

THE IMPACT OF PRIVATE EDUCATION SECTOR TO THE DEVELOPMENT OF  
BUKIMBIRI SUB COUNTY, KISORO DISTRICT

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**DECLARATION**

This research report is my original work and has never been presented for any award of a degree or any other academic award by any college or other institution of learning

Signature\_\_\_\_\_

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Date 15th feb. 2021

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**MR. TIBESIGWA DAVID**

## **APPROVAL**

This research report has been under my supervision and is now ready for submission to Kabale university with my approval.

**KABURAHONA ALOUIS**

Date:21/02/2021

" (SUPERVISOR)

## **DEDICATION**

I dedicate this research report to my wife and children. you all supported me both spiritually and financially. My God reward you abundantly

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## **Abstract**

African countries embraced structural adjustment programs under the advisement of World Bank and International Monetary Fund (IMF) in order to improve access to and participate in basic education for all; improve learning outcomes and improve equity in educational opportunities. The policy of privatization has been taken into all spheres of the economy which is very critical to realize elements of development and equity of the "developing nations"

African Economies usually manage to only fund a half of their budgets and therefore are reliant on donor aid. The education sector is one sector that has funded by donor money but is yet to witness a major change because it is still riddled with inadequate teachers, facilitation and other challenges. This has pushed governments; Bukimbiri sub county government being of them to open up the education spectrum to the public so that the "future leaders" are provide with education services at a --cheaper price" but of primary quality hence the countries witnessing growth and development of their economies. This Study found out that level of development in African education sector has increased youth innovativeness and entering the job market. Further it has improved learning outcomes and equity in educational opportunities. This has not happened in space but due to better infrastructure. political stability. political freedoms and rights, Governance and level of sciences and technology.

The study found out that privatization in the education sector has not really achieved what it set out to. Rural have cited primary fees as one of the major challenges and other institutional challenges mentioned include but not limited to: limited funding. stringent government policies; primary taxation. poverty. poor infrastructural development, corruption, unrest and population explosion (where infrastructure cannot handle the numbers). In recommendations, if some of these challenges are addressed Africa may surely rise up like china and other Asian tigers that have become an education destination

## CHAPTER ONE

### INTRODUCTION

This chapter presents the background to the problem, statement of the problem, and outlines the purpose of the study, the study objectives, research questions, and significance of the study.

#### **1.0. Background of the study**

Privatization is part of a broader shift towards "managing .. rather than directly providing the public \With services yet often times reduces government control over the performance of services (Keane et.al. 2002). Governments faced ideological and financial pressures from World Bank and International Monetary Fund (IMF) to privatize services (Sclar, 2000, Osborne and Gaebler, 1993, Savas, 1987). The IMF and World Bank encouraged African governments to embrace privatization expecting foreign exchange deficits, will betage of resources controlled, improved service delivery with least concentration on the programmes requirement of more resources being provided to monitor performance (Sclar, 2000, Ramanadham, 1994 ). In context of these issues, the study explored the effects of privatization on performance of the education services provision in Kisoro District.

Education plays a pivotal role in a country's overall development including industrial, social, economic and others. Education like other spheres of societal life is meant to be a right to all and freely provided by the state. According to Francese et. al. (2015) it is only the developed Countries and states that traditionally hold a strong monopoly in this sector dominating it through public institutions or at least by public funding and it remains unchallenged. While in developing Countries, states in 2015 committed themselves to provide education services to all their citizenry but alas have failed due to conflict in the region and lack of financial, human and institutional capacity among others. This has led the states calling upon the private sector to invest in the education sector. In Bukimbiri sub county, there are over 10,000 primary and secondary schools owned by private individuals and over 20 privately owned universities. It is therefore against this background that the paper poses a question "can privatization of the education services provide quality and cheaper education to Bukimbiri sub countyns than the state?"



## **Statement of the Problem**

Bukimbiri Sub County's education system like the other government departments will be deteriorating at a very fast rate being riddled with corruption. slow systems and yet very poor service delivery and fewer places in the District offering services to the citizens. Privatization being a policy from government to minimize financial indiscipline and will bet age of resources but also improve on service delivery will be welcomed with mixed reactions in the public domain.

