PERCEPTIONS OF PRIMARY TEACHERS ON THE EFFECT OF IMPLEMENTING

UNIVERSAL PRIMARY EDUCATION IN SELECTED SCHOOLS IN OHANGWENA

REGION OF NAMIBIA

A MINI THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS

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ABSTRACT

Universal primary education (UPE) was introduced in Namibia in 2012 to increase access to primary education and eliminate inequalities in participating by reducing the cost to improve retention rate and thus increase literacy. Enrolment has been a success story in Namibia, but an influx of learners has become an obstacle to teaching, learning resources and physical facilities against a stagnant teacher population. In view of these challenges, it was deemed necessary to conduct a study on class teachers who shoulder the greatest responsibilities in the teaching and learning process. This study aimed to find out perceptions of primary teachers on the effect of implementing UPE in selected schools in the Ohangwena Region of Namibia. The research questions were as follows. What are the primary school teachers' perceptions of the effect of implementing universal primary education in the selected schools in Ohangwena Region? What challenges do teachers in the selected schools face in teaching due to the introduction of universal primary education? What support mechanism should be put in place to help primary teachers overcome the above challenges?

This was a qualitative research study. Data were collected through in-depth interviews and document analysis. Interviewees were principals, head of departments, and teachers. Collected data were analysed with Atlas *ti* software by assigning verbatim quotations, coding and categorising. Findings were: government must employ more teachers; teacher-learner ratio influenced quality of education negatively since there is a shortage of teachers to counter the massive increase in enrolment levels due to the introduction of UPE. Government funding is inadequate and is not disbursed on time to schools. Some schools, therefore, request parents to provide top-up fees to meet school needs. The researcher recommends that physical facilities

should be proportional to the enrolment of learners and should be harmonised to avoid overcrowding in schools. In view of increased workloads teachers should be offered monetary incentive to motivate them.

ACKNOWLEDGEMENT

DEDICATION

This work is wholeheartedly and devotedly dedicated to my husband, Hans Isaskar Nghixulifwa and, my child Saima Palisha Tala-Ohole Yakalunga Nghixulifwa you tolerated and patiently endured my absence and stress for the sake of this study. Special thanks go to my dad and mom, Isreal and Lea Jona for their encouragement, emotional support and tolerance.

DECLARATIONS

I, Margareth Ndapewa-Oshali Nghixulifwa, declare that the study "Perceptions of Primary Teachers on the effect of implementingUniversal Primary Education in Selected Schools in Ohangwena Region of Namibia" is a true reflection of my own research and that this work or part thereof has not been submitted for a degree in any other institution of higher education. No part of this thesis may be reproduced, stored in any retrieved system, or transmitted in any form or by means (e.g. electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or the University of Namibia. I, Margareth Ndapewa-Oshali Nghixulifwa, grant the University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which the University of Namibia may deem fit, for any person or institution requiring it for study and research; provided that the University of Namibia shall waive this right if the whole thesis has been or is being published in a manner not satisfactory to the University.

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Margareth Ndapewa-Oshali Nghixulifwa,

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LIST OF ACRONYMS

EFA   Education for all

FPE   Free primary education

UPE   Universal primary education

SADC   Southern African Development Community

UN   United Nations

UDHR   Universal Declaration of Human Rights

UNESCO United Nation Education, Scientific and Cultural Organisation

UNICEF United Nations Children and Educational Fund

T1PSA   Teacher One Primary School A

T2PSA   Teacher Two Primary School A

T3PSA   Teacher Three Primary School A

T4PSB   Teacher Four Primary School B

T5PSB   Teacher Five Primary School B

T6PSB   Teacher Six Primary School B

T7PSC   Teacher Seven Primary School C

T8PSC   Teacher Eight Primary School C

T9PSC   Teacher Nine Primary School C

T10PSD   Teacher Ten Primary School D

T11PSD   Teacher Eleven Primary School D

T12PSD	Teacher Twelve Primary School D
HOD1PSA	Head of Department One Primary School A
HOD2PSB	Head of Department Two Primary School B
HOD3PSC	Head of Department Three Primary School C
HOD4PSB	Head of Department Four Primary School D
P1PSA	Principal One Primary School A
P2PSB	Principal Two Primary School B
P3PSC	Principal Three Primary School C
P4PSD	Principal Four Primary School D

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Universal primary education (UPE) has been adopted globally in response to the United Nations

Millennium Developmental Goals (UNMDG) to increase access and entry into education by

many children. This move is said to have responded significantly to the increasing needs and

demands for literacy in many countries. In order to respond to this universal goal, in 2012

Namibia adopted and introduced UPE by phasing out the payment of school fees in all public

schools. For some, this initiative was accepted as a move for upward social mobility of the

Namibian literacy levels, but others perceived it as a challenge to the educational fraternity. The

purpose of this study was to investigate views and perceptions of teachers regarding the effect of

implementingUPE in the Ohangwena Education Region in Namibia. The background of the

study, statement of the problem, research questions, significance of the study and its limitations,

are presented in this chapter. Delimitations of the study and a summary of the chapter are also

presented.

1.2 Background to the problem

The 1948 United Nations Universal Declaration of Human Rights was adopted by the United Nations

(UN), General Assembly. Article 26 of this declaration outlines the commitment and pledges of member

states for the realisation of free education as part of human rights. They reaffirmed that the following.

Firstly, everyone has the right to education; education shall be free, at least in the elementary and

fundamental stages; elementary education shall be compulsory (Ministry of Education Arts and culture

(MoE), 2016). Technical and professional education shall be made generally available and higher

education shall be equally accessible to all based on merit. Secondly, education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Thirdly, parents have a prior right to choose the kind of education that shall be given to their children. In endorsing the provision of Article 26, UN member states agreed in 1996 that primary education should be compulsory and be made available free to all children through the International Covenant on Economic, Social and Cultural Rights. It should also be highlighted that before the above-cited UN International Covenant, the UN Convention on the Rights of the Child was adopted in 1989. Articles 28 and 29 states: all children have the right to a primary education which should be free. Children's education should develop each child's personality, talents and abilities to the fullest (Uganda Ministry of Education and Sports, 1999).

With the transition to democracy, the right of equitable access to schooling formed a cornerstone of the Namibian education policy (Towards Education for All…) and an integral part of the Namibian government's commitment to redress imbalances as a result of historical inequalities (Ministry of Basic Education and Culture, 1993). The right to equitable access to education was constitutionally guaranteed. Sections of Article 20 of the Namibian Constitution (1990: p. 12-13) state "All persons shall have a right to education".

