

**EXPLOITATION, A HINDRANCE TO TEACHER-EFFICIENCY IN U.P.E.
SCHOOLS: A CASE STUDY OF LUBAGA DIVISION – KAMPALA DISTRICT**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTER’S DEGREE IN
RELIGIOUS AND THEOLOGICAL STUDIES OF
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DAVID LUBUULWA B.A. (SOC&PH)

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DECLARATION

I, Lubuulwa David, declare that this DISSERTATION is my original work arrived at through literature review and field work under the guidance of the supervisors and the help of the informants. To the best of my knowledge, it has never been submitted to any university or higher institute of learning for any academic award.

.....

Lubuulwa David

Date.....

APPROVAL

This work has been thoroughly supervised and approved to have fulfilled the requirement leading to the award of a Master's Degree in Religious and Theological Studies of Makerere University. Therefore, this dissertation has been submitted for examination with the approval of both supervisors.

Sign

.....

Rev. Fr. Dr. John Baptist Kiggundu
(1st Supervisor).

Date:.....

.....

Rev. Fr. Dr. Lazarus Luyinda
(2nd Supervisor)

Date:.....

DEDICATION

I dedicate this work to all teachers who work under various exploitative conditions. I also dedicate it to individuals, groups and organisations who work tirelessly towards the alleviation of this injustice.

I also dedicate it to my parents: Mr. and Mrs. Kateregga and to all beloved relatives and friends for their continued physical and moral support

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LIST OF ABBREVIATIONS

ABBREVIATION	FULL MEANING
EFA	Education For All
GNP	Gross National Product
GDP	Gross Domestic Product
GS	Gaudium et Spes
IMP. V	Implementing Variable
IV	Independent Variable
LV	Latent Variable
MDGs	Millennium Development Goals
MP	Member of Parliament
NGO	Non Governmental Organizations
PAYE	Pay As You Earn
PRSPs	Poverty Reduction Strategy Programs
PTC	Primary Teacher's College
SMCs	School Management Committees
UGX	Uganda Shillings
UNATU	The Uganda National Teachers' Union
USAID	The United States Agency for International Development

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ABSTRACT

The study was set out to contribute to education management theory and practice by establishing the thesis that exploitation of UPE teachers is a hindrance to their efficiency. Consequently, this research sought to avail a solution to this plight of exploitation among UPE teachers and teachers in general in today's society. Most importantly the study seeks to examine and know how exploitation of teachers results into their inefficiency. This study was conducted in order to highlight the exploitative instances within the working environment of teachers and try to suggest the way forward in curbing the situation.

There was a necessity and desire to advocate for an exploitation free environment for teachers and in so doing improving their overall efficiency at schools. There was a desire to see to it that the UPE teachers have relatively higher and timely salaries, get rewarded for extra hours of work, handle classes with a fairer teacher-pupil ratio, have adequate physical classroom facilities, are not overloaded and enjoy some fringe benefits or incentives. The study was also motivated toward building a mutual understanding between school administrators and the teachers.

A combination of qualitative and quantitative method was applied and data collected via interviews, questionnaires, observation and literature review. The study relied on both secondary sources and government publications related to education in general and UPE in particular. Data were summarized and coded into themes and sub-themes from which conclusions and recommendations were drawn.

The study found out many themes of interest as pertains the topic of research. The salient findings included absenteeism, poor time management, use of poor teaching and assessment methods, professional misconduct and the inability to complete the syllabi. All these account for the forms of inefficiency among the UPE teachers.

The study concluded that ensuring an exploitation free environment is indispensable for teacher efficiency. This study recommended that human rights organs should intervene to try and alleviate this situation. Important too is the need for the government to increase the teachers' salaries and introduce job incentives by allocating more of the annual national budget to education. Teachers should also form unions to agitate for their rights; these should not be sabotaged by some members or the government. It is against this background that the study critiques and gives recommendations to alleviating the exploitation of UPE teachers in Lubaga Division – Kampala District.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Exploitation of workers is a common phenomenon in society world over. It is rather more rampant in third world countries where workers' rights are rarely upheld. UPE teachers as part of the work force in schools too face numerous forms of exploitation. Exploitative instances like working for long hours without a directly proportional wage, having to handle over-crowded classes and going without mid day meals at school are common. Teachers are forced to take extra periods for weak pupils without payment while female teachers are granted too short maternity leaves (Nakpodia, 2010).

Owing to such forms of exploitation, teachers find themselves in an oppressive state. Such teachers cannot afford even the basic life requirements like medical treatment. They cannot live dignified social lives because of their weak financial muscle. Youngsters even detest publicly admiration to becoming future teachers because of the miserable lifestyle lived by the teachers. They would rather become medical doctors, or even engineers.

Exploitation of teachers in the UPE system of education is so critical. The UPE program having been introduced in 1997 meant that teachers would be needed more than ever before. In his online article, Nakpodia (2010) notes that the importance of the teachers in any educational programme cannot be over stressed and is quite fundamental in the Universal Basic Education programme. The success or failure of it will depend upon the teachers because of the nature of

the programme which needs many more teachers to handle the bulk. There is therefore a dire need to handle with care such an invaluable and priceless asset if the UPE program is to succeed.

Exploiting teachers is bound to bring about several other situations. There will be more teachers abandoning the profession, besides the inefficiency exhibited by the teachers at their job. Teachers will be less committed because more time would be spent in trying to financially make ends meet. At the end of the day, pupils will stand to lose because of the less committed teachers. In trying to alleviate the exploitation of his time, Karl Marx (1818-1883) noted that exploitation was not only just about the level of wages received, or working conditions, but was also the very process whereby capitalism creates profit out of the work we do (online site, Bala Fria). This is quite pertinent to the teachers' situation in the UPE education system. A number of efforts and struggles have been made by workers and various organizations or persons to alleviate workers' exploitation. In 1891 Pope Leo XIII expressed the Church's concern on the conditions of workers. Addressing the same "social question", Pope John Paul II (1981), like Leo XIII, his predecessor, condemned the harm and exploitative injustices which penetrated work. Various individuals and organizations such as the International Labor Organization (ILO) (Wegner Act, 1935) also came up to fight exploitative conditions at the work place. These bodies fostered the enactment of the workers' rights. Although initially reluctant and resistant to the enactment of new legislation on labour, a combination of forces compelled the Government of Uganda to adopt new labour laws in 2006 (Barya John-Jean, 2007).

The exploitative conditions in which the teachers in UPE schools continue work are worrying. This prompted the researcher to find out if the forms of exploitation to these teachers are a hindrance to teacher efficiency in UPE schools.

1.2 Statement of the Problem

The introduction of universal primary education in 1997 with the support of numerous external donors rejuvenated education in Uganda. However, while access to education has improved, its quality has significantly declined. In most cases, enhancing pupil performance in schools is strongly linked to efficient teaching. But it is also important to note that the teachers' performance is triggered by providing them with enough incentives as well as looking into the exploitative conditions that they work in. Teachers seek jobs in places like schools in order to satisfy their varied needs. But the general outcries of teachers in UPE schools are the overall wanting working conditions that include poor remuneration. Talemwa Moses (2009) notes with concern that Universal Primary Education (UPE) schools register poor performance which is evidenced in the primary leaving examination results. This situation depicts a deficiency in total dedication and devotion to the job being remotely yet actively caused by the exploitation at school.

Ideally any system, when well facilitated, is expected to operate at high efficiency levels. Consider a motor vehicle system where all its parts are properly serviced; this vehicle will perform so efficiently. The inefficiency of a part affects the entire system and thus the overall efficiency will be affected. Comparatively, any school teacher will perform efficiently if life demands are catered for. In such a situation where the teacher is well facilitated, efficiency is

assured as well since there will be total devotion and dedication to the job because little time is spent in filling other basic life gaps which according to right ought to be and yet are not satisfied by school facilitation. The researcher will therefore will show that the exploitation to teachers is a hindrance to teacher efficiency in UPE schools.

1.3 Objectives of the Study

1.3.1 General Objective

To contribute to management theory and practice by establishing that exploitation is a hindrance to teacher efficiency in UPE schools.

