

PhD Citation

Topic: Location and stakeholder satisfaction with service delivery under UPE in Uganda

By

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This study sought to determine the influence of location (rural, urban and region) on stakeholders' (pupils, parents and teachers) satisfaction with service delivery (teaching delivery, facilities, funding, governance and terms and conditions of service) under the UPE program in Uganda. The study objectives were to determine the influence of location on: (i) pupils' and parents' satisfaction with teaching and facilities, (ii) parents' and teachers' satisfaction with governance, (iii) teachers' satisfaction with funding and fund utilization, and (v) terms and conditions of service under UPE. It was premised on the Systems, Institutional, Contingency, Stakeholder and the Expectancy Disconfirmation Theories. Mixed methods approach and cross sectional survey design were adopted. Forty two schools, rural (n= 21) and urban (n=21), were selected using stratified random sampling. Pupils (n= 2000) were randomly sampled, parents (n=400) and teachers (n=300) were selected using convenience sampling. Data was collected using questionnaires, interviews and focus group discussions. The t-test was used to analyze quantitative data while content analysis for qualitative data. The findings indicated no statistically significant difference in rural and urban pupils' satisfaction with teaching ($p = 0.97$), but regional differences were significant ($p = 0.02$). No significant differences in parents' satisfaction with teaching were observed in all locations ($p > 0.05$). Location significantly influenced pupils' and parents' satisfaction with facilities ($p = 0.00$). Location did not significantly influence teachers' satisfaction with governance ($p > 0.05$). For parents' satisfaction with governance, significant differences were observed between rural and urban samples ($p = 0.05$) as well as for regional samples ($p = 0.01$). Location significantly influenced teachers' satisfaction with funding ($p < 0.05$) where as it did not for utilization of funds ($p > 0.05$). Location significantly influenced teachers' satisfaction with terms and conditions of service ($p < 0.05$). Qualitative findings indicated general dissatisfaction with service delivery in all locations but more dissatisfaction was observed among teachers, pupils and parents of rural northern region. The study concluded that location had an influence on pupils', parents' and teachers' satisfaction with service delivery. The study recommended a UPE policy review that takes into account (i) location effects on stakeholder satisfaction with UPE service delivery and (ii) institutionalizes mechanisms to address local impediments to service delivery especially in rural and northern region including enforcement of regular school inspection, supervision, refresher teacher training, adequate recruitment of teachers, facility standards, mandatory governance training for Head teachers, timely and regular disbursement of funds to schools, increment of funding to cater for local peculiarities, allowing schools to mobilize funds, improvement of teacher terms and conditions of service and enforcement of teachers' incentives in hard to reach and stay areas.

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