(1) Primary education shall be compulsory and the state shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining state schools at which primary education will be provided free.

(2) Children should not be allowed to leave school until they have completed their primary education or have attained the age of sixteen (16), whichever is the sooner, save in so far as

this may be by Act of Parliament on grounds of health or other considerations pertaining to the public interest.

Article 20 is further supported by Section 38 sub-sections 1 and 2 of the Education Act, 2001 (Act No. 16 of 2001), which reads.

(1) All tuition provided for primary and special education in state schools, including all schools' books, educational materials and other related requisites, must be provided free of charge to learners until the seventh grade, or until the age of 16 years, whichever occurs first.

(2) A learner to whom education, other than primary education, is provided in any state school, centre or class or the person responsible for such learner's education, must pay such fees as the Minister determines.

Many African countries like Uganda, Kenya and Tanzania adopted UPE in response to international conferences and summits of the 1990s that led to the United Nations Millennium Development Goals (Dennis, & Stahley, 2012). However, after a long meandering road in Namibia, UPE was introduced only in 2012. It is viewed as a constitutional entitlement. Article 20 of the Namibian Constitution (1990) stipulates that all persons shall have the right to education and primary education shall be compulsory for all pupils and will be provided free of charge until their primary education is completed or when a child has attained the age of 16. One of the benefits that UPE policy brought was the doubling of school enrollment; the number of learners increased by 95% (Iipinge & Likando, 2013). However, the significant increase in enrollment does not match the infrastructure in place, including the shortage of instructional materials, classrooms and teachers (Kinyanjui, Mwasa, M., & Mbutu, 2014). Large classes incapacitate a teacher's ability to organise and manage classes, thereby impairing their ability to provide individual attention. This has led to a deterioration of the quality of education in

Namibian schools. Hence, it is paramount to understand teachers' perception in the implementation of the UPE in the Ohangwena Region in Namibia.

1.3 Statement of the problem

The Namibia government decided to fast track the implementation of Article 20 of the Namibian Constitution. Based on the 2011 recommendations of the National Conference on Education, the Namibian government took a firm decision to implement UPE from January 2013. This, as Haihambo Ya-Otto (2013) argues, compels learners to attend primary education without paying schools fees from grade 0-7 in all public schools. These developments practically signify the genesis of free primary education in the country. One could argue that the implementation of this constitutional provision has taken two decades to be realised. However, it should be noted that this is a significant step that the country has taken. It is an affirmation that Namibia has joined other countries in ensuring, that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling (UNESCO, 2000). Although Namibia responded positively to the constitutional provision of making primary education free, parents are still responsible for school uniforms. Although this goal will not be achieved in its totality covering all aspects of universal education, Namibia will have nonetheless made significant signs of progress compared to other countries in Sub-Saharan Africa.

Due to the introduction of UPE in Namibia in 2012, a high influx of learners to schools was observed (Iipinge & Likando, 2013). Primary school teachers are likely to suffer from being overworked and exhaustion as the teacher-learner ratio is very high. This situation can lead to compromising the quality of education in our schools as proper attention is no longer given to

learners (Abuya et al., 2015). The perception of primary school teachers on the effect of implementingUPE in selected schools in the Ohangwena Education Region is not known. The researcher is not aware of any prior study having been conducted in this region. Hence, this study should fill this gap in the literature.

1.4 Research questions

The purpose of the research was to answer the following research questions.

1. What are the primary school teachers' perceptions of the effect of implementing Universal Primary Education in the selected schools in Ohangwena Region?
2. What challenges do teachers in the selected schools face in teaching due to the introduction of Universal Primary Education?
3. What support mechanism should be put in place to help primary teachers overcome the above challenges?

1.5 Significance of the study

The rationale for undertaking this study is that studies of UPE place more emphasis on the economic benefit of a major cardinal goal of education, which is to increase access to education in Namibia. In other words, it is very silent on the experience of the teachers as a conduit to impart knowledge during the teaching and learning environment. It is against this background that this study seeks to explore perceptions of the primary school teachers since the introduction to UPE in 2012. It is hoped that the findings and recommendations of this study will serve as a guideline for primary school teachers to improve the teaching-learning process. Also, the study

will contribute to research in Namibia, particularly in UPE, as very little has been done in this domain.

1.6 Limitations of the study

Limitation refers to the potential weaknesses in a study and is out of a researcher's control (Simon, 2011). The researcher did not have sufficient funds for the research logistics such as buying the tape recorder, but efforts were made and a tape recorder was ordered. Some of the participants did not want to be interviewed due to the country lockdown and the measure of social distancing. Thus, some interviews were postponed and this delayed the data collection procedures. Participants were not always readily available as they were preparing the return of learners to schools due to the COVED-19 pandemic. One major limitation of the study is that the study is a qualitative study conducted in a single region and the finding of the study may not be generalised, however, the findings can be generalized with caution.

1.7 Delimitation of the study

The study was limited to three teachers, one head of department (HOD) and one principal in four primary schools at the Mwadikange cluster, in the Ohangwena Region. Therefore, the results cannot be generalised across the Ohangwena Region of Namibia, as it is a small sample and the geographical orientation and setups are not the same. The study focused only on primary school teachers in selected schools in the Ohangwena region.

1.8. Definition of terms and concepts

This section operationalises the terms and concepts used in this study.

Learning: the ability or process of gaining knowledge or skill by studying, practising, being taught, or experiencing something (Wang & Woo, 2007).

Learner: any person who is registered and receiving basic education or a course of study (Education Act No. 16 of 2001).

Perceptions: are general evaluations people make about themselves, other persons, objects or issues and involve lasting likes and dislikes preferences, and aversions, toward specific aspects of the external world (Tezci, 2011).

Primary school: a primary school is a school, or part of a school, in which basic education from the level of the first grade to the level of the seventh grade is provided (Education Act No. 16 of 2001).

