

IMPACT OF U.S.E PROGRAM ON COMMUNITY DEVELOPMENT.

A CASE STUDY OF NEBBI MUNICIPALITY

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ABSTRACT

The paper looked into "the impact of Universal Secondary Educational initiative on social integration, using Nebbi Municipal as the case study. The direction of the study was as follows: in order to determine how the USE program affects students' educational outcomes, to promote girls' education, and to better understand the challenges associated with implementing the USE program in Nebbi Municipal. Both quantitative and qualitative research techniques were used.

A sample of 38 respondents who participated in the survey were selected. Information was gathered via questionnaires. Purposive sampling was used in conjunction with simple random sample to allow the investigator to choose responders from a number of different groups. In accordance with the poll, USE schools continue to have weak educational attainment and a low completion percentage. When compared to their peers attending non-USE institutions, students who struggle to finish perform much worse on standardized tests.

Despite the project's dismal employee retention, there are difficulties.

On the other hand, the effort, according to the study, has increased dramatically enrolment in USE schools. The standard error met the requirements for statistical significance and, at the 95% percentage level of certainty, was distributed normally because it fell inside the range of the maximum and lowest age. Also, it was found that girls have continued to abandon their education as a result of early pregnancy, early marriages, and other issues. This is a significant setback in terms of accomplishing the sustainable development targets of "Education for all" and

"Gender Equality." The study revealed a number of problems that made it difficult to carry out the USE programme, such as slow and inadequate government money allocation to schools, carelessness on the part of parents, overcrowded classrooms, and partisan politics.

Key words: *program on community development and educational intervention*

BACKGROUND OF THE STUDY

In accordance with the UN Agenda for SDG 4, by 2030, all girls and boys will have finished free, egalitarian, and elevated elementary and secondary schooling, and all students will have gained the expertise and abilities needed to advance sustainable growth (UN, 2015).

Basic education is one of the most important strategies for the poor to confront and solve the growing gaps and give their inhabitants respectable living, as according Lawson (2019).

Only if schooling is equal, free, and well supported will this be possible (Walker et al., 2019).

Therefore, a key element of any development plan that focuses on the development of people should include such education. Sub-Saharan Africa experienced one of the cheapest levels of educational attainment.

Nevertheless, the Sub-Saharan Africa area has made significant progress since UNESCO launched the Educating for All (EFA) by 2015 programme in 2000.

According to UNESCO, the average total student enrollment for primary schools climbed from 56 to 73 percent between 1999 and 2007. (2010).

There were additionally fewer than 13 billion people who did not attend school between 1999 and 2007.

Although primary school attendance rates have significantly increased, secondary school enrollment figures continue to lag while behind rest of the world.

According to UNESCO, the world's lowest secondary school attendance rate was 34% in 2007. (2010). In comparison to 97% of learners in the Bahamas and South Africa, less than 11% of Niger's students attended secondary education.

Also, there is a lot of gender prejudice in this field.

In comparison to their male peers, girls enroll in secondary schools at a much lower rate.

Late enrollment at secondary institutions is a problem in Sub-Saharan Africa.

According to reports, 39% of youths enrolled in lower secondary education are still attending primary schools.

Uganda is one of the countries in Sub-Saharan Africa that is actively promoting both secondary and elementary school education.

Uganda began offering free, universal primary schooling (UPE) in 1997.

At that moment, primary education has been free in public schools.

The government introduced the free universal secondary education (USE) program. Providing poor pupils with accessibility to secondary school and the chance to do so is the aim of Uganda's Universal Secondary Education programs (MOES, 2007).

When one school in each sub-county was chosen to transform into a USE school in 2007, a parallel system of public schools was created.

While all other school systems remained to function on a fee basis, this one was offered for free.

There has not yet been a thorough analysis of USE policy's effects on Ugandan communities through empirical study.

The effectiveness of the government introduced a new USE policy must be evaluated using factual data from relevant stakeholders.