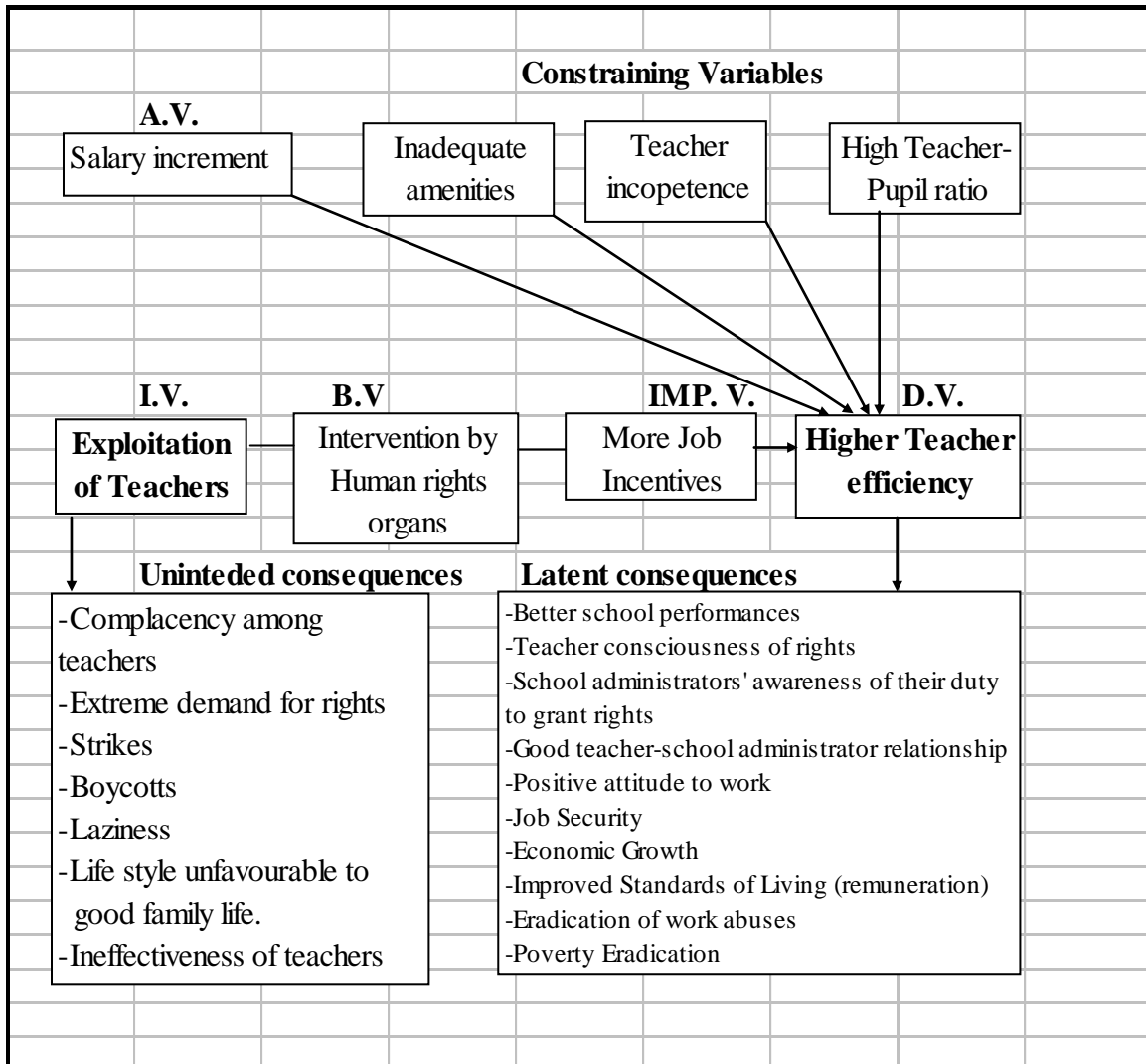
1.3.2 Specific Objectives

- To find out the forms of exploitation of teachers in UPE schools in Lubaga Division, Kampala District.
- To explore the Teacher-inefficiencies in UPE schools in Lubaga Division, Kampala District.
- To examine the relationship between the School administrators and the teachers and amongst teachers in UPE schools in Lubaga Division, Kampala District.
- To show that there is an inherent and strict relationship between exploitation and teacher efficiency.
- To expose other factors that affect teacher efficiency in UPE schools in Lubaga Division, Kampala District.

1.4 Research Questions

- How have the teachers been exploited in UPE schools in Lubaga Division, Kampala District?
- Why does exploitation exist in UPE schools in Lubaga Division, Kampala District?
- How is teacher-inefficiency exhibited in UPE schools in Lubaga Division, Kampala District?
- How is exploitation related to teacher efficiency in UPE schools in Lubaga Division, Kampala District?
- How do other factors hinder teacher efficiency in the UPE system in Uganda?

1.5 Conceptual Framework



The mitigation of the exploitation to UPE teachers begets and warrants an improved efficiency of teachers. Salary increment as a complement can also guarantee improved efficiency of teachers. Given the introduction and increment of job incentives coupled with the intervention by human rights organs, the desired situation is realized. However, the study anticipates certain factors such as inadequate amenities, teacher incompetence and a high teacher-pupil ratio as threats to the advocacy of teacher efficiency. Undesired consequences such as complacency among teachers,

extreme demand for rights, strikes, boycotts, laziness, life styles that are unfavorable to good family life and ineffectiveness of teachers were considered as evil in comparison to the anticipated positive outcomes such as better school performances, teacher consciousness of rights, school administrators' awareness of their duty to grant rights, good teacher-school administrator relationship, positive attitude to work, job Security, economic growth, improved, standards of living (remuneration), eradication of teacher abuses, poverty eradication. Implementation of good recommendations helps to tie up such good ends.

1.6 Significance of the Study

The study findings, insights and recommendations will give enlightenment and alternatives to the Central and Local governments and in a special way to the ministry of education and sports and School administrators as they grapple with the improvement of the teachers' rights and the UPE educational program.

Further, the study is a necessary reference or a handbook to the educational officers and human resource personnel, teachers' unions (both locally and nationally) and Members of Parliament.

This study is an adequate resource material that can be consulted by education policy makers and School administrators in trying to improve on the efficiency of teachers in the schools where we find the UPE education program.

Finally, this research will be a handy reference to educational policy makers and implementers especially in the developing world, for it spells out how best to handle the teacher as an essential human resource in the education of a nation.

1.7 Operational/Functional definition of Key Terms

Exploitation

Exploitation is derived from the verb to exploit. To exploit simply means to treat somebody unfairly by making them work and not giving them much in return. Exploitation more explicitly refers to a situation in which somebody treats somebody else in an unfair way, especially in order to make money from their work. (Oxford Advanced Learner's Dictionary, 2000 6th ed., pp. 407-408).

Efficiency

According to the online Webster's New World College Dictionary, efficiency refers to the ability to produce a desired effect, product, etc. with a minimum of effort, expense, or waste; quality or fact of being efficient.

UPE Schools

These are the government aided primary schools as far as the Ugandan program is concerned that implement the goal of education for all. In December 1996 President Yoweri Kaguta Museveni launched a policy of Universal Primary Education (UPE) in accordance with the government White Paper on Education (Ministry Of Education And Sports 1992). Under this policy, government was to provide 'free' education to a maximum of four children from each family. This has now changed because President Museveni has now said that 'all children of school-going age should benefit from Universal Primary Education (UPE) (Olupot M., 2002).

1.8 Scope of the Study

The study centers on the UPE teachers (as the target group) whose efficiency (levels and quality of output) is affected by the exploitation they face at their job. The UPE schools chosen for this research are those found in Lubaga Division – Kampala District. Perspectives of the social teaching of the Catholic Church are incorporated in rapport with the current situation. Besides the exploitation of these UPE teachers and their efficiency at school, other considerations regarding teachers should not be expected in this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of several authors regarding the exploitation and inefficiency of teachers in UPE schools. The main concern is how they look at the exploitation of teachers and how this affects their efficiency at their work place. Particular focus is put on some educationists' contribution to the phenomenon, while also exposing the picture regarding the topic in other third world countries.

2.2 Exploitation of Workers

Landis Alex (2008) notes that most people who have jobs and work on a day to day basis need these jobs to earn a living, to buy food, to pay their rent/mortgage, help support their families, and to live a satisfied life. Unfortunately, it is this basic need for survival that can open up an employee to exploitation. There are many ways that an employer can exploit an employee, and here are the major ways in which he will do this: not paying the employee justly for the work done, not giving credit where it is due, overworking the employees, delaying the wages and offering no working materials yet expecting the work to get accomplished.

2.2.1 Exploitation of Teachers

Teachers, as part of the labour force in society, do face similar modes of exploitation. Chaturvedi Sunjay (2009) explicitly points out some forms of exploitation that teachers suffer. Among other things he enumerates the following. To start with, teachers are not paid the salary decided by the government. While on the one hand the parents are charged exorbitant fees on the pretext of high salaries of teachers (for the case of private schools), the teachers are paid meagre sums, which is

hardly enough for a respectful livelihood. In some schools the management is so mean that they get the teachers to sign on salary slips, which depict a salary which is higher than the actual one paid to them.

Not to talk of some frequent cases of sexual harassment, the teachers are actually treated as bonded labourers. They are made to be in the schools even in the times when there are no classes not because there is some urgent work but due to the feeling of the school managements that instead of paying them for sitting at home or even carrying out supplementary income generating activities, they should be made to sit at school.

They have to work extra time and no benefit (monetary or leave) is given to them (Pandey Sony, 2010). Female teachers are granted short maternity leaves (less than a month) and the salary is reduced during this time.

Teachers actually spend the entire day at school without even a midday meal. Chaturvedi (2009) again notes that it is also a known fact that the school managements use disrespectful words towards the teachers even in front of the pupils, which leads to enhancing indiscipline in the educational institutions.

2.3 Some Factors for Job Satisfaction

2.3.1 Remuneration

There is no more vital way for securing a just relationship between the worker and the employer than that constituted by remuneration. The relationship between the employer and the worker is

resolved on the basis of the wage that is through a just remuneration for work done (John Paul II, 1981, No. 19). It should be noted that the paying of wages/salaries is the employers' first obligation, taking precedence over all others. It is a grave form of exploitation to refuse to pay a just wage or not to give it in due time and in proportion to the work done (Lv. 19:13, Dt. 24:14-15, Jas 5:41). A just salary is characterized by respect of commutative justice calling for equilibrium between service and remuneration. The just salary is the legitimate fruit of work (CCC, No. 2434). John Paul II, (1981) elucidates that the key problem of social ethics is that of just remuneration for work done. Bargaining and contractual terms are not just determinants of the just wage because of urgent need, ignorance, or other factors, workers sometimes freely agree to terms of remuneration which are not fair (Devereux Alex, 2005).

A just salary must not be below the level of Substance (Leo XIII, 1891). Vatican II affirms the Church's teaching that payment for work must be such as to provide workers with the means for worthily cultivating their own and their dependents' material, social, cultural, and spiritual life (GS 66, 67). However, it still remains a big question on how to determine a just wage. It has resulted into agitation a minimum wage/salary.

2.3.1.1 Basic Pay

The basic pay for UPE teachers is UGX 200,000/-. UPE teachers have however expressed a lot of dissatisfaction with this monthly pay, even as it has just been recently raised to UGX 200,000/-. Joseph Miti and Al Mahdi Ssenkabirwa reported in the daily monitor (31st August, 2009) how the Uganda National Teachers' Union angrily attacked the Finance Minister Syda Bbumba over raising their salary. The chairperson of UNATU Ms. Margaret Rwabushaija was calling upon the Finance Minister to apologize to the teaching fraternity for having reportedly

told teachers to stop clamoring for a pay rise(the opposition's 2009/10 alternative budget had proposed an increment in teachers' salaries to UGX 400,000/-) since the UGX 200,000/- they currently receive was already exorbitant. The UNATU boss said the current PAYE threshold of 15% leaves teachers with nothing to take home. The teacher's salary is subjected to a number of deductions in the form of taxes and forced savings. Taxes include pay as you earn, local service tax among others. Forced savings go to the National Social Security Fund. UNATU has for years been pressing for the minimum teachers' salary to be raised to UGX 450,000/- (The Monitor, 31st August, 2009).

It is however difficult to adequately determine the minimum/basic pay for UPE teachers. This is because the needs for each of them vary from one teacher to the other. Secondly, their standards of living vary as all do not live in the same locations. Urban teachers tend to incur a higher standard of living compared to their rural counterparts. A higher salary level ought to be worked out by the central government, a sum that can ensure that teachers live a descent life.

2.3.1.2 Fringe Benefits

According to the UNATU website, retirement benefits and gratuity in Uganda are not paid in time and quite often the beneficiaries die before they access their pensions. Moreover, the procedures for retirement on medical grounds are so complicated and prohibitive.

