining the elimination of fees together with the reform of the EFA system is needed (Adrienne & Mbiti, 2018, p. 230).

At the national level, Uganda, set in the heart of Africa astride the Equator, had a population of 44.27 million people by 2019, with an annual population growth of 3.32 per cent (The World Bank, 2021). Uganda was a British protectorate from 1894 until October 1962, when it gained independence. Prior to independence, school education (which had been introduced by missionaries in 1877) was modeled along the British system of education. This heritage is still evident in the Ugandan school system today. The school system is structured in a hierarchical order to a 7-4-2-3 system (World Education News and Reviews, 2020). That is to say, 7 years of primary education, 4 years at Secondary 'O' level, 2 years at Secondary 'A' level and a minimum of 3 years at the university level. The above structure makes the education system highly selective and pyramidal in nature, with smaller numbers of students towards the apex of the pyramid (Yasser, 2016).

Between 1971 and 1985, Uganda's education system was disrupted by the political and economic instability caused by military coups and the resultant general insecurity. The status of the primary education sub-sector in Uganda was characterized as extremely poor (World Education News and Reviews, 2020). For instance, the allocation of funds to the education sector declined from 3.4% to 1.4% of the annual budget between 1971 and 1985, while most of the burden of financing education was left for the parents to bear (World Education News and Reviews, 2020). Infrastructure had been completely destroyed, and the teachers' salaries had fallen below the minimum wage. Above all, the management and planning of education were inadequate at all levels of education, while the curriculum and related assessment systems were outdated (Wael & Carina, 2020, p.180).

In 1986, the National Resistance Movement (NRM) formed a series of commissions to investigate the Ministry of Education and Sports Department. For this reason, the Education Policy Review Commission (EPRC) was formed, which made three recommendations to universalize primary education. Referring to this report, the government appointed a committee that gave it power to examine the EPRC Report in 1996 and identify recommendations that were feasible for its implementation (Bategeka, 2014). With the growth of democracy in Uganda and the ruling party vying for a second

term, President Yoweri Museveni, also a major believer in the transformation and modernization of society through the elimination of illiteracy and provision of education for all, believed that it was time for every Ugandan child to receive free education. In 1996, the President announced free education for all, with the main components including the provision of free education for a maximum of four children per family and the removal of school fees in primary schools from grades 1 to 7 (Yasser, 2016). The main goal was to provide the minimum necessary facilities and resources to enable all Ugandan children of school-going age to enrol and remain in school until the primary cycle is completed. This was advanced in the Government White paper on Education's timeframe, which stated that Universal Primary Education (UPE) was to be achieved by the year 2000 for grades 1 to 5 and for the entire primary cycle by the year 2003 (World Education News and Reviews, 2020).

According to Mwesigye (2018), the main objectives of Universal Primary Education (UPE) are;

a) to establish, provide and maintain quality education as the basis for promoting the necessary human resource development;
b) to transform society in a fundamental and positive way;
c) to provide the minimum necessary facilities and resources to enable every child to enroll and remain in school until the primary cycle of education is complete;
d) to make basic education accessible to the learner and relevant to his/her needs as well as meeting national goals;
e) to make education equitable in order to eliminate disparities and inequalities;
f) to ensure that education is affordable for the majority of Ugandans; and
g) to meet the objectives of poverty eradication by equipping every individual with the basic skills and knowledge with which to exploit the environment for both self and national development (Mwesigye, 2018, p.8).

The above objectives have supported the continued expansion of school education. The various governments in power since independence have placed great emphasis on the expansion of primary and secondary education to ensure that education in Uganda contributes to the development of the nation. For example, in 2000, Uganda had 10500 primary schools. By 2020, the number of primary schools had risen to over 20,314 Primary schools and pupil enrolment had also risen steadily (Bategeka, 2014). Nevertheless, the implementation of Universal Primary Education in Uganda has been a challenging task for primary schools, which has enticed the researcher to conduct this study.

Contextually, Universal Primary Education (UPE) is one of the Government of Uganda's primary policy tools for achieving poverty reduction and human development. UPE was introduced in January 1997, following a political commitment by President Museveni that the Government would meet the cost of primary education of four children per family. This commitment was soon extended to allow all people who wanted to access primary education to do so (MoE Policy Brief, 2006.)