Some people won and other lost livelihoods but when the government opened up space in the education sector most people who had retired jumped on board and have since created employment opportunities but also increased on quality and accessibility of education services to both the rural and urban poor at very affordable prices.

## **1.2 Objectives of the Study**

1.2.1. To examine the Impact of privatization of education sector on Bukimbiri sub county  
1.2.2. To analyze the challenges of privatization of education sector in Bukimbiri sub county  
1.2.3. To Assess the opportunities of privatization of education sector in Bukirnbiri sub county

## **1.3 Purpose of the study**

The purpose of the study is to find out the impact of privatization of education to the development of Bukimbiri Sub county. Kisoro district

## **1.4 Scope of the study**

### **J.4.1 Geographical scope**

The study will be done in Bukimbiri Sub county in Kisoro District. This is found in South Western Part of Uganda. it will be done in different primary schools

### **J.4.2 Content scope**

The study mainly will deal with the impact of private education sector on the development of bukimbiri sub county, Kisoro District

## **1.5 Significance of the study**

The main purpose of the study will be to find out the impact of private education sector on the development of Bukimbiri Sub county Kisoro District. This study will be able to benefit the following categories of people including; educational planners. policy maker. future researchers and local council community.

The study will benefit future researchers and academicians interested in researching on the impact of private education sector on the development Bukimbiri Sub county Kisoro District ..

The government of Uganda will get adequate knowledge about the impact of private education sector on the development of bukimbiri sub county, Kisoro district. This will help them to suggest and put measures to curb down problems.

## CHAPTER TWO

### LITERATURE REVIEW

Privatization refers to policies promoting liberalization and de-regulation that leads to the establishment of a market (Lubienski and Lubienski, 2006). According to Fransec et. al (2015), countries embarked on privatization of education convinced that efficiency of the school system will increase in two ways: by reaching the unreached thus improving learning outcomes by way of fostering competition. In their seminal work. *Politics, Markets and America's Schools*. Chubb and Moe ( 1998) acknowledged that autonomy of private schools is said to lead to better performance in terms of clearer goals. stricter requirements. greater stress on academic excellence. Furthermore. the consumers have a choice which kind of education products they can purchase and which services they need. However. privatization has proved to be expensive in the long run for parents and is for profit making.

According to research, privatization has led to a remarkable growth in the creation and advancement of national assessment and quality assurance systems, seeking to improve the quality of information that consumers have to make better choices, both at individual and collective levels (Benveniste, 2002). In India, according to ..... , propelled it to being the second largest in the world and one of the most sought after in Asia. The privatization of education in Africa helped amongst other reasons in improving access to and participation in basic education: improving learning outcomes and improving equity in educational opportunities.

In Africa in areas where government institutions are lacking low cost schools have come up hut often with low tuition fees. unqualified teachers. poor infrastructure to address the education need (Ohba. 2013, Schirmer et.al. 2010). However much the private institutions serve a great purpose in the communities, they still fail to meet requirements to register with governments. For instance, in Nairobi, Kenya. only 11 per cent of low-cost schools were registered with Ministry of Education (Ngware et.al. 2013). Jn Uganda, Bridge schools a low cost primary school with poor infrastructure went to "war" with government over its registration and some of its branches were closed off in 2018. With such challenges it does not mean that they are of low standard and

quality as Ashley et.al. (2014) pointed to stringent regulations that government use to hold them "in".

According to research, privatization of education has challenges like questioning of issues of equality amongst the consumers who can afford it (Levin, 2001 ). However, some critics will say that privatization is a pre-requisite for a strong public school system, social equity and according to Campbell (2005) and Kolbeg (1992) there is always a trade-off between socio-economic efficiency and equality.

## **RESEARCH METHODOLOGY**

In order for the proposed research objectives to be achieved appropriate research methods are a key step to achieving this. Therefore, the researcher will rely on a mixed research methodology where exploratory sequential design will be the guiding strategy of inquiry in this study. This design will be used to first collect qualitative exploratory data, which will be analyzed and the findings used to develop a psychometric instrument well adapted to the sample under study (Creswell, 2014 ). This design helped the researcher to develop a new instrument and data for example informal information will be gained from qualitative research which may not be available when just focusing on quantitative methods since some relevant information will be not quantifiable and would be C\cluded from consideration when not applying both methods. For example this design has been used in PCMH studies to best explain improved care (Creswell. & Plano, 2011 and DeVellis. 2012).