UNATU continues to affirm that the teaching profession has increasingly become less attractive to the youth owing to various reasons including the portrayal of teaching as a low caliber job treated as a last resort. The demeaning conditions under which the long serving teachers retire

are discouraging. There is hence need to make the teaching profession attractive and to raise the entry points to the teaching profession as well as placing respectable fringe benefits around the profession.

With the current macro-economic concerns, there must be a particular system or policy specific to teacher salaries, pensions or gratuity and mechanisms of paying it. Teachers' salaries should be determined according to sector needs as opposed to macro-economic policy requirements if Uganda is to attain the Education For All (EFA) and the Millenium Development Goals (MDGs) related to education.

2.3.2 Working Conditions

In most UPE schools the working conditions of teachers leave a lot to be desired. In some schools, the teachers have a few scholastic materials to be used during the lessons. There is a considerable lack of infrastructure (Classrooms, sitting and writing materials). In some schools there's only one pit latrine to be shared by both teachers and pupils, and the school has only one tap for the provision of water (Juuko and Kabonesa, 2007). The conditions for expectant mothers are undesirable. There are only short periods of maternity leave of just only 3 weeks. Such appalling conditions demoralize the teachers hence reducing their overall efficiency in their duties (Juuko and Kabonesa, 2007).

2.4 Formation of Teachers' Unions: a Remedy to Exploitation

Teachers' unions in the third world are committed to teacher development, welfare and professionalism, ensuring learners' access to and completion of quality public education, gender

mainstreaming, response to HIV/AIDS in the education sector, Institutional Capacity Development, Corporate Governance and Human Resource Development (Available at <http://www.unatu.org/union-services-02.asp>).

Most importantly, a teachers' union negotiates on behalf of the teachers. A teachers' union agitates for an improved status, better remuneration and working conditions, teacher friendly and appropriate education policies, professional, educational and self development and the enhancement of the improvement of the status of the teaching profession (Available at <http://www.unatu.org/union-services-02.asp>).

Many teachers' unions have adequately agitated for an exploitation free environment. However, it is mostly in the aspects of trying to improve on the low salary scales, prompt salaries and inclusion of fringe benefits and incentives. Less has been done in trying to seek reward as far as working for extra hours is concerned. Little is done about how best to proportionate the teacher-pupil ratios. Much still needs to be done in trying to lessen the heavy work load faced by the teachers.

2.5 Teacher Inefficiency

An inefficient teacher is unable to produce a desired effect with a minimum effort, expense, or waste. A teacher's efficiency is necessary for the improvement of the educational system. Considered as a focal point in the education process, efficiency of teachers paves the way for the formation of intelligent, morally sound, healthy, and responsible pupils. Efficiency in education does not refer only to the capacity of the teacher but also has something to do with the school's

standards of excellence which a teacher complements. Because the teacher and the learning institution are bonded by the same purpose and vision, the promotion of pupils' welfare is the ultimate mission. The realization of this ultimate mission is however encapsulated in the efficiency of teachers.

Nakabugo Mary Gorreti (2007) notes that in the education sector, teacher efficiency is hindered by a number of factors most of which are exploitative by nature. Some of these include: low and untimely salaries, lack of fringe benefits and incentives, working for extra hours without reward, handling voluminous classes and being overloaded by teaching many lessons. Such factors variously cause teacher inefficiencies as discussed below.

2.5.1 The Various Forms of Inefficiency

2.5.1.1 Teacher Absenteeism

According to Priyadarshini Mohan (2010), absenteeism is said to be there when a teacher fails to come to school when he is scheduled to teach. Absenteeism means absence of workers from the regular work without prior permission, notice or sanction. In brief, absenteeism means absence which is willful but avoidable. Priyadarshini (2010) goes further to identify some types of absenteeism, viz: authorized absenteeism, unauthorized absenteeism, willful absenteeism, and absenteeism caused by circumstances beyond one's control.

In his article, Priyadarshini (2010) also enumerates the general causes of absenteeism. Among other causes, she notes the following; nature of the work, poor working conditions, absence of regular leave arrangements, accidents, poor control, irregular transport facilities, lack of interest,

indebtedness, alcoholism and gambling habits, low level of wages and other miscellaneous causes.

Critically analyzing these causes of absenteeism, it can be realized that most of the causes of teacher absenteeism bear an accent of exploitation. His study however did not strenuously link exploitative factors to teachers and the consequent efficiency, a fact which is prevalent among UPE schools in Lubaga Division.

2.5.1.2 Poor Time Management

According to the free online encyclopedia Wikipedia, time management is the act or process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals.

Nwaka Chika (2010) in her online article on the effects of poor time management skills notes that poor time management brings about procrastination. Poor time management also brings about habitual lateness which can negatively affect productivity and giving an impression of being less serious or lazy even when that is not the case. Poor time management also leads to over extension of activities thereby not completing them in a given time framework hence creating inefficiency.

Nakabugo (2007) asserts that poor time management is very rampant in UPE schools. She goes on to list a number of factors that attest to this phenomenon. Teachers are poor time managers

firstly because they are paid low salaries, which are in most times very late. Teachers are therefore forced to engage other businesses in order to supplement on their monthly incomes. Besides wasting time in such income supplementing activities, the volume of work that these teachers handle makes them take longer time in completing a single task. For instance it takes a teacher longer to mark the books of a bigger class than a smaller one. Hence, the teacher turns out to be a poor time manager, not because he/she is lazy but because of a high teacher-pupil ratio. Nakabugo (2007) continues to note with concern that a heavy workload in terms of handling many subjects by an individual teacher is overwhelming, hence making him/her a poor time manager.

In Lubaga Division too, such factors that directly or indirectly affect time management are existent. Particular interest pertains low and delayed salaries, heavy workloads, high teacher-pupil ratios and absence of fringe benefits. Much as Nakabugo stresses these causes of poor time management of teachers, she does not directly group them into a set of exploitative factors that affect teacher efficiency as this study is set out to examine.

2.5.1.3 Use of Poor Pupil Assessment Methods

According to the web definition, pupil assessment refers to the evaluation of pupil learning through assignments, exams, and portfolios. Pupil assessment is one of the key issues in education because by it teachers can know if pupils have learned what they are trying to teach the pupils as well as knowing the effectiveness of the teacher's pedagogical skills.

Opolot Okurut Charles (2010) in an online article notes that about one third of the teachers in the study that he carried out reported the learning environment and the assessment methods as factors that hinder opportunity-to-learn mathematics. Similarly, the assessment of pupils' work and the provision of adequate feedback to pupils have become more difficult due to the large number of pupils. It is only pupils who sit at the front rows of the classrooms who benefit from the teacher's attention.

In his study Opolot (2010) made a fundamental discovery that the use of poor pupil assessment methods by UPE teachers is due to handling of large classes, inadequate provision of infrastructure as well as having a heavy work overload. He notes that the teaching methods that are used remain predominantly the traditional 'talk and chalk' mode of delivery. He found out that when teaching in large classes teachers provide fewer exercises and practice so as to reduce the amount of marking to do.

In Opolot's (2010) wonderful study however, nothing is mentioned as regards UPE teachers' exploitation as resultant of the teacher inefficiencies. This study is out to link the exploitation of teachers and their subsequent inefficiencies. The forms of exploitation faced by the UPE teachers in Lubaga Division are quite similar to the factors that Opolot (2010) lists as causative of hinderers to learning mathematics.

2.5.1.4 Use of Poor Teaching Methods

According to an online encyclopedia, Wikipedia, teaching methods can best be defined as the types of principles and methods used for instruction. There are many types of teaching methods,

depending on what information or skill the teacher is trying to convey. Class participation, demonstration, recitation, and memorization are some of the teaching methods being used. When teachers are deciding on their method, they need to be flexible and willing to adjust their style according to their pupils. Pupil success in the classroom is largely based on effective teaching methods.

Some of the effective teaching methods acknowledges Opolot (2010) require small class sizes. For instance, grouping pupils to accomplish tasks would be quite effective among pupils but the method may not be applicable to UPE classes whose teacher-to-pupil ratio is high. The same applies to such other methods like recitation which are greatly affected by handling large numbers.

Adelabu M.A. (2005) observed that the methods of teaching employed by the teachers in UPE schools in Lagos greatly depended upon whether they were happy at school. To him happiness consisted in having satisfactory salary scales(Adelabu did not however state the amount of a satisfactory salary scale), timely wages and fringe benefits attached to the job. He further elaborates that happy teachers are highly motivated and that they carry out their duties with passion and zeal. Such teachers employ effective teaching methods regardless of whether they are tiresome.

This is indeed a right observation by Adelabu (2005), however he did not put into consideration other exploitative factors that directly affect the efficiency of UPE teachers. For instance, he had

nothing to say about the effects of working for extra hours without compensation and having a heavy workload as it is the case among the UPE schools in Lubaga Division.

2.5.1.5 Professional Misconduct

Professional misconduct refers to behavior by a professional that implies an intentional compromise of ethical standards. It is the behavior outside the bounds of what is considered acceptable or worthy of membership by the governing body of a profession (Free online Business Dictionary).

Teachers should also mind about how they relate professionally with their colleagues. In this line, they should have respect for other colleagues, be loyal, have integrity, not be discriminatory, avoid defamation, avoid touting, avoid canvassing, encourage teamwork and settle disputes between colleagues. Towards learners, teachers should uphold learner's dignity and rights, be responsible for the educational programs, be empathetic, respect confidentiality, stick to their official remuneration and reject under the table payments from learners, avoid sexual misconduct and related abuse of office, not promote examination malpractice, not patronage illegal learner groups, be role models learners, avoid corrupt practices, not administer unauthorized corporal punishments, avoid any ideological influence and above all should ensure at all times that learners behave in a civil and disciplined manner. If teachers do anything contrary to the above stated code, then they have violated their ethical code (adopted from the Nigerian Teacher Code of Conduct approved by UNESCO).

Ssendagire Paul (2009) observed that the above teacher codes of ethical conduct mostly do apply in situations where there is negligible or no exploitation. However, in schools infested with such exploitations like low and delayed salaries, lack of fringe benefits, high teacher-pupil ratio and heavy workloads, several of the above codes are broken. He continues to sight examples of such scenarios. For schools where the wages are low, he observed incidences of corrupt practices among teachers, in particular ‘under the table’ charges for educational services. For instance some teachers do not teach what they are supposed to teach in class and end up conducting private tutorship to only those who have paid. Because of delayed salaries, some teachers are tempted to steal school property in an attempt to find money to settle their immediate bills.