1.9 Summary

Expanding access, without corresponding attention to the structural transformation of the education system, will ensure low-quality education for at least some learners and perhaps most (Fernando, 2013). However, in some situations, as observed by Suzuki (2002) stressed on the rapid expansion of learners attending schools, as well as enrolment rates, appear to be given a priority at the expense of the provision of quality education that went to the extent that it even appeared that they were pushing over-age children into school to achieve their goal. In this

chapter, the following are presented: introduction to the study, statement of the problem, research questions, significance of the study and its limitations. Also presented are the limitation and delimitation of the study and a summary of the chapter. In the next chapter, literature review is presented as well as the theoretical lens underpinning the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A comprehensive review of the literature for the study is presented in this chapter. The theoretical lens of informing the study is also presented. The focus of the literature review is the perception of school teachers on the effect of implementingUPE in schools. Also presented are the challenges faced by teachers in the implementation of UPE in schools and the strategies that can be used to improve its implementation in schools.

2.2 Definitions of universal primary education

Universal primary education (UPE) is a goal that was set by the international community in 2000 to ensure that by 2015, children everywhere, boys and girls alike, complete a full course of primary schooling (Dembele & Oliawe, 2007). Iipinge & Likando (2013) define UPE as a goal stated in many national development plans and pursued with vigour by governments of most developing countries. Ipinge and Likando (2013) further argue that primary education is seen as the first step in laying the foundation for future educational opportunities and lifelong skills. Through the skills and knowledge instilled, primary education enables people to participate in the social, economic and political activities of their communities to their fullest potential. It is also seen as a basic human right that frees human beings from a state of ignorance and helps to reduce the negative effects of poverty, relating in particular to health and nutrition (Kinyanjui, Mwasa, & Mbutu, 2014). In an increasingly competitive global free market economy a well-educated, high-quality workforce is seen as vital to a country's economy to attract foreign

investment that generates jobs and creates wealth. Good quality primary education is increasingly recognised as an important foundation for economic growth and seen as instrumental in the attainment of other development objectives (United Nations(UN), 2010). The goal of UPE is embraced within a larger framework for attaining a global literate society under Article 5 of the Declaration; "Broadening the Means and Scope of Basic Education" (WCEFA, 1990). Strategies to attain EFA include the formation and utilisation of pre-school programmes, out of school programmes for adults and young people who have not had the opportunity to pay heed or to complete full-time primary schooling, and the expansion of primary school education to cater for a growing school-age population (United Nations Joint Monitoring Committee, 2013). A country's distance from UPE appears most clearly in terms of the net enrollment ratio (NER), the share of children of official primary school age who are enrolled in primary schools. In other words, the share of those enrolled accurately reflects the share that will eventually complete a wide course of elementary schooling.

2.3 Teachers' perceptions of the effect of implementingUPE

The benefits of UPE seem to vary significantly from individual to individual based on their experiences with this global initiative (Bingimlas, 2009). In the countries with the worst education indicators, most children from the poorest households have no primary education. Households with limited education are more likely to be poor. The gap between the attainment of rich and poor children can be enormous. In India, for example, 15 to 19-year-olds from the richest 20% complete on average 10 school grades more than the equivalent cohort amongst the poorest 40% of students. In Senegal, enrollment of 6 to 14 year-olds from the poorest households

is half that of children from the richest households. Of the children who do enrol, it is the poor who have overwhelmingly dropped out of school (Fernando, 2013).

Teachers in Thailand, in a study by Diaz (2011), indicated that the implementation of UPE increased the level of enrollment for primary learners in the country. The study further indicated that the merits of this global programme are that it has enabled most able-bodied and mentally stable school-going children to acquire formal education in Thailand. In the Philippines UPE implementation has resulted in a crop of educated people right from that nascent age of one's development(John, Naumann, & Soto, 2008). An educated society is an informed one ready to appreciate the government and other policies intended for community well-being. Teachers in Haiti indicated that UPE implementation increased the amount of workforce in the country since most learners were able to be admitted to schools without paying any school fees (Matau, 2008). The UPE programme in Mozambique is said to have enabled one of the marginalised groups of society, the girl-child, to acquire formal education (Juao & Arumando, 2014). A study in Mozambique by Fernando (2013) on how the educational stakeholders perceived the benefits of UPE indicated that this initiative has led to an increase in the enrolment of children and this ultimately elevated the literacy levels of the country. This initiative is not selective about who among the males and females should be admitted into the school. This also leads to the achievement of a socialist community in those people of different groups and gender mix in the learning environments.

In Uganda, a study by Ogawa & Nishimura (2019) indicated that the school funding grant established by the government of Uganda has resulted in a mechanism for paying children's tuition fees through the transfer of (predominately WB) money to government-aided schools. The government supports a cost-sharing approach to funding, expecting parents and guardians to

pay for other schooling expenses, such as the cost of scholastic materials (books and supplies), uniforms, food and transportation (Ogawa & Nishimura, 2019). Implementation of the grant, however, has been less than satisfactory as the flow of UPE funds to schools suffers significant delays, corruption and mismanagement (Nishimura, M., Yamano, T. & Sasaoka, 2008). This growth and expansion in education is viewed as a means of eliminating illiteracy, and poverty. In Tanzania in 2000 and Kenya in 2003, as a way of implementing the EFA initiative under UPE, the government of Uganda pays children's tuition fees through the transfer of a capitation grant (the UPE grant) to schools (Suzuki, 2002). Parents and guardians are responsible for (or, must pay for) several other schooling expenses, such as the cost of scholastic materials (books and supplies), uniforms, food, and transportation. This initiative led to an increase in the enrollment of children in public schools, though it created a strain on the teachers' workload since the governments did not increase or review their enrollment figures to cater for the increased learner quantities (Waswa, 2017; Matau, 2008; Fernando, 2013). A study done in East African countries on teachers' perceptions of the effect of implementingUPE indicated that this development brought challenges in the available resources in the schools, especially as the textbook ratio was one textbook per ten students (Juao & Arumando, 2014). However, this development led to an increase in literacy levels of the learners hence this can raise the degree of health awareness and thus modify the health-seeking behaviour of the learners learning in a congested environment (Dembele & Oliawe, 2007). The first phase of UPE in Zimbabwe resulted in 'access shock' at the school level as enrollments increased by 78% in the first year of the initiative in the absence of adequate infrastructural expansion and increases in teacher and materials supply (Madombwe & Muzanya, 2006; Iipinge, 2013).