Broadly, the programme's main objectives are to provide the facilities and resources to enable every child to enter and remain in school until the primary cycle of

education is complete, make education equitable in order to eliminate disparities and inequalities, ensure that education is affordable by the majority of Ugandans; reduce poverty by equipping every individual with basic skills. However, in UPE schools in Hoima City, the researcher observed that among the outstanding challenges to Universal Primary Education included an uncongenial home environment, dull curriculum, inadequate trained teachers, overpopulation, financial resource mismanagement, poor government monitoring and supervision, limited number of schools, parents in the implementation of the program, late release of UPE funds, poor infrastructure in form of classrooms, high inadequate staff that can effectively implement the program, lack of lunch for pupils and teachers. These challenges have impacted the teachers' implementation of universal primary education in Hoima City.

1.2 Status of Primary Education in Uganda

In Uganda, as in other developing countries, the provision of quality education and relevant training to all is the critical determinant for achieving the national development agenda (Sifuna, 2009). The government of Uganda has therefore focused its main attention on formulating appropriate education policies to ensure maximum development of the human resources that are essential for all aspects of development and wealth creation through industrialization (World Bank Report, 2019). All education stakeholders recognize that quality education at all levels may enable Ugandans to utilize their natural resources efficiently and effectively in order to attain and maintain desirable lifestyles for all Ugandans (Museveni, 2012). In order, therefore, to attain the desired millennium development goals (MDGs) and education for all, the introduction of free primary education was intended to reduce the cost burden on parents and enable more children to access and attain the minimum basic primary education (United Nations Economic Commission for Africa Report, 2015).

There are, however, many challenges which threaten the sustainability of a robust educational regime in Uganda. The key challenges include low enrolment and retention rates, constricted access and equity at higher levels, establishment and maintenance of quality and relevance, and myriad inefficiencies in managing the limited resources allocated to the education sector (Olembo, J.O., & Cameron, J., 2013). Implementation of free primary education (FPE) has been responsible for the recent upsurge in primary school enrolments since 2003. Enrolment trends in primary schools show a steady growth from 30,000 in 1963 to 860,000 students in 2003 and to over 5 million in 2020. Similarly, the number of public primary schools (PPS) increased from 151 in 1963 to 3660 in 2005 (Osei, 2016, p.40). One of the factors limiting growth in Gross Enrolment Ratios (GERs) at the primary level is the limited number of primary schools compared to the number of secondary schools. The current gapping mismatch between the capacities at these levels is approximated by comparing the number of primary and secondary schools (United Nations Economic Commission for Africa Report, 2015).

Previous studies have shown that primary education in Uganda is faced with a number of challenges. These challenges fall under the various school management task

areas, which, according to Okumbe (2011), include management of staff personnel, pupils, school finance, physical and material resources, and the curriculum (Okumbe, 2011). A study carried out by Mbaabu, (2008) revealed that lack of physical facilities, materials, equipment and tools were among the major problems that primary school headteachers are faced with in Uganda. The study found out that most schools' classes had over 50 children. This study revealed that free education at the primary level brought about problems related to over-enrolment, lack of physical facilities, and inadequate teachers (Mbaabu, 2008). The researcher examined whether, with the introduction of free primary education, similar challenges are experienced in general and, in particular Hoima Oil City.

Olembo and Cameroon (2013) indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture, particularly desks; poor or sometimes non-existent maintenance and repairs; untrained and half-trained teachers who seldom stay long; over-crowded classrooms; poor communications and few supporting services especially health services (Olembo and Cameroon, 2013). As a result, the administration of schools has become one of the most taxing jobs in the whole education system. In relation to the structure of physical facilities, these authors indicate that the development efforts of school headteachers have sometimes been frustrated because of lack of space for extension of the school, lack of housing for teachers and worse still, lack of essential facilities like desks, chalk, books and so on. Some schools do not have adequate classrooms, and where they exist, they are sometimes in very poor condition, which is hazardous to students and staff. Such a situation is likely to be observed in public primary schools at present (Olembo and Cameroon, 2013).