Teachers are stressed by the heavy workloads coupled with the high teacher-pupil ratio. Ssendagire (2009) notes that such stressed and unhappy teachers are likely to administer heavy and unauthorized corporal punishments to pupils. Some teachers even promote child labour by forcibly using pupils to till their gardens.

Ssendagire’s résumé on the professional misconduct is quite good though most of the conclusion that he came to mostly apply to rural UPE schools. They however bear some accent of an urban setting where this study was centered. Lubaga Division UPE schools have teachers who have resorted to alcohol abuse in order to lessen the pressure of their exploitative environment in terms of low and delayed salaries and heavy workloads.

2.5.1.6 Inability to Complete Syllabus

According to the Research Findings of UPE Monitoring Project it was revealed that teacher-subject ratio is quite high with 1 teacher teaching 50 periods a week as was reported by Kampala district. Consequently, teachers have been unable to accomplish given periods because they are overworked.

Ofwono Opondo (2009) notes that dodging classes contributes to incompleteness of syllabi. He however did not clearly verify why teachers actually dodge classes. Teachers in Lubaga Division miss classes because they involve themselves in supplementary income generating ventures so as to meet their day-to-day needs and requirements.

Nakabugo (et. Al, 2007) observed that a heavy workload greatly accounts for the inability to complete the syllabi. A teacher loaded with as many as 6 subjects and with a total of 45 lessons per week is quite cumbersome.

Much as these writers tried to find reasons why syllabi are never completed in a given period of time, they did not acknowledge the fact that even in exploitative free environments, teachers tend to become complacent and lazy. They did not also demonstrate the fact that there is a strict and inherent relationship between these forms of exploitation and teacher inefficiencies, an opinion that this work is out to assiduously defend.

2.6 Relationship between Exploitation and Teacher Efficiency in UPE Schools

Kamuhanda P. (2006) shows teacher efficiency is directly linked to the quality and quantity of teacher remuneration. In Uganda, teachers and school administrators attach candid value to job amenities. In order to ensure teacher efficiency, school administrators try to motivate teachers using job amenities, incentives and fringe benefits like hospital and housing allowances, transport allowances and promotion on the job and others. Kasaija M. (1991) on the other hand observed that the teaching profession as a whole is beset by deficiencies in terms of teacher remuneration, which is why there is a lot of absenteeism, poor time management and failure to cover syllabi by teachers. This happens because teachers invest their time in supplementary income generating ventures.

In a closely similar tone, Okumbe J.A. (1998) found out that teachers' low pay is the greatest obstacle to attracting motivated and highly competent people to the profession. He goes on to argue that a low pay to committed teachers is exploitation. He explained that if teacher remuneration were to rise, higher quality education could be provided because teachers will be more committed, investing most of their time at their job.

Matsamura Evelyn Kiapi (2009) observes the increasing enrolment which has continued to mount pressure on the limited human resources, particularly teachers. Some classes, especially in the rural areas, have a high teacher to pupil ratio of up to 1:108. She observed that handling big classes while still earning the same amount is exploitation because more efforts are required especially in ensuring class control as well as using the prescribed standard teaching and assessment methods. She concludes that the efficiency of such teachers is highly compromised.

Talemwa Moses (2009) decried the overworking/overloading of UPE teachers with no incentive or reward offered. In a research that he carried out, he observed that UPE teachers teach at least three subjects a day on average, in all the districts that he surveyed. The highest number of subjects taught by teachers was found in Kyenjojo where teachers handle six subjects on average yet no pay rise is realized. This, he concluded, has an effect on the ability to offer good skills and cover the syllabi, as teachers appear to be overloaded.

Masaka teachers protested the delays in the disbursement of funds to run the schools. These funds cater for such things as teachers' salaries, as well as other school needs such as meals and purchase of scholastic materials. This is exploitation to teachers. Having toiled so hard throughout the month, one deserves his reward in time. This has, however, been caused by the bureaucracy and formalities in the government education system, as well as some officials diverting the funds for their own businesses (The Friday, March 5th 2010 Daily Monitor, (p. 25). The government also diverts UPE funds for other purposes as once reported by Kibuuka and Kirumira (2007) that the government was to divert 16 billion/- from UPE per year. Teachers will then seek to supplement their incomes in order to make ends meet in their financial needs.

Opolot (2010) finally notes that there is an inextricable link between work overload and teacher efficiency. In his research he found out that it is a fact of exploitation to appoint a teacher to handle more than 4 subjects besides the number of lessons per week. Work overload in this way compromises the efficiency of teachers as the quality of attention will be minimized because of fatigue.

2.7 Conclusion

This chapter has tried to review the related literature concerning exploitation in any society. And to do this, it was necessary to first understand the notion of exploitation and its various forms. For any form of exploitation there is an inherent breach of the worker's right. It was important too, to understand teacher efficiency and also explore how exploitation is a hindrance to teacher efficiency. Apart from exploitation in primary schools, there are of course other factors that would bring about teacher inefficiency and these have been well elaborated in this chapter. It was imperative to get to know something more concerning the Universal Primary Education in general and Uganda's situation in particular regarding the program. For Uganda's situation, the Salary policy in UPE schools is quite controversial hence a broader treatment in this work.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter gives an overview of the research methodology used in this study. The chapter opens with research design and study area. It then gives a detailed description of the sample and the sampling procedure used in this study and closes with the techniques used in data collection and the methods of data analysis.

3.2 Research Design

The study employed both the qualitative and quantitative paradigms to collect data on both exploitation and teacher efficiency. The various forms of exploitation faced by these teachers and how it directly or indirectly affects their efficiency in their struggle to teach the children of the nation are mainly analyzed. It employed both because data or information was not only expressed in a mathematical way, but certain information such as feelings, emotions and attitudes had to be described. It thus employed qualitative approach to record and explain non-verifiable data/information. The study also incorporated the quantitative approach to present measurable and verifiable data. The strategy was a case study because the area and size of the area under study would then be manageable and respondents and informants would be easily reached, and the sample findings would be generalized to all the UPE teachers in Lubaga Division – Kampala District and to the whole of Uganda.

3.3 Starting up

After the proposal was accepted and the interview checklist and questionnaire approved, the researcher obtained a letter of introduction to various authorities from the Dean of Studies. Then he proceeded to dispatch the questionnaires to the identified respondents and to make schedules for interview after training the research assistants and buying the necessary research materials. Then he embarked on data collection together with the research assistants.

3.4 Geographical Area and Population of Study

The study was conducted in Lubaga division. Lubaga division is one of the five divisions that make up the city of Kampala, Uganda. The five city divisions are: Kampala Central Division, Kawempe Division, Lubaga Division, Makindye Division and Nakawa Division. Lubaga Division is the largest division of all the five divisions (Kampala City Map, Appendix IV). The division takes its name from Lubaga, where the division headquarters are located. (Wikipedia, Free Online Encyclopedia, 2010).

Lubaga Division is divided into thirteen “wards” and these include: Kasubi, Nakulabye, Namirembe, Ndeeba, Najjanankumbi 1, Najjanankumbi 2, Kabowa, Lubaga, Lungujja, Luby, Busega, Nateete and Mutundwe (Map of Lubaga Division, Appendix III).

The area was selected because it offers a variety of schools with different characteristics such as rural and urban, good and poor performing schools, schools with teachers of varying qualifications, children of various economic, social and academic backgrounds, government schools and boarding and day schools.

3.5 Sample Selection and Size

Considering the scarcity of resources and nature of the responses needed, the researcher used a sample size of fifty (50) respondents. A cross-section of ten schools was surveyed from the study area for purposes of identifying five comparable schools in which the research was finally considered. In selecting the sample, the researcher used stratified random sampling. The study was divided into two strata and these were composed of school administrators (head-teachers), management committee members and teachers in five (5) UPE primary schools in Lubaga Division, Kampala District. The UPE schools chosen for research include: Busega Community Primary School, Kasubi Church of Uganda Primary School, Mapeera Primary School, Mengo Primary School and Namirembe Infants Primary School. However, the researcher selected respondents basing on occupation. The study covered all employees irrespective of their religion, age and tribe.

3.5.1 Selection/Category of the Respondents

Table1: showing the selection/category of respondents

CATEGORY	SAMPLE SIZE	PERCENTAGE
Management Committee Members	5	10.0
School Administrators	15	30.0
Teachers	30	60.0
Total	50	100.0

3.5.2 Sampling Technique

The sampling techniques incorporated were snow-bow sampling and non-probability. Snow-bow sampling was used because all respondents in a given school were not known, so one respondent would direct the researcher to another respondent. Non-probability was used because the study employed both qualitative and quantitative approaches.

Accidental sampling was also integrated because there was need to identify a specific group of people not only for purposes of convenience, but also to suit the objectives. The sampling and the deductive approaches were thus employed because the whole population was too big to reach out. This was because of the various limitations such as logistics, finance and effort.

3.6 Methods of Data Collection

This research incorporated the use of various methods in the process of data collection in a bid to come up with sound, concrete and credible research findings. The researcher therefore amalgamated the use of self administered questionnaires, observation, documentary analysis, and interviews in the process of collecting primary data. Respondents were assured of the confidentiality.

3.6.1 Interviews

The validity of the interviews was ensured by means of pertinent questions on the checklist. Probe questions were used to ensure the reliability of the responses. Using this method, the researcher held interviews with a cross-section of teachers in different schools. Oral interviews were used with both structured and unstructured formats. In the structured form, a certain order

of questions was followed. In the unstructured form, oral interviews were carried out and somehow flexible as one could change the format of the question depending on the type of respondent. Interviews were preferred in this research because they help respondents to give elaborate and unbiased research findings.

3.6.2 Questionnaires

To ensure the validity of the research questions used in collecting the desired information, the researcher pre-tested the questionnaire by having it given to some colleagues and some lecturers, who were told about the pre-testing. There was also a pilot-testing whereby a sample of people from a situation similar to the one to be examined were chosen and given the questionnaires to answer. All this helped the researcher to update the questionnaire.

During the research, the researcher administered questionnaires to teachers because they were convenient in data collection and less time consuming. The respondents were grouped into three different strata of management committee members, school administrators and teachers.

Secondary data was collected from mainly educational reports especially about the UPE system which complied with the objectives of the study.

3.6.3 Observation

This was carried out in a non-participatory manner. Non-Participatory observation ascertained what the respondents reported about the lack of fringe benefits like housing, high teacher-pupil ratios and being overloaded with classroom subjects. To clear all doubts, the “see and judge” approach was used, but also clarification was sought from the respondents. The under-cover observation technique made the teachers and school administrators to act freely without pretence

or hypocrisy, meaning that truthfulness of the respondents was ascertained. This was done at the frequency of 3 days a week.