PROBLEM STATEMENT

In order to enhance the availability of excellent secondary education for economically disadvantaged households, the Government of Uganda launched the International Secondary Education (USE) policy in 2007 as an obey to its Universal Primary Education (UPE) program. The effects of UPE have indeed been thoroughly examined, while USE has not. Nebbi Town S.S. was the first institution within Nebbi Municipal Council (MNC), formerly known as Nebbi Town Council, to adopt USE within the town council. Yet, residents of Nebbi municipality and other available in the u.s. continue to lack a thorough understanding of the USE program's ability to improve neighborhoods. Even though the USE initiative is one of the strategies used to assist kids from reduced families attend education in places like Nebbi, there is still a lack of understanding regarding the relationship between the USE initiative and neighborhood development in Nebbi Municipality.

In order to ascertain how USE affects communities, the study employs Nebbi Town S.S. as a case study.

Specific objectives

- 1. To examine the contribution of USE on students' academic performance in Nebbi Municipality*
- 2. To establish the role of USE in promoting Girl Child education in Nebbi Municipality*
- 3. To find out the challenges facing the implementation of USE program in Nebbi Municipality*

Hypothesis of the study

Ho: There is no relationship between the contributions of USE on students' academic performance in Nebbi Municipality

Ha: There is a relationship between the contributions of USE on students' academic performance in Nebbi Municipality

Ho: There is no relationship between the roles of USE in promoting Girl Child education in Nebbi Municipality

Ha: There is a relationship between the roles of USE in promoting Girl Child education in Nebbi Municipality

Ho: There is no relationship between the challenges facing the implementation of USE program in Nebbi Municipality

Ha: There is a relationship between the challenges facing the implementation of USE program in Nebbi Municipality

Research questions

- 1. What are the contributions of USE program on academic performance in Nebbi Municipality?*
- 2. What are the roles played by USE in promoting Girl Child education in Nebbi Municipality?*
- 3. What are the challenges facing the implementation of USE program in Nebbi Municipality?*

METHODOLOGY

Research Design

A research approach, according to Wadsworth (2007), is a broad approach to how you wish to go about getting answers to your questions, which is accompanied by defining your questions and aims. We'll use a comprehensive and bridge study design to collect as much information as we can. With the use of descriptive research design, the parameters' characteristics were identified and documented.

A bridge qualitative research allowed for the ability to gather data only once, maybe over a period of days or weeks. A population was examined in its current state at the time of the study.

Study Population

Research sample is the overall demographic in a certain study area, where simple random sample is a sector representative taken from the population to reflect comparable characteristics in the population (Earl R, 2010). The study focuses on 50 individuals, including educators, parents, learners, public figures, and managers of educational institutions.

This was calculated using the Krejcie and Morgan table (1970).

These people were picked because it was thought that they had been more knowledgeable about the study's topic.

Sample Size determination

The sample size of a study is simply the number of participants in a study (Hartl, 2007). The sample size constituted 50 respondents, among the 50, 6 were administrators, 12 teachers, 10 parents, 6 opinion leaders and 20 students. This is presented in the table below,

Table 1: The category of respondents, population size, Sample Size and sampling technique.

Category of respondents	Population size	Sample size	Sampling technique
School Administrators	9	5	Purposive sampling

Teachers	18	10	Simple random sampling
Opinion leaders	8	6	Purposive sampling
Parents	14	10	Purposive sampling
MEO	1	1	Purposive sampling
CDO	1	1	Purposive sampling
Town Agents	12	5	Simple random sampling
Total	63	38	

Sampling strategies

Sampling technique explains the procedure a researcher uses to select survey respondents (Hartl, 2007). Simple random sampling was used to select the teachers and pupils using a basic random sample method.

It speaks of a majority's subset where each individual has an equal likelihood of being selected (Dickens, 2007).

According to Sekaran (2003), simple random sampling seems to have the lowest bias and permits the greatest generalisation, which supports the rationale for its use in this investigation. To use the purposive sample method, the researcher selected the parents, opinion leaders, and school administrators. Situations that are highly informative were selected using this sample technique (Mugenda and Mugenda 2003).