1.3 Motivation Level of Teachers in The Implementation UPE

Teaching quality and teaching time are key determinants primarily determined by: teachers' motivation. The provision of quality education requires teachers who are well-trained and motivated, yet the teaching force in many Ugandan primary schools, especially in rural areas, is neither motivated nor trained, reflecting the poor performance of the fundamental prerequisites for proficient teaching (Olembo and Cameroon, 2013). According to Lewin (2018), are: "*A broad grounding in the liberal arts and science, knowledge of subjects to be taught, of the skills to be developed and of the circular arrangements and materials those organize and embody that content, knowledge of general and subject-specific methods for teaching and evaluating student learning.*"*Provision of trained teachers is in short supply in other (areas), rural is more in other (urban) most prospective teachers lack adequate general academic preparation, both, new and experienced teachers under UPE lack many pedagogical skills and motivations, yet the number of pupils is high; hence the professional commitment to teaching is low,* (Lewin, 2018). According to Marcus (2016), "*when expectancies of attaining several different kinds of incentives are equally salient in a situation, the determination of motivation to perform an act is very complex. Performance is then over-determined in the sense that its strength is now the function of the several different kinds of motivation which have been aroused*" (Marcus,

2016). Jill, Maria & Emmanuel (2017) go on to say that motivation has a significant impact on the performance of an individual; they stress that performance is positively related to the strength of a particular motive only when an expectancy of satisfying that motive through performance has been aroused and when expectancies of satisfying other motives through the same action have not been sufficiently aroused (Jill, Maria & Emmanuel, 2017). In addition, Mbaabu (2008), in his study about persistent deteriorating standards of performance in primary schools, reveals that inadequate incentives for teachers affect pupils' performance. This is due to the fact that their effectiveness deteriorated because of the time spent on other activities (Mbaabu, 2008).

1.4 Challenges Related to the Introduction of Universal Primary Education

The goal of this study is to find out the challenges facing headteachers of primary schools in the implementation of UPE in Hoima Oil City. The challenges could be related to the management of staff personnel, pupils, school finance, physical and material resources, the curriculum, and school-community relations. Some of the expected challenges are presented below.

1.5 Challenges Related to Material and Physical Resources

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Orlosky (2019) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials, whether by individuals or groups. With the introduction of UPE, schools could have registered over-enrolment, which means that the resources available in schools are constrained. The headteacher is also responsible for the school facilities (Orlosky, 2019). Also, Borg & Gall (2007) noted that school facilities include the administrative office, staff rooms and offices, classrooms, laboratories, workshops, equipment, stores, libraries, hostels, staff houses and the school grounds. In order for a school to advance the learning opportunities offered to the pupils, it has to adequately utilize the facilities available. It is the responsibility of the headteacher to ensure that there is adequate classroom space to enable the teaching-learning process to take place without any hitches. He should ensure that the facilities are used efficiently and effectively (Borg & Gall, 2007).

Additionally, school grounds like playgrounds should be safe and well maintained. Verspoor (2018) argues that increases in public spending were inadequate to generate increases in education attainment and learning achievement unless accompanied by reforms that aim at more efficient use of available resources and finding sources of additional funding. He advises that well-structured Public-Private Partnerships (PPPs) can help diversify the sources of financing and provision (Verspoor, 2018). In support of the above ideas, Olembo and Cameroon (2013) say that one of the duties of the headteachers in Uganda is to develop the school's physical facilities. She argues that in dealing with physical facilities, a headteacher has to bear in mind where to

house the educational program and the population to be served by the facility and ensure that financial resources are readily available for the school expansions (Olembo and Cameroon, 2013).

1.6 Challenges Related to School Human Resources

Borg & Gall (2007) emphasize that human resources is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school. However, the contributions made by other staff members, such as secretaries, bursars, accounts clerks, matrons, nurses, messengers and watchmen, are also important (Borg & Gall, 2007). In addition, Osei (2016) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most essential resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers. Teachers, therefore, need to be well-managed. The headteachers' responsibility in human resource management involves leading and motivating staff, delegating responsibilities effectively, and conflict management. With an increased number of students as a result of UPE, the teacher-student ratio is likely to be high, leading to an increased workload for teachers. This is likely to pose a challenge to headteachers, who are expected to ensure that the quality of education is not compromised (Osei, 2016, p.44).