The success of UPE is determined by NER as it is the share of children of official primary school age who are enrolled in primary schools (UNESCO, 2014). Over time, NER, together with the proportion of pupils starting grade 1 who reach the last grade of primary (the "survival rate"), has come to be the main indicators of progress toward achievement of the education MDG (UN Statistics Division, 2008. The use of NER to assess progress toward UPE in the annual EFA GMRs and other analysis carries the implied assumption that the share of children enrolled in primary school is an accurate measure of the share that will eventually complete a full course of primary schooling. This article shows that the assumption in terms of countries with specific characteristics does not hold. Early in the new millennium, the international community suggested an alternative indicator for measuring progress toward UPE: the grade 4 completion rate (UNESCO, 2014)**. Given the focus of UPE on primary school completion, an early report urged that "primary school completion rates. . . should be the criterion for evaluating progress toward the goal of EFA" (UNESCO 2001). Not only is primary completion the stated Dakar-EFA and MDG-education goal, but "from a human capital perspective, there is a substantial difference between getting all children enrolled in primary school and ensuring they have completed a five-or six-year primary school cycle" (Development Committee 2002).

2.4 Challenges faced by teachers in the teaching due to the introduction of UPE

For the poorest households, education may be a lesser day-to-day priority than basic survival. In cases of extreme poverty, children may contribute up to 40% of a family income. Girls, in particular, contribute unpaid labour, mainly in domestic and agricultural activities (Waswa, 2017; Suzuki, 2002). These direct and indirect costs can make education prohibitively expensive, while lack of access to a school or the poor quality of education on offer may discourage those

parents who might have been willing to bear these costs (Haihambo Ya-Otto, 2013). Where poor children do manage to enrol in school, poor nutrition and health can hinder their full participation and learning. This is a challenge that has a direct impact on student learning, performance, and overall educational quality (Suzuki, 2002). Teachers in Mogadishu indicated that lack of funds was the principal reason why children not in schools (out of school children) were not enrolled(Chirimbana & Shifiona, 2014). Having said this, in some pastoral communities UPE did not precipitate higher enrollment growth seen elsewhere, owing to a higher perception of opportunity costs (John, Naumann, & Soto, 2008). Teachers in the Central African Republic cited lack of funds was the principal reason why out of school children were not enrolled ((Nishimura, Yamano, & Sasaoka, 2008). Having said this, in some pastoral communities UPE did not precipitate the high enrollment growth seen elsewhere, owing to a higher perception of opportunity costs (Langsten, 2014). Political will was a key factor in the progress of UPE in Uganda and this affected the sustainability of UPE since the government has no money to provide all the resources needed for the learners to study successfully (Dembele & Oliawe, 2007).

However, it created several critical challenges, which, include limited learning space, insufficient learning materials, resources and facilities and inadequate human capacity (Bingimlas, 2009). The introduction of UPE in Uganda in January 1997 substantially increased schools' reliance on Kampala for funds but most necessary funding did not reach the schools immediately (Langsten, 2014). Formal education systems are often inefficient in recognising and addressing the special circumstances of working children (Juao & Arumando, 2014). The United Nations (UN, 2010), estimates that there are up to 250 million children working full or part-time in the developing world. United Nations(UN, 2010) further estimates that 140 million of these are between the age

of 6 and 11 years old. Around 23% of these children enrol at school but 77% of them subsequently drop out.

In most societies, men and women differ in the activities they undertake, their access to, and control of, resources, and in participation in decision-making (Kinyanjui, Mwasa, & Mbutu, 2014). The position of women is often characterised by unequal power relations, limited mobility, restricted access to political power, confinement to domestic and subsistence spheres and inequality before the law. Girls contend with a complex mix of barriers to their right to education. In patriarchal systems of social organisation, a high value on women's reproductive role, linked to customary early marriage (and pregnancy), and relatively low regard for the value of female life in some societies, are all formidable obstacles (Steyn & Niekerk, 2008). Poor parents may not be willing to incur the direct and opportunity costs of educating their children, particularly girls. Where decisions to send children to school are weighed against labour contributions, girls are often the last to be sent to school and the first to be withdrawn(Mann, 2009)(Mann, 2009). Parents sometimes anticipate that their investment in a daughter's education will be lost when she marries into another family. Girls who do go to school are more likely to be withdrawn for seasonal labour. Legal inequalities, a lack of female role models, and limited job opportunities for women, allied to lack of policies to eliminate gender discrimination within schools and more widely, compound the range of challenges confronting girls (Mann, 2009). Poor management of funds has been one of the greatest challenges faced in the implementation of UPE in most schools; usually, the people that are in charge of managing the funds directed to the school administration, and education purposes, are usually corrupt. They divert the funds to their benefit (Madombwe & Muzanya, 2006).

The home background has a strong influence on the opportunity at school (FAO, 2004). Illiterate parents are severely disadvantaged in assisting their children in developing literacy and numeracy skills (Juao & Arumando, 2014). Those who have been excluded from educational opportunities themselves may have had less opportunity to assess their potential for their children. Research studies indicate that women participating in adult literacy programmes are more likely to send their children to school and keep them there than illiterate mothers (Nishimura, Yamano, & Sasaoka, 2008; Dembele & Oliawe, 2007). They are also more likely to encourage their children to read and study at home

In the Namibian context, UPE was implemented in 2002. Namibia is a multilinguistic and multi-tribal community and the implementation of UPE faced several challenges (Haihambo Ya-Otto, 2013). In Namibia exclusion from education takes many forms. Children may be disadvantaged due to their class or caste, or because they belong to an ethnic, linguistic, cultural or religious minority (Iipinge & Likando, 2013). Migrant families, and nomadic communities, face specific difficulties. In multi-language societies, the choice of language for initial instruction may privilege majority groups, either more numerous or more powerful, and disempower minorities. More so, children with disabilities have the same right to education as other children, and these are enshrined in the Convention on the Rights of the Child. There is limited education data on children with physical or learning disabilities, but it is clear that very few, perhaps less than 2% globally, are in school. Boys with disabilities are more likely to attend school than girls. Literacy rates for people with disabilities, particularly women, are very low. Implementation of UPE is affected by inadequate resources to cater for these marginalised groups in the Namibian community. Though education has been made free, there are some cultural diversities, which need to be addressed so that the Namibian community understands the role of education in their

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livelihoods (Ministry of Education (MoE), 2014). Namibia has the San community and the bushman who practice nomadic lives; these marginalised groups have no understanding of the value of education in their lives even if education has been made free through the UPE initiative and also they do not benefit from it because of their cultural beliefs (Haihambo Ya-Otto, 2013).