Data Collection Methods and Instruments

The survey techniques to be used for data collection in the field are questionnaires and interview guides, primary data also from the internal and external sources like reports, journals, text books and periodicals for secondary sources.

Questionnaires

According to Alwin, (2007), a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The basic tool the researcher based on for data collection was by means of Questionnaires designed

to target respondents. This method was quicker compared to other data collection methods and it minimized costs.

Interview Guide

An interview according to (Hartl, 2007) is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interview guide was one of the tools by drawing up guides and asking questions following the guide this tool was used to get information from respondents especially parents since some of them may be illiterate.

Data Analysis

Quantification methods were used to evaluate the data by computing, categorizing, and displaying the information in percentage, as well as to explain, make comparisons, and generate a pictorial depiction of the conclusions. This enabled the investigator to come to logical and accurate conclusions.

For easier understanding and thoroughness, all the results were gathered using the qualitative methods SPSS and STATA.

When it came to accuracy, the researcher made sure that the offered answers were somewhat consistent, and in situations when logic and consistency are incongruent, the researcher had to look more closely at the answers provided.

At this stage, as described earlier, several processing and analysis methods were used for the data, both quantitative and qualitative.

RESULTS

Occupation of respondents

The study also obtained objective information from different categories of people as shown in the table 1 below:

Table 1 Category of respondents by occupation

Category of Respondents	Frequency	Percentage (%)
<i>Municipal Education Officer</i>	1	3
<i>Community Development officer</i>	1	3
<i>Teachers</i>	10	26
<i>Town Agents</i>	5	13
<i>School administrators</i>	5	13
<i>Parents/Guardian</i>	10	26
<i>Opinion Leaders</i>	6	16
Grand Total	38	100

Source: Primary Data

Distribution of respondents by gender

The study involved male and female respondents with the aim of obtaining their views on domestic chores and children's English language vocabulary development.

Table 3 : Distribution of respondents by gender

Sex of Respondents	Frequency	Percentage (%)
<i>Female</i>	19	50
<i>Male</i>	19	50
Grand Total	38	100

Source: Primary Data, 2021

As shown in table 3, both male and female respondents were 50 percent each. This implied that both male and female were given equal chances of participating in the study.

Contribution of USE program on students' academic performance

Table 4 *USE program students' performance*

Statement 1: <i>The USE program has led to improvement in quality of students' performance in both class and national examinations</i>		
Response	Frequency	Percentage (%)
Agree	19	50
Disagree	2	5
Strongly agree	16	42
Strongly disagree	1	3
Grand Total	38	100

Source: *Primary data, 2021*

The study's findings are presented in Table 4, which reveals that 50% of participants believed with the assertion that the USE program had improved the caliber of pupils' achievement on national exams, 5% disagreed, and 42% strongly agreed.

Just 3% of participants were strongly against the claim that the USE program had improved the caliber of students' achievement on national exams.

This discovery raises issues

According to research done in Kenya by Awino (2013), the educational system was below average as seen by academic achievement on national exams.

With a few exceptions, Kenya, one of the nations that provide free secondary education, had dismal examination results for the Kenya Certificate for Secondary Academic achievement.

Table 5: *USE program and students' enrollment*

Statement 2: <i>The USE program has led to increase in enrolment in partner secondary schools as a result of fees reduction.</i>		
Response	Frequency	Percentage (%)

Agree	16	42
Disagree	1	3
Strongly agree	19	50
Strongly disagree	2	5
Grand Total	38	100

Source: Primary data, 2021

In accordance with the findings in the table above, the majority of those surveyed thought that the USE initiative had boosted the enrolment rate for pupils at partner schools, with over 42% agreement and 50% strongly agree with the statement.

Just 3% of those surveyed strongly disagreed and 5% did not agree at all.