3.6.4 Documentary Analysis

Various libraries were visited in search of the related literature. Public documents (the Ministry of Education and sports reports, teachers' code of conduct manuals, International Educational bodies such as UNESCO), internet (was particularly handy in comparing the subject of study in other African with the UPE policy), text books, articles, formal study reports were of great use to literature review. These documents were reviewed to give a general view of the types of exploitation to teachers and also to be familiar with the resultant inefficiencies.

3.7 Data Quality Control

Questionnaire: The validity of the questionnaire was ensured by the prior examination and pre-testing. It was presented to the supervisor to assess the correctness and relevance of the set questions, and then it was subjected to piloting with the help of some of the UPE teachers at Kinyamasika Primary School. Though it was difficult to test for the reliability of the questionnaire assessment was done, and a pilot study was also taken to at least ascertain its reliability.

Interview: The validity of the interview questions was ensured by subjecting the check-list to a pre-test and presented to the supervisor for assessment. As for the reliability, respondents were subjected to probe questions and similar questions were asked to see if the answers were the same. Any discrepancies were brought to the attention of the respondent. The question was asked

again and the truth was pressed for. To ensure the truthfulness of the responses from the respondent, consistence in the responses cleared the doubt.

Observation: The validity of observation was ensured by correct eye-sight and the correct phenomena to observe, while the reliability was ensured by correct eye-sight and more or less stable phenomena to observe. Sincerity and objectivity was ensured by avoiding prejudices and stereotyped tendencies of the observer.

Documentary analysis: The authenticity of documentary analysis was ensured by relating to the literature of competent researchers especially prominent educationists. Finally, literature findings were related to the objectives of the study as guided by the research questions and the conceptual frame work. Criticisms and evaluation were made and the gap identified which this study was set out to fill.

3.8 Data Organisation and Analysis Procedures

3.8.1 Data Organisation

Before analysis and interpretation commenced, the raw data were first organized. Data were transcribed from the tapes. Data banks were created for proper data management. The sources of data were ascertained, data collated, tallied, sorted and coded. Data files were opened up, coordinated with the pre-set categories and the objectives. The emergent themes were coded and files were opened up. Tallying and sorting of data were repeatedly done to ensure accuracy. Finally, analysis and interpretation followed in relation to the research goals.

3.8.2 Data Analysis Procedures

Data analysis was a continuous process throughout the research. The data were properly understood and liaised with the objectives and goals of the study. Focus was put on the key questions as guided by the topic and research questions which were mainly open-ended. This process also attested the statement of the problem. In the analysis of empirical data, scientific approach was employed where the data were subjected to verification or falsification. This was repeatedly carried out to ensure the validity of the findings and the pre-set themes. The emergent themes identified according to the responses were also subjected to further scrutiny to see whether they recurred and they were tabulated against the variables.

Further, coding and matching data were continued to organize the themes into coherent categories that were summarized and to bring meaning to the research. Description was made on each key theme and statistical illustrations in form of tables were made. In the process, alternative explanations, paradoxes, and contradictions were explored. The process was repeatedly done until relevant themes and findings were achieved. Finally, the importance of different themes was assessed and all the findings pertaining to each particular theme were assembled.

3.8.3 Interpretation

Interpretation was done concurrently with analysis. After organizing and analyzing, data was contextualized and interpreted in line with the research objectives. Verification whether data were in support of the interpretation was done. Further analysis and synthesis were enhanced to make findings meaningful and relevant. Interpretation employed both the qualitative and

statistical methods. Percentages were computed, and the relationships among the variables and themes were studied well and the implications drawn therefrom. Finally, conclusions were drawn and recommendations advanced—all knitted in a report that was presented in the form of a dissertation.

3.9 Limitations to the Study

i) The researcher encountered problems like limited funds to facilitate the study. However, this problem was overcome through improvising and soliciting of funds where possible.

ii) He also faced with limited time to conduct the research and denial of some information by respondents due to mistrust or suspicion especially since the topic touches people's job life.

3.10 Ethical Consideration

Before commencing the research, the researcher first explained to the respondents the purpose of the research to avoid inconveniences and misunderstandings about the purpose. The information collected was kept with maximum confidentiality and used only for academic purposes.

3.11 Conclusion

In this chapter the procedures and the methodology of the study used have been presented, as well as the strategy, design and the tools. Control measures and checks for the validity and reliability of the tools employed have been presented. Data coding, organization and analysis procedures used have been presented in anticipation of data analysis and the presentation of the findings therefrom in Chapter Four.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

Basing myself on the instruments and the methods described in the previous chapter, the study at this point presents the data that were obtained from the field. It gives an exposé and affirmation of the problem stated, aligned with the background of the study. Further still, the originality of the work is high-lighted, grounding in the basis for the conclusions and recommendations to be made in chapter five.

4.2 Demographic Characteristics of Respondents

4.2.1 Sex of respondents

The main intention of knowing the sex of respondents was to facilitate the researcher to get the reliable data and eventually arrive to the realistic conclusions. The conclusion which takes an aspect of gender balance in this study was important because the profession is practiced by both women and men. Furthermore, the reason for considering sex for this study was to know whether exploitation is gender exclusive. The summary of those findings are presented in the Table I below.

Table I: Sex of respondents

Sex	Frequency	Percentage
Male	27	54.0
Female	23	46.0
Total	50	100.0

Source: Fieldwork findings

To this end, the study showed that the gap between number of men and women was not big with only the difference of 4 men (8%) for men. More men were involved in the study that constituted 50 respondents as shown in Table I above.

4.2.2 Title of Respondents

This study was conducted through a cross section of management committee members, teachers and school administrators in the visited primary schools. Their break down is shown in table II below

Table II: Title of respondents

Title	Frequency	Percentage
Teacher	30	60.0
School administrator	15	30.0
Management committee member	5	10.0
Total	50	100.0

Source: Fieldwork findings

Of the 50 respondents interviewed during the study, 60% of the respondents were teachers, 30% were school administrators while only 10% involved a member of management committee.

4.2.3 Number of Years spent on Present Post

The respondents were asked the number of years they had spent at the present post. The relevance of this was to know their work experience vis-à-vis level of job satisfaction despite the exploitation. Knowledge of the number of years spent on a given post can also help in knowing whether different people suffer the same exploitation for different or same people (though this is not the objective of this study). Below are the findings summarized in table III.

Table III: Number of years spent in the present post

Number of years	Frequency	Percentage
Less than a year	15	30.0
1-3 years	13	26.0
More than three years	22	44.0
Total	50	100.0

Source: Primary data

From the above table, it can be shown that more respondents (44%) had spent more than three years at their present post, 26% had spent between 1-3 years and 30% had spent less than a year in the present position. A percentage of 30% of the respondents who had spent less than a year meant that there was high percentage of either changing the places of work or high rate of turn over.

4.3 Objective One: Exploitation of Teachers

The phenomenon of exploitation is rather critical. It was rather important to ascertain that the respondents actually know the issue at stake. Therefore the question of whether exploitation of teachers in UPE schools really existed. Table IV below is a summary of the responses.

Table IV: Do you think that there is exploitation of teachers in UPE schools?

Response	Frequency	Percentage
Yes	43	86.0
No	2	4.0
Not sure	5	10.0
Total	50	100.0

Source: Fieldwork findings

From table IV above, it was found out that 86% of the respondents assented that exploitation of teachers in UPE schools is rampant. Only 4% of the respondents denied that teachers in UPE schools are exploited. However, 10% of respondents reported that they are not sure whether exploitation of teachers in UPE schools is existent.

4.3.1 The Forms of Exploitation of Teachers

It is quite important to understand the various forms of exploitation of teachers in the UPE system. This knowledge in turn helps to evaluate the relationship between these forms of exploitation and the teacher inefficiencies. From the respondents, the following forms of exploitation were revealed: The table V below summarizes the data.

Table V: Forms of exploitation to teachers

Form of social injustice	Frequency	Percentage
Low Salaries	22	44.0
Teaching extra hours without pay	4	8.0
Delayed Salaries	2	4.0
High teacher-pupil ratio	8	16.0
Meager/no fringe benefits	6	12.0
Little/no physical classroom facilities	4	8.0
Work overload	4	8.0
Total	50	100.0

Source: Primary data

From the above table, as many 44% of the respondents complained of being paid very low wages (despite the serious commitment to their jobs) from which the NSSF is deducted, leaving them with an income so little to enable them live decent lives. To most of the respondents, this was the highest form of exploitation. Besides pay, 8% of the respondents believe that they are being

exploited when they take up extra hours of teaching and they end up not being remunerated for those extra hours. They do this out of need for pupils who they feel deserve to understand and pass better. 4% of the respondents assert that it is rather exploitative for their monthly salary payments to be delayed. They cannot cover their bills and other needs in time yet they keep on working at school. 16% of the respondents revealed that the high teacher-pupil ratio in UPE schools is a vivid and rather quite common form of teacher exploitation. Teachers have to incur a greater energy output in class control and assessment than when this ratio was lesser.

Fringe benefits such as housing, medical allowance, meal allowances as well as maternity and paternity leaves are quite important in the civil service. 12% of the respondents reported that only few of these benefits are granted. They established that the conditions are such exploitative that even benefits that are due to them by right such as the maternity leave are encroached upon. 8% of the respondents reported that a teacher is exploited when he/she works in classroom with limited physical facilities such as chalk, meter rules, textbooks and others. Teachers really struggle to make the pupils grasp the material yet they would have used teaching aids and other physical facilities. As many as 8% of the respondents regarded work over-loading as exploitative. A teacher loaded with as many as 4 subjects by the administration is bound to miss some classes because of fatigue.

4.3.2 Frequency of the Various Respondents to the Different Forms of Exploitation

Table VI: Respondents versus forms of Exploitation

Title of Respondents	Low Salaries	Teaching extra hours without pay	Delayed salaries	High teacher-pupil ratio	Meager/no fringe benefits	Little/no physical classroom facilities	Work overload	Total
Teacher	16	4	1	3	3	2	1	30
	32.0%	8.0%	2.0%	6.0%	6.0%	4.0%	2.0%	60.0%
School administrator	6	-	1	-	3	2	3	15
	12.0%	-	2.0%	-	6.0%	4.0%	6.0%	30.0%
Management Committee Member	-	-	-	5	-	-	-	5
	-	-	-	10.0%	-	-	-	10.0%
Total	22	4	2	8	6	4	4	50
	44.0%	8.0%	4.0%	16.0%	12.0%	8.0%	8.0%	100.0%

Source: Field findings

The title of the respondent was a determining factor on the nature of responses given in relation to the forms of exploitation of teachers. From the above table, it can clearly be seen that the management committee members only highlighted about the high teacher-pupil ratio as the only form of exploitation to teachers in UPE schools with a response rate of 10%. However, since the school administrators were also part of the teaching staff, they highlighted more exploitation when it comes to the amount given as salary (12%). 6.0% complained of meager or no fringe benefits at all and subsequently the management of public schools from top government officials was also another problem.