In the study. data will be collected from 100 respondents using both secondary and primary data sources. Primary data will be collected through unstructured in-depth interview. The researcher also used secondary data information such as, different studies, documents, reports, publications, discussion papers in journals, books, international and regional conventions, electronic resources from internet were also reviewed. In order to validate the data obtained via interviews and come up with an understanding about the impact of privatization of education on rural , the researcher held two (02) focus group discussions (FGD) with (One FGD consisted of 10 participants).

With regard to the sampling technique, the researcher employed purposive and snowball sampling: both were used as the research process will be one of "discovery" rather than testing of hypotheses. Purposive sampling will be used on and education officials in Kisoro District snowball sampling will be used to get the rural who participated in the study. The sample will selected from the target population on the basis of their accessibility and convenience to the researcher.

### **Data Analysis**

Qualitative data analysis will be done in three (3) stages as (Sarantakos, 2003) suggests which include; data reduction- a process that involved a careful reading of the recorded material, identification of main themes of the studied process and classification of the material for the sole

reason of analysis. Also. data organization- a process of assembling information around certain themes and points, categorizing information in more specific terms and presenting the results in text form. Finally. interpretation-.a stage that involves decision-making and drawing of conclusions related to the research objectives. Identification of patterns, discovering trends and explanations were part or the process. ATLAS.it and SPSS software were employed to help in the analysis of the data which techniques were useful in that it allowed the researcher to identify and categorize the data according to study objectives.

### **3.2 DATA COLLECTION METHODS**

Combination of research study instruments will be used and data was collected using instruments like observcllion, documentation. self-administered questionnaires and interview guide questionnaires. These methods will be used especially to enable the researcher to get different views. opinions and attitudes from respondents.

#### **3.2.1 Documentation**

This refers to the process of recording something during the research study, documentation method will be used by the researcher whereby during the interview session, the researcher recorded all the responses given by the respondents as stated in the interview guide questionnaire.

#### **3.2.2 Questionnaires**

Self-administered questionnaires enabled the researcher to get different views opinions and attitudes from respondents and data collected was analyzed to generate rich findings. selfadministered to respondents especially to help the researcher to generate appropriate and reliable information from the respondents. Conversely, close ended and open ended questions were designed by the researcher to assess the impact of private education sector to the development of bukimbiri sub county

#### **3.2.3 Observation**

Observation method refers to the collection of information by way of investigators own observation, without interviewing the respondents. The information obtained relates to what is

currently happening and is not complicated by either the past behavior or future intentions or attitude of the respondents. This method was used by visiting respondents at their places of work.

### **3.2.4 Interview Guide**

Here a face to face discussion was conducted by the researcher together with the respondents in order to get the necessary information for the research study. The researcher used open and close ended questions respectively that targeted to get a wealthy of information. This involved a face to face interview that helped the research study to get depth information about the the impact of private education sector to the development of bukimbiri sub county

### **3.3 Procedure for data collection**

The study carried out both primary and secondary data. Primary data is original information collected especially for the problem investigated. Data was collected using self-administered questionnaires and interview guide questionnaires while on the other hand secondary data is *the* information that is found in books or other researched work on the same problem. This involved looking through proposals, records, newspapers, journals, text books and Magazines before leaving for data collection, questionnaires could be submitted to the research supervisor for approval.

### **3.4 Data quality Control.**

#### **Data quality control**

The researcher ensured that at the end of each working day, all questionnaires were properly filled, standardized them before adoption for use. errors collected on spot at the interview venue to ensure competence and correctness.

Data collected was in addition analyzed manually using frequency distribution tables.

### **3.5 Validity and reliability of Instruments**

Validity is the accuracy and mean fullness of inferences which were based on research results (Mugenda and Mugenda 1999).

It is considered to be the degree to which results obtained from analysis of the data actually represent the phenomena under study. According to Borg and Gall (1989) validity a pilot study

was conducted in with in Bukimbiri subcounty in Kisoro district and their reponses will included in the study.

