ABSTRACT

There has concern over pupils’ poor performance in the Universal Primary Education (UPE) schools in contrast to the private schools in Uganda. This research was carried in four private and four UPE selected schools in Nyakabande sub-county and Kisoro Town Council with the following objectives: (1) to compare the performance of Private and UPE schools in PLE in the chosen area, (2) to identify the possible causes for poor performance in the UPE schools and (3) to investigate whether the managerial skills used in private and UPE schools determine the performance at primary leaving examinations. The study involved 120 respondents who comprised of 8 head teachers, 8 SMC/PTA, 80 pupils and twenty-four officials and opinion leaders from both the UPE and private schools. By use of questionnaires, the study found that to a greater extent, private schools had better motivated staff and pupils, and that they monitored the effectiveness of teaching-learning process. The private schools were profit-oriented and always aimed at utilizing teachers to do more work with less pay as compared to UPE where they were relatively better paid and sure of pension benefits yet their output was less adequate. To improve the quality of UPE delivery, the study recommends that teachers in UPE schools should follow the curriculum guidelines, prepare lessons according to the timetable and teach more effectively. Parents, on the other hand, should take the leading role in educating their children rather than merely leaving them to the government as UPE children. At the same time, head teachers and School Management Committees were to encourage improved teacher quality by carrying out routine monitoring and supervision of teaching and learning process. School administrators should not shun their roles of effectively monitoring the teaching and learning process. At the same time, the inspectors of schools should carry out thorough, effective inspections and make sure that all subjects are taught as timetabled. The District Education Officer, other district officials and political leaders should complement the inspectorate’s work by mobilizing and sensitizing the community on their roles on basis of the existing education ordinance and policies.