4.4 Objective Two: Teacher Inefficiencies in UPE schools of Lubaga Division

The forms of exploitation of teachers highlighted in section 4.3 above have always led to teacher inefficiencies in UPE schools, the researcher therefore investigated the teacher inefficiencies and the findings are summarized in table VII below.

Table VII: Teacher inefficiencies in UPE schools in Lubaga Division

Form of inefficiency	Frequency	Percentage
Absenteeism	14	28.0
Poor time management	12	24.0
Professional misconduct	4	8.0
Use of poor teaching methods	5	10.0
Use of poor assessment	7	14.0
Inability to cover syllabus	8	16.0
Total	50	100.0

Source: Primary data

Absenteeism patterns among teachers are crucial. 28% reported of the proportions of teachers who are rarely absent, occasionally absent, and frequently absent over a specified time period. 24% of the respondents confirm that poor time management among teachers is rampant. Many teachers do not begin on time yet there are those who leave classes earlier than the scheduled time. 8% of the respondents acknowledged the prevalence of professional misconduct in the UPE schools visited. Corruption instances, alcoholism, drug abuse, rough handling of pupils as well as sexual misconduct were reported. 10% of the respondents reported the use of poor methods of teaching, an inefficiency that was attributed to a range of causes. On the issue of assessment methods, 14% of the respondents revealed that some teachers use inefficient methods to assess pupils. According to the research that was made, it was discovered that 16% of the respondents confirmed that teachers generally never cover the yearly stipulated syllabi.

4.5 Objective three: The Relationship between School Administrators and Teachers

The study sought to find out the relationship between the School Administrators and teachers.

The relationship between School administrators and their teachers has also got a bearing on the

teacher efficiency. A question on whether this relationship was exploitative was posed to the teachers and the summary of the findings are shown in table VIII below.

Table VIII: The Relationship between School Administrators and Teachers

Condition	Employer-Employee	
	No.	%
Excellent	3	10.0
Good	3	10.0
Fair	6	20.0
Poor	18	60.0
Total	30	100.0

Source: Fieldwork Findings

4.6 Objective Four: Other Factors that affect Teacher Efficiency

The launching of Universal Primary Education (UPE) in 1996 had major objectives like: Making basic education accessible to the learners and relevant to their needs as well as meeting national goals, making education equitable in order to eliminate disparities and inequalities, establishing, providing and maintaining quality education as the basis for promoting the necessary human resource development, initiating a fundamental positive transformation of society in the social, economic and political field and ensuring that education is affordable by the majority of Ugandans by providing, initially the necessary facilities and resources, and progressively the optimal facilities and finally enabling all children to enter and remain in school until they complete the primary education (Ministry of Education and Sports, 1999). However, for some time, the UPE system has been faced with numerous challenges which have led to a lot of inefficiencies. This question was part of the study and the answers to this question are presented in table IX below.

Table IX: Other factors affecting Teacher efficiency in the UPE system

Factors affecting the UPE system	Frequency	Percentage
Coping with the UPE bulge	11	22.0
Lack of career advancement opportunities	7	14.0
Poor teacher management	10	20.0
Poor working conditions	12	24.0
Other Factors	10	20.0
Total	50	100.0

Source: Primary data

From the table above, 22% of the respondents revealed that the massive increase in the number of pupils immediately created a problem of classroom space. Rising enrollment has put additional stress on teachers, who have responded using various strategies, including teaching to the brightest, rote learning, and reducing the amount of feedback they give to their pupils.

This study found out and as supported by 14% of the respondents that there is a lack of career advancement opportunities. The teachers expressed dissatisfaction with the promotion and career advancement system because, in practice, teachers are promoted on the basis of their acquaintance with the administrators rather than on competence.

The study revealed that there is rampant teacher mismanagement. 20% of the respondents decried the rudeness with which the administrators order them. They also lamented the lack of appreciation shown by both the pupils and administrators of the work done. The teachers revealed that there is a high a proportion of school managers (principals and head teachers) are autocratic in their dealings with teachers. The policing attitude exhibited by inspectors towards teachers during supervisions is a great work related de-motivational factor. The respondents

acknowledged that unfair administrative and supervisory practices tend to undermine the morale of teachers.

According to this study, 24% of the respondents revealed that teachers work under poor conditions. In some schools visited, teachers are not provided with lunch. In two of the visited schools (namely; Mengo Primary School and Namirembe Infants Primary School), the teachers bitterly complained of the old teachers' quarters which are in a very sorry state, in need of immediate renovation.

10% of the respondents revealed several other factors that directly or indirectly affect their efficiency. Among other things, they highlighted the high levels of corruption by the top education officers. Some of the respondents mentioned under funding by the government as the cause of the UPE plight. Some respondents asserted that there is a lack of mechanisms for adequate and regular support supervision, monitoring and inspection these would have positively contributed to their effectiveness. There are respondents who noted that there is a need to popularize and implement the HIV/AIDS education sector policy that has many provisions for promoting welfare of infected/affected teachers. Some respondents explained that, their efficiency would be enhanced if there is protracted advocacy strategy to mobilize and sensitize the community on their roles and responsibilities in the learning process. The female teachers reported some sexual exploitation. For some to receive some fringe benefits, they reported that they have to first yield sexually to those sexually permissive school administrators.

4.7 Conclusion

Teacher inefficiencies have been greatly caused by the various forms of exploitation of teachers that take place in these schools. These forms of exploitation have got a wide range of causes, springing right away from the government policy regarding schools (for instance allocating little money of the national budget to the education sector), the corruption among the top education officials and inefficiencies at other levels in the education leadership structure, down to the schools. The UPE system too lacks streamlining; this too has accounted for the chaos found in these schools today. Above all, unjust and untimely remuneration is accountable for the teacher inefficiencies in UPE schools. Once this is addressed, there would then be a possibility of achieving a better and efficient teacher work-force. The following chapter makes explicit discussion of the findings, conclusions and recommendations with regard to the relationship between teacher efficiency and exploitation of teachers in UPE schools, thus pronouncing the achievements of the research.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter a résumé of the key research findings is given, underscoring the significance of the general objective. The streamlined findings are brought out in the theoretical framework and comparisons and contrasts are made thereof. Therein, conclusions and recommendations are made, based on the related literature review in chapter two and the findings in chapter four.

5.2 Discussion

5.2.1 Summary of Major Findings

The present study has examined the types of exploitation to teachers (in UPE schools in Lubaga Division, Kampala) and how they affect their efficiency at work. The study found out that there were several forms of exploitation of teacher in the area under study. The most significant findings were: working extra hours for little or no pay at all, low salaries which were not delivered on time, a high teacher-pupil ratio, having little or no physical classroom facilities, undertaking an overly heavy workload and absence of the crucial fringe benefits (such as housing, Medical care and meals). Of all these forms of exploitation, a low salary was identified as most pressing. Another vital finding was that there were at various occasions exhibitions of poor relationship between the school administrators and the teachers. The latter looks at the former as a real perpetuator of the problem of exploitation.

To sum up, this study points to some specific factors that might potentially increase the job satisfaction of primary school teachers in UPE schools in Uganda as a whole. The entire UPE education system could be given a face lift if these exploitations to the teachers were adequately

addressed. A remedy to these types of exploitation will enable them to focus on their duties and responsibilities thereby increasing the level of efficiency of teachers in UPE schools.

5.2.2 Explanation of Findings

5.2.2.1 Types of Exploitation of Teachers in UPE Schools - Lubaga Division

The profession, which has the responsibility of making today's children a civilized, educated and responsible citizen of tomorrow is the "teaching" profession. It is rather hard to believe that Lubaga Division which is within the Kampala, the national capital, fuels the system of exploitation of teachers. This fact of exploitative UPE schools near the capital city is in line with what Chaturvedi S. (2009) discovered in the UPE schools in the suburbs of New Delhi. It was rather appalling to learn that there are some respondents who had never heard of the phenomenon of exploitation where as others could not realize that it was happening just next to them, yet these rights and laws were enacted in the constitution of 1995 and fully ratified in the new labour laws in 2006. This already insinuates that the central government and its human rights wing have not done enough to sensitize workers of their rights.

5.2.2.1.1 Low Salary

The results of this study show that a low salary is the greatest form of exploitation. In line with John Paul II, (1981), adequate remuneration is vital in ensuring the wellbeing and satisfaction of the teachers thus ensuring the overall success of the education process. Without prejudice to the salary scales of other civil servants, there is a need for a fairer salary to teachers as well. Given the complexity of salary issues regarding what is enough and what isn't enough, there is need for an immediate and thorough revision of the general cost of decent living and the national GDP in

determining the minimum salary for UPE teachers. Mr. Joseph Mukasa, an English and science teacher in Kasubi Church of Uganda Primary School, lamented that if a teacher is paid UGX 200,000/- it means his son or daughter will not get a good education. He also noted that what is worse, even when you upgrade to a diploma, the pay does not change. With such disgruntled teachers, the quality of teaching is likely to deteriorate further.

Teachers' salaries should be determined according to sector needs as opposed to macro-economic policy requirements if Uganda is to attain the EFA and MDGs related to education. Once this predicament is dealt with then teachers would be more satisfied and are bound to be more dedicated and efficient in executing their work, since now there will be a proportional reward for the energies put in.

5.2.2.1.2 Delayed Salary

Teachers are greatly troubled by salary delays. Salary delays tend to stunt several other things in the economic lives and welfare of teachers. In agreement with Ms. Namagembe, a Luganda and Art teacher in Mapeera Primary School, it was reported that Government and other Education officers bring about this delay. All the 4% who acknowledged delayed salaries agreed with Kisubi (2008) that counterpart funds from the Local government are not released on time; hence six months infrastructure projects are usually completed after two years. It was also discovered from some respondents that some local government officials also divert UPE funds. Infact, in such situations when the teacher badly needs cash to clear his electric, water and other bills, he/she will resort to invest his/her time in side income generating projects, such as the piggery as attested by Namuddu Christine a long serving upper primary English teacher in Busega

Community Primary School. There will then be a diversion of attention and time spent in trying to make ends meet than directing the energy in the education of the pupils. Instances of absenteeism, poor time management and inability to cover syllabi will then be rampant.