Moreover validity of the questionnaires was also obtained by presenting it to four professional people, including the research supervisor because according to Amin (2005) content and construct validity of the questionnaire will be calculated by using the content validity index formulae and as Kathuri and Palls (1993) argued instruments with validity content.

### **3.6 Data analysis**

Data analysis is the final stage of research system. Data will be analyzed using descriptive statistics such as percentages and frequency distribution tables will be generated to describe the impact of packaging on the market of a product, data was thematically organized in line with the research questions under investigation to allow easy discussion analysis and interpretation



**CHAPTER FOUR**  
**DATA PRESENTATION, ANALYSIS AND INTERPRETATION**  
**OF THE STUDY**

**FINDINGS 4.0 Introduction**

This chapter presents the data presentation, analysis and interpretation of the study findings. **4.1**

**Characteristic of respondents.**

**Table 4.1: Sex of the respondents.**

sex	Pupils	Teachers	Head teachers	Parents	Total	Percentage
Male	35	12	3	35	85	48.6%
Female	40	08	2	40	90	51.4%
<b>total</b>	<b>75</b>	<b>20</b>	<b>5</b>	<b>75</b>	<b>175</b>	<b>100.0%</b>

**Source:** Respondents from sampled schools

51.4% of the respondents were females the majority 48.6% of the respondents were males. Males were the least.

**Table 2: Categories of respondents**

Categories	Females	Percentage
Pupils	75	42.9
Teachers	20	11.4
Head teachers	5	2.8
Parents	175	42.9
<b>Total</b>		<b>100.0</b>

**Source:** Field work 2019

42.9 % of the respondents were pupils in primary schools. 11.4% of the respondents were teachers.

Teachers were responsible to cater for pupils in primary schools.

42.9% of the respondents were parents. Parents were many because every pupil has a parent 2.8 % of the respondents were head teacher. Head teachers were the least of the respondents because of their position as school administrators.

#### 4.2.0 Interpretation of the study findings

The interpretation was done in academic to the responses from the research questions basing on the study objectives.

#### 4.2.1 Research question one

##### What are the causes of private education sector in primary schools'?

Many respondents revealed that there were causes of private education sector in primary schools.

**Table 4.3 Responses from pupils and parents.**

Responses	Parents	Pupils	Total	%
discipline	30	27	57	38.0
poor learning	25	25	50	33.3
lack of inspiration	20	23	43	28.7
<b>Total</b>	<b>75</b>	<b>75</b>	<b>150</b>	<b>100.0</b>

Source: field work 2019

38.0% of the respondents revealed that indiscipline had caused private education sector is caused by indiscipline. 33.3% of the respondents revealed that poor learning environment had caused absenteeism among teachers. Some of the teachers were not contented during teaching and learning process. This led to inefficient teaching.

28.7% of respondents revealed that lack of inspection during teaching and learning process had caused private education sector

Some of the teachers absentee themselves due to lack of inspections

**Table 4.4 Respondents from teachers and head teachers**

Responses	Teachers	Head teachers	Total	%
discipline	8	3	11	44.0
Domestic chores	5	1	6	24.0
Poor living conditions	7	1	8	32.0
<b>Total</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>100.0</b>

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Source: Field work 20 19.

44% of the respondents revealed that indiscipline had caused absenteeism among private education sector led to inefficient teaching. 24% of the respondents revealed that, domestic chores had caused absenteeism among teachers in rural areas because they were interested in domestic chores such as self-help projects compared to teaching. 32% of the respondents revealed that, poor living conditions had caused absenteeism among teachers. Most of the teachers were not contented with their salaries. This led to absenteeism of teachers.