1.7 Challenges Related to Curriculum Implementation

According to Olembo and Cameroon (2013) one of the most important roles of headteachers is that of supervision of curriculum implementation. Headteachers play a role in curriculum planning and adoption, classroom management, and arrangement of instructional programs and out-of-school activities in any education system (Olembo and Cameroon, 2013). According to Bell and Rhodes (1996), it is the responsibility of the headteacher to ensure that the curriculum is managed effectively through appropriate delegation to other teachers. This means that the headteacher is not only responsible for articulating the school curriculum and objectives but also for delegating and coordinating curriculum implementation, monitoring the implementation, and evaluating the curriculum. With the implementation of UPE, teachers are expected to have heavy workloads that could negatively impact curriculum implementation. Due to the rising number of pupils enrolling in schools, teachers were sometimes overwhelmed and not able to give individualized attention to pupils. Teachers could not mark pupils' assignments, contributing to a decline in academic performance (Bell & Rhodes, 1996). This study examined whether similar challenges are being experienced at the primary school level.

1.8 Challenges Related to Adequacy of Finances

Headteachers play a major role in the management of all school financial activities, which involve the disbursement of money. The money is obtained through various sources, such as fees. According to Orlosky (2019), financial management determines the way the

school is managed and whether or not the school may meet its objectives. The headteacher is responsible for financial management's budgeting, accounting and auditing functions. With the introduction of UPE, schools get some funding from the government, while parents are required to meet various other costs such as school development projects and boarding fees. It is not clear whether this arrangement is friendly to the schools, and the study sought to find out the challenges experienced in that area (Orlosky, 2019).

1.9 Challenges Related to the Management of Students

The most challenging area of student management is discipline. According to Orlosky (2019), school discipline is a system of arranging conditions for healthy learning. It is the responsibility of headteachers to maintain discipline in their schools by helping their staff, and students develop unique and individual personalities with a cultural background and group consciousness. Therefore, the school administration involves students in making choices in life reasonably and independently through guidance and counselling (Orlosky, 2019).

1.10 Challenges Related to Managing School-Community Relations

A school is a social institution responsible for promoting social interests, and it is the responsibility of communities to look after the school in terms of buildings and furniture. The headteacher acts as the mediator and coordinator of school-community relationships. The importance of school-community relations highlights that schools were formed by society, within society and for society so that through its children, society would retain its identity and its viability. The concept of 'school' inherently embraces the interaction between society's communities and its teaching or learning institutions. Hence, effective education is a function of community and school interaction (Mwenda, 2009).

According to Mwenda (2009), it is the responsibility of the headteacher to promote school-community relations. Headteachers should seek to foster a good working relationship with the Board of Governors (BoG) and Parents Teachers Associations (PTA). The BoG constitutes members of the school community. It is also the supreme school management body whose responsibilities encompass the management of finances, physical resources, discipline, and ensuring the implementation of policy relating to school education. He also highlights that the headteacher should get the committee to know the school closely and share its expectations, needs, problems, and successes (Mwenda, 2009). Similarly, the headteacher should strive to work closely with the PTA. The PTA is also an important means of informing parents about school activities. It is also important for the headteacher to cooperate with teacher agencies or organizations in the community that render important services to the students in the school. With the introduction of FSE, some parents may feel that the government is fully responsible for the provision of primary education. It is a challenge for headteachers to maintain good working relationships with the community and ensure that they are actively involved in school activities (Mwenda, 2009).

2. Methodology

This research study employed a descriptive survey research design with both qualitative and quantitative approaches, as Mugenda and Mugenda (1999) recommend. The study used 81 respondents drawn from the study population using simple random and purposive sampling techniques (Kathuri & Pals, 2018). A survey questionnaire and an interview guide were used to collect data from the study respondents, who included headteachers, teachers of Hoima Oil City primary schools, students and the District Education Officer. Data was analysed descriptively and thematically, as Amin (2005) recommends.