5.2.2.1.3 Teaching for Extra Hours without Pay

Some teachers in the UPE schools visited do offer their free time for the good of the pupils and they are not rewarded at the end of it all. In organized private schools, extra lessons are rewarded per hour. This motivates teachers in supplementing their monthly incomes yet again pupils gain academically. This explains why teachers will resort to offering private lessons in their homes. In line with Mafaranga (The New Vision, 2nd September, 2009). Unrewarded teachers get demoralized and they will eventually become lazy at their jobs.

5.2.2.1.4 High Teacher-Pupil Ratio

It was found out that the increasing enrolment continues to mount pressure on the teachers as supported by Matsamura (2009). Pressure mounts on teachers because the teacher-pupil ratio increases every year as observed in the enrolment statistics of the schools that were visited. Ever since the UPE program began in 1996, no new primary school has been constructed in the area of study, yet the population is growing annually.

Differing from Albert Byamugisha, (the Deputy Commissioner at the Ministry of Education), who claims that today the national teacher: pupil ratio stands at 1:53, the average teacher-pupil ratio in the UPE schools of Lubaga division stands at 1:75. With such a high teacher-pupil ratio,

teachers are no longer efficient in terms of using the proper teaching and assessment methods are rampant. This is in line with Okurut's (2010) findings in his research.

Four years ago, the government increased teachers' salaries from UGX 150,000 to UGX 200,000. However, teachers are still unhappy as the real value of that figure remains low. This is an astounding type of exploitation simply because the teacher rewards are not reconsidered even if they are handling bigger pupil numbers.

5.2.2.1.5 Inadequate Classroom Facilities

It was found out from secondary data and as supported by Kavuma (2006), that the Uganda government annually disburses 505 billion on education vote, 336 billion (67%) goes to primary education. In actual fact, there is an inadequacy of Instructional materials and other classroom physical facilities in primary schools. Of the visited schools, only two had libraries in place and these were Mapeera Primary School and Busega Community Primary School. These libraries have actually suffered from a lack of current text books as the available books are very old and outside the school syllabus. In this particular study, 8% of the respondents affirm that the lack of classroom physical facilities forces them to use their own, such as textbooks and meter rules. For instance, in Busega Community Primary School, Mr. Musiitwa Joseph confessed that he sometimes has to buy chalk on his own money because the school often runs out of chalk, which is so essential in during lessons. To these teachers this is a form of exploitation. In line with Kisubi (2008), the inadequacy of classroom physical facilities has been caused by the irresponsible attitudes of some key stakeholders (such as educational officers), misallocation and misappropriation of funds and materials through corruption tendencies. Such loopholes are

common in the UPE program as supported by Matsamura (The Observer, 22nd November 2009) in his report on the issue. There is also concern that local governments fail to account in time for the funds released to them, contrary to guidelines provided in the Public Finance Act. Inadequacy of classroom physical facilities is not only exploitative to teachers, but it also greatly affects their efficiency.

5.2.2.1.6 Heavy Workload

The amount of the workload performed by UPE teachers in Lubaga Division is overwhelming. This has been caused several factors but this study discovered that there are head teachers who connive with high education officers to include ghost teachers on the pay role in order to swindle the ghost teacher payments. It is instead teachers who are forced to take up those extra subjects without any extra payment, thereby being exploited. Mrs. Nakanjako, a lower primary English teacher in Namirembe Infants Primary schools complained of being overloaded, for she teaches a total of 4 subjects. This leaves her no time for her family and her other activities outside school. This situation as highlighted by Talemwa (2009) is worse in up country districts where teachers teach at least three subjects a day on average. This has an effect on the ability to offer good skills in terms of teaching and assessment methods are concerned simply because teachers are overloaded. The teachers are then bound to be judged inefficient because they will resort to using poor teaching and assessing methods that are manageable. Completion of syllabi is impossible for such teachers. This view is supported by Mr. Matthew Bukenya (executive secretary of UNEB) in his comments on the recently released UACE results that were sat late 2010. He acknowledged that many pupils failed because there was lack of syllabus coverage leading to inadequate subject matter content to handle the range of questions in the examination papers

(Naturinda & Ahimbisibwe, 2011). Among other causes of the inability to complete the syllabi, he pointed out the overload that is experienced by teachers.

5.2.2.1.7 Lack of Fringe Benefits

Fringe benefits and incentives are quite fundamental to the motivation of any worker. UPE teachers in Lubaga Division confessed that there is hardly any incentive given them on top of their monthly salaries. As supported by Kavuma (2006), the teaching profession without any fringe benefits is quite hard to take on given its low salary. Such a situation is exacerbated and made worse by the poor working conditions thereby further sabotaging the quality of teaching and efficiency. As reiterated by UNATU, Mr. Musoke who had spent 35 years teaching in Mapeera Primary School noted that retirement benefits and gratuity are not paid in time and quite often the beneficiaries die before they access their pensions. Moreover, the procedures for retirement on medical grounds are so complicated and prohibitive. Lack of fringe benefits sabotages the commitment levels of teachers because they direct their efforts now towards supplementary income generating projects from which they can earn a living. Consequently, such signals of inefficiency such as absenteeism, poor time management, the use of inadequate teaching and assessment methods and inability to cover the syllabi will be rampant.

5.2.2.2 Poor Work Relationship

There are some UPE school administrators in Lubaga Division (as supported by Mrs. Namugenyi a new recruit) who use disrespectful words towards the teachers even in front of the pupils. This kind of relationship leads to enhancing indiscipline among the pupils who realize that their teachers no longer embody that moral authority expected in them. The study found out that some school administrators do not believe at all that working extra hours without pay is exploitation. It

was found out that the relationship between teachers and school administrators was of a “*master-slave*” nature which Lyomoki et al. (2009) considered as “*take it or leave it*”. Unfortunately, too high a proportion of school administrators are autocratic in their dealings with teachers. The policing attitude exhibited by inspectors towards teachers during supervisions is a great work-related de-motivational factor. The respondents acknowledged that unfair administrative and supervisory practices tend to undermine teacher morale. Such poor relations at work have strongly contributed to the poor working environment. As John XXIII (1961) said, a good working relationship involves working together and being free and independent in decision making. A poor work relationship does a lot of harm to the teacher confidence and morale. It jeopardizes their spirit of innovation and voluntarism.

5.2.2.3 Limitations of the Findings

The findings of this study were limited to Lubaga Division – Kampala District. Juxtaposing the sample of schools taken with the number of UPE schools in Kampala District reveals that the area of study was very limited. However, prudence must be exercised in seeing the conclusions from these findings as an appropriate representation of what is going on nation wide or even world wide regarding those countries trying to implement a similar education policy. Secondly, this study does not address the prevailing economic crisis which is also a big threat to the labour force. A new study may have to be undertaken to determine specifically how an economic crisis such as a depression or even a credit crunch, affects the labour force and the working conditions.

5.2.2.4 Implication of Findings

Striving for an exploitation free environment for UPE teachers does not only aim at ensuring their efficiency but also directly results into an improvement of the overall UPE program and attainment of its objectives. Therefore, the study underscores the fact that in education policy planning, ensuring an exploitation free environment for UPE teachers naturally leads to an efficient teaching staff which in turn enhances an improvement of the overall UPE program and attainment of its objectives. The point is that teacher (job) satisfaction is vital in the attainment of educational goals and objectives. Therefore satisfying the teacher labour force would increase their efficiency and also empower them in knowing their vital role in the education process. Therefore, struggling for an exploitation free environment for UPE teachers is not only indispensable for ensuring teacher efficiency, but also improvement of the educational enterprise. For that reason, anyone (the government inclusive) contemplating setting up a private school where teachers must certainly be employed, ought to put into perspective the important issue of ensuring an exploitation free environment if success of the school is to be realized. This is the main argument of the study.

5.3 Conclusions

If the existing human rights organs, the NGO's, teachers' unions and the government itself were keen enough in trying to veto any forms of exploitation to teachers in UPE schools, the efficiency of these teachers would by far be better. Things are in such a precarious situation not because the laws are non-existent, but because nothing has been done to implement them.

Once the teachers are made conscious of their rights, there would be less instances of exploitation. They would be aware of what they are due and what their obligations are. These teachers can be able to do this by coming together in associations and teacher's unions, the value of which is well elaborated in section 2.4. Besides coming together to form associations, wage increment and introduction of fringe benefits and incentives is critical.

If the school administrators other government education officers check upon their greed, the plight of the UPE teachers would improve. The situation of UPE teachers is poor because of the excessive human greed caused by the desire for profit maximization. This is a call to stamp out such practices as having ghost teachers on the pay roll and having ghost pupils.

The existing teachers' Association (The Uganda National Teachers' Association – UNATU) is not that active to the required levels and almost non-existent. If such associations were active, the plight UPE teachers would be minimal. Things are the way they are because the existing association is sabotaged from within and from without.

5.4 Recommendations

After examining the various forms of exploitation to UPE teachers in Lubaga Division – Kampala District and resulting inefficiencies, the following recommendations emerge for due attention and consideration by the stakeholders of primary education in Uganda:

As regards alleviating the plight of UPE teachers, there is the need for strong political commitment backed by strategic visions and policy frameworks for the education sector with

input from the key Ministries, particularly the Ministries of Finance, Local Government, Public Service and Education. Primary education should be the focus of the governments' Poverty Reduction Strategy Programs (PRSPs) and supported by sound macro economic policies, which foster the expansion of the education system and increase funding for education, particularly UPE.

The problem of poor teacher motivation arising from low pay can be lessened by improving government financial support. This can be done by allocation of a greater percentage of the national budget to education rather than to national security. In return, there will be timely payment of salaries as well as the fringe benefits.

Salary related complaints are most exploitative to teachers. The government should solicit funds by establishing effective partnerships with other development partners (domestic and international) to help build a strong constituency for education. The government should strengthen its collaboration with external financing agencies to provide significant financial support to create the resource base needed in the implementation of their Education Sector Investment Plans, if universal primary education/basic education is to become a reality by 2015 in accordance with the Millennium Development Goals (MDGs).

There should be measures put in place to improve transparency and accountability at all levels of the UPE education system. District, Local or County Directors of education must be empowered to manage their budgets. Policy analysts should also call for a robust legal policy framework to combat corruption and place mechanisms to enforce strict penalties for embezzlement and

mismanagement of UPE funds. Then such teacher woes like delay of salaries and lack of fringe benefits that directly bring about teacher inefficiency will be adequately solved.