**RESEARCH QUESTION TWO: What are the effects of private education sector on pupils' academic performance at PLE in Math in primary schools?**

Majority of the respondents revealed that, there were effects of private education sector on pupils' academic performance in Mathematic at PLE

**Table 4.5. Responses from pupils and parents**

<b>Responses</b>	<b>Pupils</b>	<b>Parents</b>	<b>Total</b>	<b>Percentage</b>
Inefficient teaching	30	35	65	43.3
Lack of private education sector	25	18	43	28.7
Automatic promotion	20	22	42	28.0
<b>Total</b>	<b>75</b>	<b>75</b>	<b>150</b>	<b>100.0</b>

**Sou rec:** Field work 2019

43.3% of the respondents revealed that, inefficient teaching had effect on pupils' academic performance in Math at PLE. Inefficient teaching led to incomplete of syllabus. 28.7% there respondents said that automatic promotion among pupils had an effect on their academic performance in Mathematics in primary schools. Some of the teachers absentee themselves knowing that there was automatic promotion at the end of the year.

**Table 4.6 Responses from head teachers and teachers**

Factor	Percentage	Number of Respondents	Total
Lack of continuous assessment	28%	7	25
Inefficient teaching	52%	13	25
Lack of private education sector	25%	6	25
<b>Total</b>			<b>100</b>

**Source:** Field work 2019

52% of the respondents revealed that inefficient teaching had an effect on pupils' academic performance in Mathematics at PLE. Inefficient teaching led to private education sector hence incomplete of the syllabus. 25% of the respondents revealed that, lack of private education sector of teachers during teaching and learning process had an effect on pupils' academic performance. Teachers work were not motivated hence lost interest in teaching effectively. 28% of the respondents revealed that. lack of continuous assessment had an effect on pupils' academic performance in mathematics at PLE. Some of the teachers had failed to carry out continuous assessment among pupils during teaching and learning process.

**CHAPTER FIVE**  
**DISCUSSION, CONCLUSION AND RECOMMENDATIONS**  
**OF THE STUDY**

**FINDINGS 5.0 INTRODUCTION**

This chapter presents the detailed discussions, conclusions and recommendations of the study findings. The study findings will be based on the responses from the research objectives in chapter one. It will also present the areas for further studies

**5.1 DISCUSSION**

Discussions were made on the study findings in accordance with the study objectives in chapter one. Basing on the research question one about the causes of private education sector in primary schools, discussions were made on indiscipline, poor learning environment, lack of inspirations and domestic chores

Indiscipline among teachers had caused absenteeism of teachers in their primary schools. Some of the teachers deny the norms of the school hence creating absenteeism among learners. This was in line with Matabi N (1993) who stated that an undisciplined person stubborn and hard to control

Poor learning environment had caused absenteeism among pupils knowing that there is automatic promotion. Some of the teachers did not teach effectively knowing that there is automatic promotion. This was supported Nsereko. L (2001) who stated that there was need to review on automatic promotion that had contributed on private education sector

**5.2 CONCLUSION**

From the study findings, the researcher concluded that, on research question one about the causes of private education sector there were indiscipline, poor learning environment, lack of inspection and domestic chores among teachers

On research question two about the effects of private education sector on pupils academic performance. the researcher concluded that there was inefficient teaching, lack of private education sector, automatic promotion and lack of continuous assessment

### **5.3 RECOMMENDATIONS**

From the study findings, the following were recommendations;

On research question one about the causes of teacher absenteeism, the researcher recommended that;

- Indiscipline among teachers should be reduced in primary schools
- There should be a conducive learning environment in primary schools.

- There should be regular inspection in primary schools by stakeholders.

- Domestic chores among teachers during school hours should be reduced

On research question 2 about the effects of private education sector on pupils' academic performance, the researcher made the following recommendations.

- Teachers should teach effectively to improve on pupils' academic performance

- Automatic promotion of pupils should be reduced in primary schools.

- There should be regular continuous assessment during teaching and learning process in primary schools.

Head teachers need to carry out continuous assessment and evaluation on pupils' performance and monitor teachers during teaching and learning process. Lack of continuous assessment during teaching and learning process would have effect on private education sector and this would affect pupils' academic performance in primary schools.

Lack of involvement of stakeholders in school activities would have an effect on private education sector and this would affect performance in primary schools

There is need to review on automatic promotion had contributed to private education sector as teachers mindless about effective teaching. This would affect pupils' academic performance in primary schools.

### **SA AREA FOR FURTHER STUDY**

The causes of pupils' academic performance in primary schools

The effects of private education sector on pupils at Primary Leaving Examination (PLE).

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