UPE is associated with scant resources, especially in rural areas. These resources include reading and sitting materials, not to mention the astronomical numbers each class has. In primary school, it is common to find classes that comprise between one hundred and two hundred pupils (Fernando, 2013). This scenario has a negative impact on the quality and quantity of education received since the pupil-teacher ratio is big (Ministry of Education (MoE), 2014; Madombwe & Muzanya, 2006). Though education is free in most African education systems, there are still challenges, which have not been addressed, such as the children travelling long distances in a quest for free education (Ministry of Education (MoE), 2014; Ministry of Education (MoE), 2007). This could be disastrous in terms of the psychological and physiological needs of pupils that are still young (Iipinge & Likando, 2013). The other challenges faced in schools after the implementation of UPE are that children are not taught very well, and in some cases, teachers are to qualified to teach them; this is common in most countries that have adopted the UPE (Madombwe & Muzanya, 2006). There is overcrowding in Namibian classrooms, and teachers are not motivated as a result of their poor working conditions especially in Zimbabwe, Mozambique, Zambia, Uganda, Nigeria and Malawi (Epri, 2016; Diaz, 2011; Onyeze, Ochiaka, Ochiaka, & Ochiaka, 2017). It is common in most African countries for learners to come to school on an empty stomach as a result of poverty hence they are not able to learn properly even if education has been made free to them (Fernando, 2013; Waswa, 2017). There is poor

supervision in most public schools and teachers are not well motivated because of their working conditions. Therefore, this affects the effect of implementing UPE in most cases leading to not attaining its intended purposes (Langsten, 2014). A Namibian government report indicates that the number of teachers and schools increased by 41%, and enrollment increased by 171% between 1997 and 2004 (Ministry of education, 1992). This raises concerns about a deterioration in the quality of public primary schools. Low completion rates in upper grades suggest high indirect costs for older children.

The UPE policy seems to have decreased delayed enrollment in primary school and achieved higher educational attainment at least up to grade 4 for boys and grade 5 for girls in primary education (United Nations, 2013). The UPE policy has also achieved a low economic burden of education at the primary level for all households, regardless of their household expenditure level. As a result, the UPE policy has positive impacts on the poor, especially girls, in improving their access to school. In this respect, the UPE policy has contributed to access and equity of education as a pro-poor policy. However, the study revealed there should be more than just the one demand-side policy intervention of reducing the school tuition in public primary education to achieve UPE. First, internal inefficiency, such as delayed enrollment and repetition, remains a major problem in primary education in Uganda (Suzuki, 2002).

2.5 Support mechanism to enhance the achievement of UPE

There is a need for policy interventions to respond to the reasons for internal inefficiency (Madombwe & Muzanya, 2006). A proper supply-side-policy intervention, such as providing sufficient school facilities in the nearby neighbourhood, or demand-side-policy interventions,

such as improving parental awareness, should follow the abolition of school tuition. In response to these challenges, the Ministry of Education and Sports is currently making efforts to pay special attention to schools in the "hard-to-reach" areas (Kinyanjui, Mwasa, & Mbutu, 2014). Special policy intervention in these areas has recently been accepted in the form of top-up salary and provision of housing for teachers. Also, school construction in remote areas is to be facilitated using school mapping based on the recent geographic information survey (GIS) results. Such targeting strategies are believed to further the benefits of UPE to marginalised children (Matau, 2008).

While the UPE policy reduces the costs of primary education, more comprehensive rural development strategies should increase the benefits from primary education so that the expected benefits exceed the total costs of the direct and indirect costs of education. From the supply-side perspective, a funding scheme for primary schools could provide better incentives for them to reduce internal inefficiency. For instance, the government of Uganda provides each public primary school with a capitation grant based on the number of pupils in a school (Fernando, 2013). Under this financing scheme, schools have incentives to keep as many pupils as possible. This could also provide an incentive for schools to encourage pupils to repeat grades. The question remains as to whether this potential incentive is strong enough for schools to worsen internal inefficiency (Juao & Arumando, 2014). Schools should provide incentives for teachers and improve their working conditions so that they remain motivated to do their work for UPE to produce tangible results (Kinyanjui, Mwasa, & Mbutu, 2014). For instance, some sort of reward schemes for schools, which achieves high internal efficiency, could be useful as an alternative funding scheme. Public resource allocation is a difficult endeavour in countries like Uganda

where resources are extremely limited. Uganda's UPE has been successful in expanding educational opportunities for children in poor households.

The next step should target marginalised children who have not received benefits from the current UPE (Diaz, 2011). For the supply-side policy intervention, there is a need for the ministry of education to provide food to the learners through the school feeding schemes so that learners from poor families and are not well fed can have access at least to a decent meal. Most schools that have implemented the UPE have been found to mismanage school funds; there is a need therefore for the ministries to effectively implement auditing strategies to improve the financial management in schools so that teachers and school managers do not mismanage their school finances (United Nations(UN), 2010). Lack of good financial support can be mitigated by allowing the government to look for support from non-governmental organisations.

As stated in the literature (Achieng et al., 2010) investing in primary education has been the key element for the development process worldwide. African countries like Malawi, Uganda, and Lesotho have all implemented free primary education (World Bank Report, 2004 & Iipinge, 2013). High enrolments have been the success stories for most of these countries including Namibia (Iipinge, 2013). Conversely, an influx of learner enrolment becomes an obstacle to teaching and the learning resources as well as physical facilities (Sawamura & Sifuna, 2008). However, these studies did not address the question of the key actor, namely, teachers, in the teaching and learning process who face many challenges in the implementation of free primary education. Achieng et al. (2010) assert that inadequate teaching and learning resource materials, overcrowded classes, heavy workload and learner indiscipline, are challenges faced by teachers.

According to Iipinge (2013), the challenges created are enormous. In view of this such challenges warrant an investigation of the key actors in the teaching-learning process.

Underpinning this study is the notion of universalising primary education, which is rooted in the perceived centrality of education to promote individual rights. The promotion of individual rights as a rationale for UPE is mainly drawn on Article 26 (1) of the Universal Declaration of Human Rights, which stipulates that everyone has the right to education (United Nations, 1948). Following this declaration, the World Conference on Education for All at Jomtien, Thailand in 1990, reaffirmed that every person shall be able to benefit from educational opportunities designed to meet their needs. All these developments culminated in a Millennium Summit in 2000, which agreed on achieving eight Development Millennium Goals (MDGs) by the year 2015. In Namibia, the right to equitable access to education is constitutionally guaranteed in Sections of Article 20 of the Namibian Constitution (1990, p. 12-13) which states "All persons shall have a right to education" – this paved the way for free universal primary education in Namibia.

