

ABSTRACT

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IMPLICATION OF DEMOCRATIZATION OF EDUCATION ON QUALITY OF PRIMARY EDUCATION IN LANGO SUB-REGION UGANDA

The Researcher set out to examine the implication of democratisation of education on quality of primary education in Lango Sub Region. Guided by the following three specific objectives, the study sought to establish the implication of democratisation of education for learners' participation, assessment and completion of the primary education cycle. The study was underpinned by Pragmatist philosophy which supports the application of quantitative and qualitative approaches. A cross sectional design was adopted and data was collected from 543 respondents including head teachers and teachers that were randomly selected, yielding 94% response rate. Meanwhile a total of 12 respondents comprising of DISs, DEOs and CAOs were purposively sampled. Data was collected using questionnaire, interview, observation and document review methods. Quantitative data was analysed using descriptive statistics aided by SPSS package; while qualitative data was analysed using thematic and content analysis techniques. The study established democratization of education had implication on quality of primary education in terms of availing opportunities, observing fairness and freedom to learners on quality of primary education in Lango Sub region. However, more effective participation is hampered by limited continuous cultivation of good classroom relationship. Secondly, the study established that there is implication of democratisation of education on learners' assessment in terms of the sheer number of pupils that take Primary Leaving Examination every year. However, this would make more sense if the assessment content and criteria took into consideration the individual learner's circumstances and learning environment. Finally, it was established that democratization of education has negligible implication for learner completion precipitated by limited parental support, which combined with other challenges compromise learners' efforts to complete the primary education cycle. Other challenges include poor school infrastructure, especially water, sanitation and hygiene facilities in Lango Sub-region primary schools; school feeding, teachers' welfare, and limited opportunity for attaining survival skills. The study recommends that Government focus more attention towards promoting: teacher-

learner engagement strategies; talent-based assessment strategies; and strategies for devising early warning systems of identifying pupils likely to drop out before they do and putting in place appropriate interventions.

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