According to this finding, the USE program dramatically raised the number of pupils enrolled in high education in Nebbi Municipal.

According to Kristof (2015), in the years after the implementation of the USE program, total secondary school attendance in Uganda climbed dramatically.

The sharp rise in enrollment was confirmed by Ndambuki (2016), who came to the conclusion that Kenya's tuition-free secondary school has led to high gross participation in secondary schools as a result of a decline in dropout rates.

Table 6: USE and class attendance

Statement 3: Relieving parents from responsibility of paying high school fees has improved on class attendance with limited absenteeism of students in schools		
Response	Frequency	Percentage (%)
Agree	21	55
Disagree	10	26
Strongly Agree	4	11
Strongly Disagree	3	8

Grand Total	38	100.00
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Source: Primary data, 2021

11% of participants completely concurred with the assertion, and 55% of participants indicated that fees were decreased as a result of the introduction of the USE program, in accordance with the findings displayed in the table above.

26% of disagreed with the statement with both the approach, in contrast to the 8% who strongly disagreed.

According to the research, a large minority of respondents disagree, even though the majority of respondents believe that relieving parents of the responsibility of paying school fees has increased class participation.

Table 7: USE program and dropout rates

Statement 4: USE schools have low drop out of students leading to high completion rates.		
Response	Frequency	Percentage
Agree	18	53
Disagree	8	26
Not sure	3	7
Strongly Agree	6	14
Grand Total	38	100.00

Source: Primary Data, 2021

The findings of this study, which are presented in the above table, indicate that 14 of the participants entirely agreed with the assertion and 53 percent agreed that the USE program has decreased drop - out rates, which has led to high graduation rates.

While 7% of participants were undecided, 26% disagreed that the USE initiative had raised the secondary school graduation rates in the Nebbi Municipality.

This outcome is consistent with a MOES (2014) report demonstrating a rise in student achievement between 16 to 40% in 2013.

The USE program has improved secondary education graduation rates in Nebbi Municipality, per the statistics.

Role played by USE in promoting Girl Child education in Nebbi Municipality

Table 8: USE program and fertility rates

<i>Statement 1: USE has enabled girl child to spend most of her time in school hence reducing early marriage, high fertility rates and annual rate of population growth</i>		
Response	Frequency	Percentage (%)
<i>Agree</i>	31	43.06
<i>Disagree</i>	28	38.89
<i>Not sure</i>	3	4.17
<i>Strongly Disagree</i>	9	12.50
<i>Strongly Agree</i>	1	1.39
Grand Total	72	100.00

Source: Primary Data, 2021

The authors of the study findings show that 43% of respondents concurred with the claim that the USE program allows girls in the Nebbi Municipal government to spend the majority of their time in university, thereby lowering the rates of marrying young, fertility, and rapid increase in population, while 1% of those surveyed strongly concurred.

Yet, just 39% of participants believed with the claim that the USE program had allowed girls to spend the majority of their time in school.

Who vehemently rejected the assertion served as additional evidence for this.

Table 9: USE program and women's health care knowledge

Statement 2: USE has increased women's knowledge about HIV/AIDS and their ability to make decision about their own Health care		
Response	Frequency	Percentage (%)
Agree	37	51.39
Disagree	21	29.17
Strongly Agree	9	12.50
Strongly Disagree	5	6.94
Grand Total	72	100.00

Source: Primary data, 2021

Results from the table show that 51% of means that the development that the USE program's implementation in Nebbi Municipality had improved women's knowledge about HIV/AIDS.

This viewpoint was strengthened by the 13% of participants who completely concurred with the assertion.

29 percent of those polled disagreed, along with the 7% who strongly disagreed.

The findings demonstrate that most participants concur with the claim that the USE program has enhanced women's comprehension, as was highlighted by (Psacharopoulos, 1994).