3. Findings

3.1 How the Existing Physical Facilities or Infrastructure Affected UPE Implementation

The researcher used specifications, namely, strongly agree, agree, neutral, disagree, and strongly disagree, to understand the respondents' views and opinions about how the existing physical facilities or infrastructure affected UPE implementation. The findings are presented in the following table.

Table 1: Table Showing How the Existing Physical Infrastructure
Influences UPE Implementation in Hoima City Schools

Category	Number	Percentage (%)
Strongly agree	43	53.1
Agree	29	35.8
Neutral	1	1.2
Disagree	3	3.7
Strongly disagree	5	6.2
Total	**81**	**100**

Source: Primary Data (2022).

Based on Table 1, findings showed that 72 respondents (88.9%) agreed that existing physical facilities or infrastructure affected UPE implementation. In addition, 1 participant was undecided about whether the existing physical facilities or infrastructure influenced UPE implementation or not. Besides, 8 (9.9%) respondents disagreed that existing physical facilities or infrastructure affected UPE implementation. Based on these findings, it was implied that the existing physical facilities or infrastructure affected UPE implementation attributed to poor maintenance and corruption.

The findings were supported by the interviews with the respondents. When asked whether UPE implementation had something to do with school physical infrastructure, they responded as follows;

One female headteacher replied,

"We are having challenges with our classes as when it rains, teaching cannot continue" (Interviewed on 2nd January 2022).

While another male headteacher acknowledged,

"Sincerely, our government need to do a lot when it comes to building standard classes for our school children..., we don't have classes, and those we have are in a sorry state, and not enough for our school children given their huge numbers." (Interviewed on 6th February, 2022)

On the other hand, when it came to teachers who are the curriculum implementers of UPE, all those who were interviewed agreed that school infrastructure is a big challenge in the implementation of UPE as follows;

"Our school is in limbo," asked what he meant, continued, *"... you see, government primary schools here have very old buildings which do not match to the 21st-century education standards, and this so much affects UPE education implementation..."*

A male teacher said. (Interviewed on 20th February 2023). Yet another female teacher responded,

"Sincerely, there is a need to address this problem of infrastructure in government schools in my areas. The teaching environment is forced, but not conducive for learning." (Interviewed on 21st February 2023).

Therefore, from the above findings, it is clear that the schools' physical infrastructure greatly affects the implementation of UPE in Hoima City Primary schools.

3.2 Motivation Levels of Teachers in the Implementation of UPE in Hoima City

The researcher used the scale of strongly agree, agree, neutral, disagree, and strongly disagree to reveal the respondents' views and opinions about different indicators that motivate the teachers and influence UPE implementation in Hoima City. The findings are presented in the following table:

From Table 2, 72 (88.9%) respondents agreed that the provision of accommodation improves the motivation levels of teachers under UPE. In addition, 8 (9.9%) respondents were undecided about whether accommodation provision improves the motivation levels of teachers under UPE or not. In addition, 18(22%) respondents disagreed that accommodation provision improves the motivation levels of teachers under UPE. These findings imply that accommodation provision improves the motivation levels of teachers under UPE since their living costs may consequently be reduced.

Table 2: Table Showing the Motivation Levels of
Teachers in the Implementation of UPE in Hoima City

Category	Agree	Undecided	Disagree	Total
Accommodation provision	55 (67%)	8 (9.9%)	18 (22%)	81
Provision of allowances	73 (90%)	2 (2.5%)	6 (7.4%)	81
Salary increment	71 (88%)	5 (7%)	5 (7%)	81
Improve on teachers' experience through workshops and seminars	63 (78%)	2 (2.5%)	16 (20%)	81
Having an appropriate number of pupils in a class	71 (88%)	3 (7%)	7 (9%)	81

Source: Primary Data (2022).