2.6 Theoretical framework

The study adopted the systems approach (SA), and the human capital theory (HCT) founded in the 1960s. Theodore Schultz was the main proponent of HCT. According to him, the HCT reflects the value of human capacities and that it could be invested through education, training and enhance benefits that lead to an improvement in the quality and level of production in organisations (Langsten, 2014). In the HCT Schultz postulated that education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human

beings (FAO, 2004). Human capital is a quantification of the economic value of a worker's skill set. This measure builds on the basic production input of labour measure where all labour is thought to be equal. The concept of human capital recognises that not all labour is equal and that the quality of employees can be improved by investing in them; education, experience and abilities of employees have economic value for employers and the economy as a whole (Lutans, 2011). The HCT recommends that employers need to have a clear career pathway in place for employees who are focused on career advancement. Employees are motivated by feeling recognised by an organisation and their peers (Epri, 2016). Since human capital is based on investing in skills and knowledge of employees through education, these goals can be achieved by widening and broadening access to quality education for all humanity. Therefore, UPE endeavors to meet this goal and global objective since primary education lays the foundation of all other educational processes to follow.

Irrespective of the benefits and rewards, which the HCT has received in other professional areas over the years, it has been subjected to several criticisms especially the educational fraternity (Berger & Luckmann, 1996). In the 1960s, the theory was attacked primarily because it legitimised bourgeois individualism, which was seen as selfish and exploitative (Flamholtz, 1995). The bourgeois class of people, as labelled by Marx, were those of the middle class who were believed to exploit those of the working class (or the proletariat). The HCT was also believed to blame people for any defects that happened in the system and by making capitalists out of workers (Kinyanjui, Mwasa, & Mbutu, 2014). In recent times, HCT has become one of the most powerful underpinnings of education policy discourse worldwide. At both supranational levels, within such bodies as the EU, and within national education systems, the influence of

HCT is considerable (United Nations Joint Monitoring Committee, 2013). HCT provides a captivating model for neoliberal governance of state education by promoting education as an 'investment' that yields return in due course to an individual in terms of pay, and to the state, in terms of employment and economic growth. The theory thus promotes state education systems as subservient to the vaunted knowledge economy, as instrumental in economic growth. In this entry, the nature and development of HCT are outlined, its current influence indicated, and its effects highlighted.

This theory is relevant to this study in that education plays a significant role in meeting human capital demands; it supplies organisations with the human resources needed to occupy certain positions in the labour market. In the same vein, the introduction of UPE serves as a noble response to provide the needs and demands of the labour market by providing academically and professionally qualified manpower to fill certain positions in the labour market (Dembele & Oliawe, 2007). UPE helps to mitigate human labour migration from developing places or rural areas to more developed and urban areas. Leading to brain drain and thus making poorer places poorer and richer places richer (Flamholtz, 1995).

The study also adopted the systems approach (SA) for the educational system (Ferlie and Shortell, 2016). In terms of SA for the educational management systems, its main proponents were Ferlie and Shortell (2016). They realised that educational systems were faced with numerous challenges and that these challenges were supposed to be resolved. As asserted by Wanjau et al. (2015) these authors designated that these challenges encountered follow a four-level model. In their postulation, the levels are as follows.

a. Individual learners.

b. The educational team, which includes professional educational service providers (e.g., school teachers, librarians, and others), the learners, and family members.

c. The organisation (e.g., schools, libraries, and among others) that support the development and work of school teams by providing infrastructure and complementary resources.

d. The political and economic environment (e.g., regulatory, financial, payment regimes, and markets), the conditions under which educational organisations, teaching teams, learners, and individual educational service providers operate.

This model is suitable for this study because the teachers' views and perceptions regarding the UPE provision and the challenges faced in the provision of UPE in schools can be analysed in the form of a connected system that can be aligned with the postulation (Ferlie and Shortell, 2016). More so, these challenges and their impact are not one. There are many which are interrelated to each other in the form of a system where one variable is connected to the other. The challenges are interlinked and their link creates a chain of negative impacts in the delivery of educational services and the recipients of the educational services. Therefore, the utilisation of this theory should provide a better understanding of how the UPE can be implemented in a way that should improve the entire educational system in the Ohangwena Region.

This study utilised the HCT because schools form the human capital base for schools and other organisations to get their labour. This theory was used to determine the perception of primary school teachers on the effect of implementing UPE in selected schools in Ohangwena Educational Region.

2.7 Conclusion

In this chapter a review of the literature, key concepts related to the research questions of the study, and the theoretical framework, were provided. Definitions of UPE were provided as well as the challenges faced by teachers in teaching due to the introduction of UPE. A review of literature in terms of a support mechanism, which is needed to aid primary teachers to overcome challenges faced in UPE implementation, was presented. The methodology that guided this study is presented in the next chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

A review of the literature for this study was presented in the previous chapter. Literature was used to support the various issues raised in the discussion. The methodology used in this study is the focus of this chapter. Research methodology is defined as a systematic process used to collect data to make business decisions(Babbie & Mouton, 2012). The research design, the target population, sample and sampling strategies used in this study are discussed. The data collection instruments used in this study as well as data trustworthiness, data analysis and the pilot study are described. Definitions are presented in terms of their use in this study. Ethical issues in research are discussed.

3.2 Research design

Research design is defined as the logic or master plan of research that gives light on how a research study is going to be conducted (Tobias, Nibedita, & Wilson, 2017). It is a systematic approach that a researcher uses to obtain data from participants (Burns & Burns, 2008). It describes what a researcher will do with the participants to reach a research conclusion and find a solution to the phenomenon under study. A descriptive, exploratory and contextual research design was used in this study This design assisted the researcher to gain insight and understanding of the perceptions of primary teachers' effect of implementing UPE present situation, the challenges faced by teachers in the selected schools in teaching due to the introduction UPE, and support mechanisms that should be put in place to help primary teachers

overcome their challenges. A descriptive approach was used to present the perceptions of primary school teachers' effect of implementingUPE in their class settings. The study is contextual as it was conducted in the Ohangwena Region with only one cluster in the Ondobe Circuit.