Table 10: USE and women's decision ability

Statement 3: USE program has raised women's ability to make decisions in their households		
Response	Frequency	Percentage (%)
Agree	37	52

<i>Disagree</i>	28	38
<i>Strongly Agree</i>	4	6
<i>Strongly Disagree</i>	3	4
Grand Total	72	100.00%

Source: primary data, 2021

The results in the table above show that the USE program has increased women's ability to make personal choices.

This opinion was supported by 52% of participants, with 6% publicly supporting it.

In contrast, 38% of participants disagreed of the idea, and 4% strongly disagreed of it.

This viewpoint was supported by research from the Global Partnership on Education (2018) that suggested USE might increase women's knowledge of HIV/AIDS and autonomy in healthcare decisions by 10% globally.

Also, it's possible that women's psychological wellbeing may improve and partner violence will become less likely.

In many nations, mothers with higher levels of education had a lower likelihood of their early children becoming stunted (Ngeno, 2015).

Table 11: USE program and earnings of women

Statement 4: Average earnings of girls have improved as a result of basic education attained through USE	Frequency	Percentage
<i>Agree</i>	31	43.
<i>Disagree</i>	39	54
<i>Strongly Disagree</i>	1	2
<i>Strongly agree</i>	1	1
Grand Total	72	100.00

Source: Primary data, 2021

According to the results in the table above, 43% of respondents agreed that the USE program's implementation had increased the average salaries of women in the municipality. In addition to 2 percent of respondents who strongly disagreed with the statement, 54% of respondents disagreed with the viewpoint.

Challenges facing the implementation of USE program in Nebbi Municipality

Table 12: USE and classroom congestions

Statement 1: <i>Class rooms are congested and as such it is difficult to keep attention of students hence undermining performance</i>		
Response	Frequency	Percentage
Agree	25	66
Disagree	8	21
Strongly agree	5	13
Grand Total	38	100

Source: Primary data, 2021

The results in the table show that the USE program has made it more difficult to maintain kids' attention because of crowded classrooms, which has a negative impact on performance. 66 percent and 13 percent of respondents, who agreed and strongly agreed with the statement, respectively, supported this opinion. Just 21% of people disagreed with the assertion, on the other hand.

Table 13: Effect of USE on staffing and infrastructures

Statement 2: The USE program is underfunded hence leading to gaps in both staffing and infrastructures		
Response	Frequency	Percentage
Agree	21	55
Disagree	1	3
Not sure	1	3
Strongly agree	15	39
Grand Total	38	100

Source: Primary data, 2021

According to the study's findings, which are shown in the table, there are staffing shortages and infrastructure gaps brought on by inadequate government financing.

39 percent of respondents were completely in agreement with the assertion, and 55 of the participants who thought that the USE program is underpaid by the government endorsed this opinion.

Only 3 of the participants expressed uncertainty, and 3 percent disagreed with the claim.

The study by Kristof (2015) that shows that the USE program is understaffed and as a result causes gaps in both manpower and buildings further supports this conclusion.

This concurs with Mwangi and Nyagah's (2011) argument that the presence of school buildings and other suitable planning contributes to improved educational success.

Conclusion

The study concludes that, in light of the findings in earlier chapters, the USE program can considerably contribute to community engagement better than it is now doing provided the weaknesses revealed are effectively rectified.

The study discovered that a program's inability to achieve its stated aims is due to a lack of funds.

The majority of those surveyed disagree, which is consistent with the report's results, with the claim that the USE initiative hasn't enhanced women's wages in the municipality.

The World Government's (2018) assessment that women with early schools partial or accomplish 19–30% higher salaries than those who have no education at all is called into question by this outcome.

Recommendation

For adolescents to attend class and succeed academically, parents are involved and participation are crucial.

Parents play a significant role in the development of a child's character, self-assurance, enthusiasm, and feeling of individual accountability for their academic performance.

This involvement has a good effect on the child's academic achievement, welfare, and the growth of interpersonal and emotional abilities, including resilience, teamwork, and communicating.

The National Parents and Teachers Organization, on the other hand, defines parental participation as the participation of parents in every facet of a child's growth and education from conception until maturity.

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