These findings were also supported by respondents in the interview guide. When they were asked about whether the provision of teacher accommodation increases their performance in UPE schools, they replied,

"I come from far, about six miles from here (referring to the school where he teaches), I don't have a bicycle or motorcycle, sometimes I reach late because of transportation...." (Interviewed on 17th March 2023)

While another female teacher said,

"If they can build for us houses within the school setting, or rent for us houses around the school, it would improve on our workability." (Interviewed on 13th March 2023)

Additionally, 73 (90%) respondents strongly agreed that the provision of allowances improves the motivation levels of teachers under UPE. Also, in addition, 2 (2.5%) respondents were undecided about whether the provision of allowances improves the motivation levels of teachers under UPE or not. In addition, 6 (7.4%) respondents disagreed that the provision of allowances improves the motivation levels of teachers under UPE. These findings imply that the provision of allowances improves the motivation levels of teachers under UPE since their daily household income increases.

Furthermore, on the item about salary increment, 71 (88%) respondents agreed that salary increment improves motivation levels of teachers under UPE. In addition, 5 (7%) respondents were undecided about whether salary increment improves motivation levels of teachers under UPE or not, while 5 (7%) respondents disagreed that salary increment improves motivation levels of teachers under UPE. These findings imply that salary increments improve on the motivation levels of teachers under UPE since their daily household income increases.

These findings were supported by respondents in the interview guide when they were asked whether the provision of salary increment increases teacher motivation to teach, responded as follows;

"I the government increases my salary to four million as I hear, I swear, I will stop part-timing and concentrate on teaching in one government school." A teacher acknowledged. (Interviewed on 21st February, 2022)

Another female aged teacher replied,

"It is time to think about teachers' salary increment; otherwise, we are losing teachers for farming!!!" (Interviewed on 20th March, 2023).

One female teacher said,

"Today I came to school without leaving food at home. We teach other people's children when we have left our children at home because of our inability to pay school fees. How really do you expect us to teach effectively?" (Interviewed on 28th March, 2023).

Additionally, on the item about improving on teachers' experience through training and workshops, 63(78%) respondents agreed that improving UPE teachers' experience through workshops and seminars improves their motivation levels. In addition, 2(2.5%) respondents were undecided about whether improving UPE teachers' experience through workshops and seminars improves their motivation levels or not. In addition, 16(20%) respondents disagreed that improving UPE teachers' experience through workshops and seminars improves their motivation levels. These findings imply that improving UPE teachers' experience through workshops and seminars improves their motivation levels since they learn and implement acquired decision-making and problem-solving skills in their daily duties.

Additionally, on the last item about having an appropriate number of pupils in class, 71 (88%) respondents strongly agreed that having an appropriate number of pupils in a class improves the motivation levels of teachers under UPE. In addition, 3(7%) respondents were undecided about whether having an appropriate number of pupils in a class improves the motivation levels of teachers under UPE or not. In addition, 7(9%) respondents disagreed that having an appropriate number of pupils in a class improves the motivation levels of teachers under UPE. These findings imply that having an appropriate number of pupils in a class improves the motivation levels of teachers under UPE because it reduces their daily workload, thus making them concentrate on UPE implementation. During interviews, respondents claimed that motivation in teaching is a boost in bringing effectiveness to the classroom and teaching-learning process.

4. Conclusion

The study concluded that the existing schools 'physical infrastructure negatively influences Universal Primary Education implementation in the primary schools in Hoima City, and also, the motivation level of teachers negatively influences the implementation of UPE in Hoima City.

4.1 Recommendation

The study recommends that;

The Inspectorate staff from the district representing the Ministry of Education should monitor the activities of the schools, even in rural areas, to ensure that schools have the facilities needed at all times, as this can minimize the lack of instructional materials needed to effectively implement the Universal Primary Education program in Primary schools of Hoima Oil City. Further still, the Ministry of Education must effectively implement textbook distribution and book policies, coupled with school infrastructural buildings in Hoima City.

The Ministry of Education should ensure that textbooks should be developed in the essential languages to support literacy. There is a need to ensure a reduction in the number of children dropping out of school by sensitizing children about the importance of education, sensitizing the parents and the entire public about the importance of female education, advocating for children's retention in schools, primarily due to pregnancies, offering flexible school hours. In addition, the Ministry of Education should also eliminate ghost workers cross-checking the correspondence of the existing staff with that on papers of that particular school, as this may improve the performance of the UPE program. Besides, teachers' salaries should be revised in order to support teachers and keep them at work.

Conflict of Interest Statement
The authors have no conflict of interest to declare.

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