Since the School Management Committees (SMCs) are too weak to monitor and professionally manage the goings on in the schools and to put the head teachers to task to improve the situation, there is need to train these SMCs on their key roles and responsibilities so that they are able to effectively manage schools in their jurisdiction. Well trained SMCs will help the head-teachers to identify any teacher exploitative instances and get rid of them immediately. Equally important is the proper management by appointing competent and dedicated head teachers. Supervision of schools can help a great deal especially in knowing and ensuring the welfare of schools most especially the plight of teachers.

To check absenteeism, the government should strongly implement the earlier on introduced Customized Performance Targets (CPT) programme. In this programme, head teachers are required to commit to performance targets, which they must achieve. There is also a greater need to strengthen the inspection of schools and introduce a Directorate of Education Standards. But before all these measures are implemented, the problem should be treated from the roots, namely tackling all those forms of exploitation that bring about absenteeism. In order to adequately stamp out absenteeism, low salaries, unrewarded of extra hours of work, inadequacy of physical classroom facilities, untimely salaries and lack of fringe benefits and incentives must be duly addressed.

There is need for the Ugandan legislators (Members of Parliament) to rally behind the move to overhaul the UPE education system. Once such Law makers are convinced of the need to have a well streamlined educational system, exploitation to teachers in these schools will be adequately handled, and concrete solutions will be achieved.

Scholastic materials such as meter rules and textbooks strongly affect how much and how well teachers can perform. In this regard, national policies can encourage local production of textbooks as these are fundamental in education. Equally important is the provision of basic sanitation, a sound infrastructure and other facilities to make schools convenient. Teachers will no longer strain their energies in using the very meager classroom physical facilities and their work will be tremendously smoothed.

More schools should be constructed in order to alleviate the problem of a high teacher-pupil ration. This will ensure efficiency to the side of the teacher, and indeed adequate attention will be paid to each pupil. A ratio of one teacher to 30 pupils is a practical reasonable one given the fact that pupils are always hard to control, and they need close attention in order to ensure maximum apprehension.

General Conclusion

The study has achieved its main objective that an exploitation free teaching environment is indispensable for the efficiency of teachers in the UPE education system. Therein, the study revealed the various forms of exploitation of UPE teachers, working for extra hours without pay, low and delayed salaries without any fringe benefits/incentives, high teacher –pupil ratios, lack

of physical classroom facilities and facing an overly heavy workload. It was also established that there exists a poor relationship between the head teachers and their teachers. It was dumbfounding to confirm that there is still a percentage of teachers who did not know about the notion of exploitation, meaning that they were not aware of their rights as teachers. Plausibly, it is rather important to underscore that the study has contributed to the entire education policy making and specifically to the human resource (teacher) management theory and practice. It is by means of these findings that the study achieved its objectives.

In the process of study, it was apparent that little is known about the strategies teachers use in the face of increased workloads and overcrowded classrooms, both in terms of how they teach large classes as well as how they manage them. In addition, there is little mention of how teachers cope with the added diversity in their classrooms considering the enrollment of underage or overage learners and/or those who are least prepared for school as well as the disabled. In particular, there is little information about the successful ways teachers have been able to handle the changes that occurred with UPE education system.

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APPENDICES

APPENDIX I: Questionnaire

Questionnaire

RE: INTRODUCTION AND YOUR COOPERATION IN DATA COLLECTION

I am seminarian **Lubuulwa David**, a student in St. Paul’s National Seminary. I am supposed to carry out a research and write a dissertation leading to the award of Masters of Arts Degree in Religious and Theological Studies of Makerere University

The dissertation topic is: **“EXPLOITATION, A HINDRANCE TO TEACHER-EFFICIENCY IN U.P.E. SCHOOLS: A CASE STUDY OF LUBAGA DIVISION – KAMPALA DISTRICT”**

May you please assist me to fulfill this academic requirement by answering this questionnaire. All the data collected will be dealt with maximum confidentiality and solely used for academic purposes. Your participation in this exercise is highly appreciated in advance.

May God Bless you!

Profile of Key Informant

Name (Optional)

Job title

Time spent in present post

School of work.....

Location / Address

1. a) What is exploitation?
 b) Give an example of any form(s) of exploitation(s) you know.
2. a) What are UPE Schools?
 b) Do you think that there is exploitation to teachers in UPE schools?
 A. Yes B. No C. I do not know
3. Out line any forms of exploitation to teachers you know in UPE Schools.
 a) Do you subscribe to fact of teacher inefficiencies in UPE schools?
 A. Yes B. No C. I do not know
 b) Outline any of the teacher inefficiencies you know in UPE schools?
3. What do you think accounts for the rampant absenteeism among teachers in UPE schools?
4. What makes teachers poor time managers in UPE schools today?
5. What brings about the professional misconduct that is common in UPE schools?
6. Why do you think UPE teachers employ poor teaching methods?
7. What makes the teachers in UPE schools employ poor assessment methods?
8. The teacher-school administrator relationship in UPE schools leaves a lot to be desired; why?
9. List any other factors that are responsible for the teacher inefficiencies in UPE system in Uganda.

Thank you for your cooperation

APPENDIX II: Interview Guide Questions

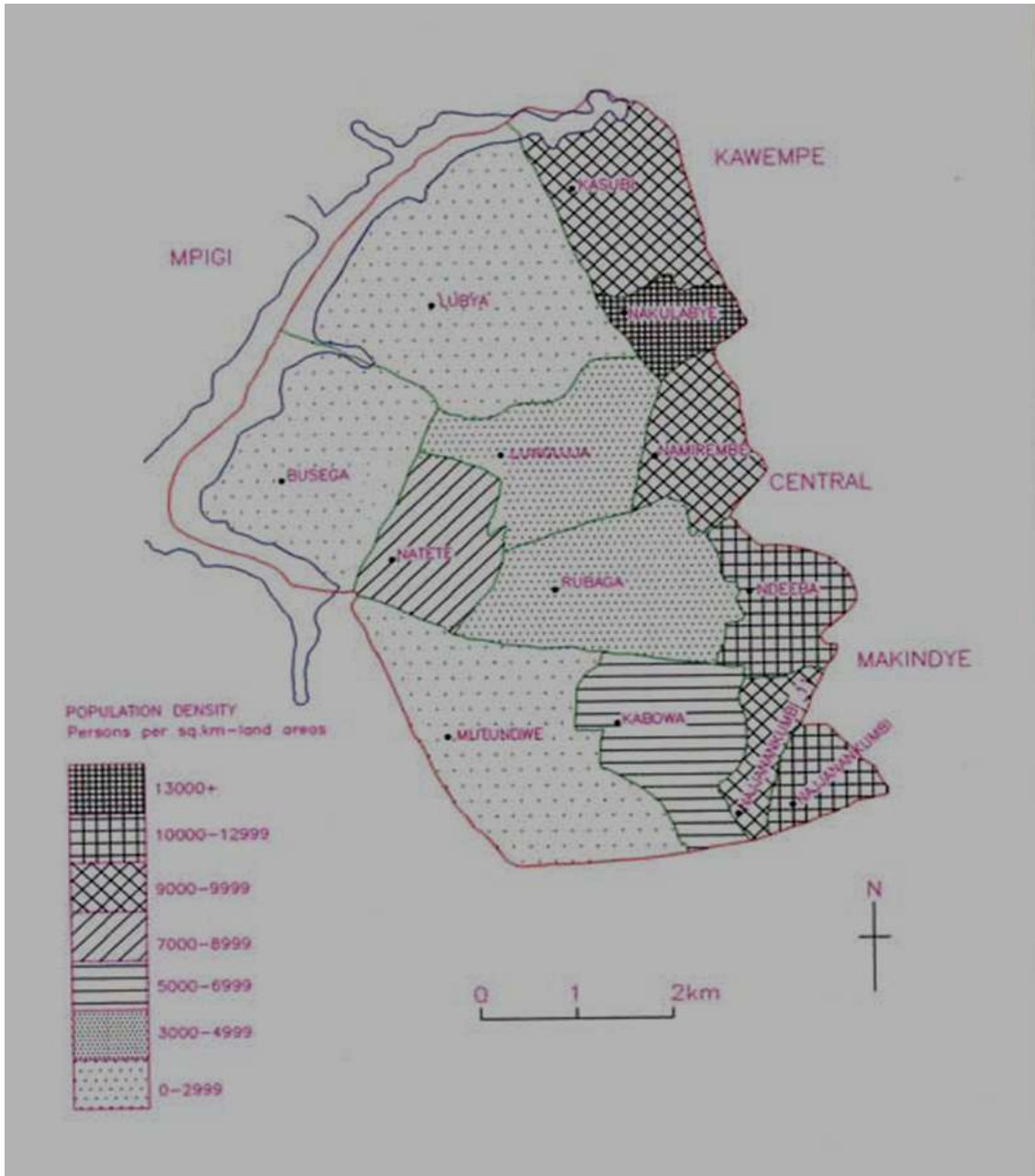
Interview Guide Questions

1. What is your Job title?
2. Do you understand the concept of Exploitation?
3. Are there any forms of exploitation of teachers you know in this school?
4. Do you work any extra hours in this school? Do you get paid for these extra hours?
5. How much do you get paid per month? Are you satisfied?
6. Does your monthly salary come in time? If not, how does the delay affect your efficiency?
7. a) How many subjects do you handle in this school? Do you feel overloaded?
b) Do you get paid more for taking on more subjects?
8. What is the average class size that you handle? How does this affect your efficiency.
9. Does class size affect the way you
10. Do you observe some inefficiencies among teachers? Can you mention some of these?
11. What brings about these inefficiencies among the teachers?
12. Is there a link between the exploitation and teacher efficiencies? Explicate.
13. Are you provided with the basic meals at school, namely; break tea and lunch? How do you think meal provision affects your efficiency?
14. Does the School cater for you accommodation? How does accommodation affect your efficiency at school?
15. How long do you work each day?
16. Do you teach through out the week or there are some 'days off' for you?
17. How many lessons do you teach per week? How many do you actually teach?
18. Do you engage yourself in the co-curricular activities of the school? If not so often why?

19. Are you happy at your job? Briefly explain.

20. If you were appointed a minister of education in the future, what the innovations would you introduce in UPE schools to eradicate the inefficiency among teachers?

APPENDIX III: Map of Lubaga Division



APPENDIX IV: Kampala City Map showing Lubaga Division