3.3 Research philosophy

Research philosophy is an existing worldview upon which a research study can be located (Blanche, Durrheim & Painter, 2006). Various research philosophies can be used in a research study. The research philosophy adopted in a research design depends mainly on the research strategy being adopted in a study; it could be qualitative or quantitative (Bonds-Raacke & Raacke, 2014). There are positivist and phenomenological research philosophies (Brickman, 2009). This study adopted a phenomenological approach that focused on qualitative methods to investigate teachers' perceptions and views on the effect of implementingthe UPE in the Ondobe Circuit in the Ohangwena Education Region. Phenomenological research design has to do with real-life lived experiences of the participants under study (Burns & Burns, 2008). A qualitative approach ensures that objectives are predetermined and data analysis is simple. Phenomenology philosophy was the most appropriate method because the researcher was investigating the real-life lived experiences of the teachers in the Ohangwena Region on the effect of implementingUPE in the Ondobe Circuit.

3.4 Population

A study population is defined as the totality of all elements eligible to take part in a research study (May 2014). Antwi and Hamza (2015) define a population as the mother set from which a

study's participants are selected. The population for the study comprised all the primary school teachers employed before and after 2012 in the Ohangwena Education Region. Given that the population was big and finite, only Ondobe Circuit primary school teachers were included in this study. Primary teachers employed in the Ohangwena Education Region were considered because they are key actors in the teaching/learning process. Also, their knowledge and experience aided in the improvement of quality education (Babbie & Mouton, 2012).

3.5 Sample and sampling method

Sampling is a systematic process of selecting eligible participants who can take part in a research study (Morgan, 2016). There are two main types of sampling strategies: probability and non-probability (Maxwell, 2016). In probability sampling all potential participants have equal chances of being selected; in non-probability sampling, there is no equal chance given to the participants to take part in the study (Blaikie, 2014). Non-probability sampling strategies include quota sampling, purposive sampling, snowball sampling, and convenience sampling (Cooper & Schindler, 2017). In purposive sampling a researcher selects participants that will provide the needed information. Non-probability sampling method (purposive sampling) was used for this study (Babbie & Mouton, 2012). The Ondobe Circuit has six clusters and was purposely selected for this study. Only primary school teachers employed at the Mwadikange cluster were purposely drawn for in-depth interviews. Four primary schools were purposively selected. In keeping with research ethics, the schools were labelled as Primary School A, B, C, and D. The sample of participants from each primary school comprised three (n=3) teachers, one HOD (n=1) and one principal (n=1). The total sample from the four selected schools was twenty (n=20): teachers (n=12), HODs (n=4), and principals (n=4).

3.6 In-depth individual face to face interviews

A semi-structured interview guide was used to collect the data from the 20 participants. Three open-ended questions were formulated regarding the perceptions of primary school teachers in the implementation of UPE in the four selected schools. Probing questions were asked depending on the participants` responses. This was done in order for the researcher to obtain in-depth information. The researcher also engaged with the outside environment observation. Data were collected by means of an in-depth face-to-face interview with teachers from the Ohangwena Region in the Mwadikange cluster The aim was to obtain knowledge of the participants' considerations and ideas on a specific topic. The use of an in-depth face-to-face interview has several advantages. It is not expensive and allows for a fast method of getting valuable data (Gay, Mills, & Airaian, 2009). A dynamic discussion between a participant and researcher stimulates thoughts and reminds them of their thoughts regarding the research subject (Denzin & Lincoln, 2005). This method allows a researcher to probe for more information from the participants. It allows a researcher to observe their body language to answer the research questions of a study. An in-depth face-to-face interview does have some disadvantages. Participants may not feel comfortable to express themselves if they face a researcher. Data analysis could be a time-consuming and challenging task. A researcher will need enough time to listen to their recordings before coming up with the final information (McNamee & Hosking, 2012). In-depth face-to-face discussions usually are not replicable. The validity and dependability of the findings are tough to ascertain on their own. This method does require more time to collect data from participants. It could cause bias in that the participants who may be confronted may not feel comfortable to disseminate some organisational information to intruders in the organisation and may end up lying just to please a researcher (Blaikie, 2014).

3.7 Construction of interview questions

The interview protocol was constructed in English. There were three main questions. Question 1 was used to elicit the teachers' views and perceptions on the effect of implementingUPE in the Ondobe Circuit in the Ohangwena Region. Question 2 elicited the challenges faced by teachers in the implementation of UPE in the Ondobe Circuit. Question 3 focused on mitigation strategies that can be used to improve the implementation of the UPE in the Ohangwena Education Region in Namibia. The participants had to respond to each question in each section. The researcher had the opportunity to probe for more information from them.

3.8 Pilot study

A pilot study was conducted with two teachers from other clusters of the Ondobe Circuit not included in the main study. These teachers were not in the sample of the main study. The pilot study was conducted to test for clarity and feasibility of the interview guide and the procedure of collecting data to rectify any problems that might be encountered with both the data gathering tools and data collection procedure. Based on the findings from the pilot study, double-barreled questions were reworded before the actual study was undertaken.

3.9 Data collection procedure

The researcher obtained a list of primary school teachers from the four purposively selected schools (primary schools A, B, C, and D). The inclusion criteria entitled primary school teachers employed at Ondobe Circuit before and after the implementation of UPE and were teaching critical subjects like English, mathematics, accounting or natural sciences. Primary school

teachers that were not teaching critical subjects were excluded from this study. A semi-structured questionnaire was used to interview the five participants from each school (n= 3 primary school teachers, n= 1 HOD, and n=1 principal). The researcher commenced the interviewing process in the second school term in the Ondobe Circuit between the $3^{rd} - 12^{th}$ July 2020. Unfortunately, the interviews were conducted during the peak of the COVID-19 pandemic and schools were under lockdown. There were thus no learners present at schools during the time of collecting data conducting this research.

The researcher did face-to-face in-depth interviews in English as all primary school teachers use English as a medium of instruction during their lessons. The interviews were recorded as the participants were comfortable expressing their thoughts in English. The duration of the 20 interviews ranged from 30 to 40 minutes. The researcher wrote field notes in conjunction with the interviews and while listening to recorded interviews, transcribing and reflecting upon a particular interview. All of the 20 voice-recorded interviews, and field notes, were entered into Atlas *ti* software. The collected data were analysed with Atlas *ti* software by assigning verbatim quotations, coding and categorising. Connections between categories and themes were used to further the researcher's understanding of the teachers' perceptions of the effect of implementingthe introduction of UPE in the four selected schools in the Ondobe Circuit in the Ohangwena Education Region.

3.10 Data analysis

Babbie and Mouton (2012) define data analysis as a search for a pattern in recurrent behaviours, objects of a body of knowledge. Marshall (2013) defines data analysis as the process of bringing

order, structure and interpretation of the mass of data collected. ATLAS ti software was used to analyse the qualitative data in this study. This software assists a researcher in coding, reducing, and inferring. Quotations are transcribed in a word document (primary documents) which is assigned or loaded into ATLAS *ti.* software This was done in this study, and the verbatim comments/statements were then coded: open or in-vivo coding was used. Lines of data in the quotations considered important or relevant were coded. This process, according to Silver and Lewins (2014, p.189), attempts at systematically grouping aspects that are of interest to the research. After coding, prominent codes emerged and these were the ones that focused on answering the research questions. Similar codes were merged and those that were infrequent were eliminated during the second stage of coding. Krippendorff (2013, p. 356) contends that ATLAS. ti software provides the ability to link quotations to create networks where patterns are identified which are helpful in report writing.

3.11 Measures to ensure trustworthiness

Trustworthiness is setting up the legitimacy and unwavering quality of subjective exploration as explained by Brink, Van der Walt & Van Rensburg, (2016). The rules that estimate trustworthiness of information are credibility, transferability, dependability and confirmability. The researcher spent 2 weeks in the field collecting data from 20 primary school teachers until saturation was reached. To ensure credibility and trustworthiness, multiple sources were used to include a tape recorder, interview guide and field notes to conclude what constitutes the truth. In a qualitative case study, the truth is subjective as it is explained from the lens of the participants. Dependability is referring to evidence that is consistence and stable (Polit & Beck, 2017). The study methodology and questions in the interview guide were reviewed by the study supervisor

before data collection. In this study dependability was established by the description of the ways data was gathered, analyzed and interpreted. Also, the findings were presented exactly as collected from the participants and the condition of the inquiry, and not the researcher's biases, motivations or perspectives. Instruments that were used were tested first prior to the interview to see if they are properly functioning to produce quality results.

3.12 Ethical considerations

Ethics should be applied at all stages of research, whether it is planning, data collection, evaluation and reporting of the research findings. In line with the University of Namibia requirements for conducting research, the researcher obtained an Ethics Clearance Certificate from the UNAM Research Ethics Committee. The researcher wrote a letter to the Director of Education to request permission to research the four selected primary schools, in the Ondobe Circuit in the Ohangwena Region (see Appendix A). After approval to conduct research was obtained from the Ohangwena Director of Education, the researcher sent a copy of the approval letter to the principals of the four selected primary schools (Helao CS; Hilya Nelulu CS; Korneluis CS and Elise Shipale CS) to request permission to interview three teachers, one HOD and one principal from each of these schools teaching the critical subjects mentioned above (see Appendix B). Consent forms were also signed by all the participants. All participants were made aware that their participation in the research was completely voluntary and that they could choose to stop participating at any time. They were guaranteed that all information obtained during the interviews would only be used for the study. Permission to tape-record the interviews was also sought from the participants and all gave permission. Pseudonyms were assigned to all

participants in keeping with their right to privacy and anonymity. The use of pseudonyms meant that their real names could not be associated with the findings of the study.

3.13 Conclusion

Definitions of the key research terms were presented in the chapter. The research instrument was outlined in terms of its use for data collection. The philosophy, research strategies and sampling method pertaining to this study were discussed and justified. Data analysis, validity and reliability of the research instrument and limitations of the research were also discussed. Also discussed was how bias was eliminated. Ethical considerations were presented. The results and interpretation of the findings are presented in the next chapter.

<center>**CHAPTER FOUR**</center>

<center>**PRESENTATION OF RESULTS**</center>

4.1 Introduction

In this chapter, the results, which pertain to the three major questions of the study, are presented. This study aimed to determine the perceptions of primary teachers on the effect of implementingUPE in selected schools in the Ohangwena Region of Namibia. The qualitative results that addressed this aim are also presented.

4.2 Overview of data collection and analysis

Qualitative data were collected from 20 participants (n=9 primary school teachers; n= 4 HODs; and n= 4 principals) by means of in-depth interviews. The study was four primary schools. Table 4.1 presents the number of participants from the four schools: A to D.

Table 4.1: The table above depicts the total participants (n=20) for the individual interviews

Schools	Principals	HODs	Teachers
Schools A	One per school	One per school	Three per school
Schools B	One per school	One per school	Three per school
Schools C	One per school	One per school	Three per school
Schools D	One per school	One per school	Three per school
Total	**n= 4**	**n=4**	**n=12**

In accordance with research ethics of privacy, pseudonyms were used for each participant as well as where they were employed. Table 4.2 shows the pseudonyms of the participants and the primary schools.

Table 4.2: Pseudonyms of participants (n=20) and the four primary schools: PSA, PSB, PSC, and PSD

Teachers per school	PSA	PSB	PSC	PSD
Teacher	T1PSA	T4PSB	T7PSC	T10PSD
Teacher	T2 PSA	T5 PSB	T8 PSC	T11PSD
Teacher	T3 PSA	T6 PSB	T9 PSC	T12 PSD
HOD	HOD1PSA	HOD2PSB	HOD3PSC	HOD4PSD
Principal	P1PSA	P2PSB	P3PSC	P4PSD

The participants in Table 4.2 were interviewed to obtain their opinions to address the three main questions.

- What is the primary school teachers' perceptions of the effect of implementinguniversal primary education in the selected schools in the Ohangwena Region?
- What challenges do teachers in the selected schools face in teaching due to the introduction of universal primary education?
- What support mechanism should be put in place to help primary teachers overcome the above challenges?

The purpose of these questions and interviews was to find out the perceptions of the primary school teachers on the effect of implementingUPE in the Ohangwena Region. The collected data were analysed with Atlas *ti* software by assigning verbatim quotations, coding and categorising.

Thereafter, themes and sub-themes, from each in-depth interview, were developed. As a result, four themes and seventeen sub-themes emerged and are presented below. The participants' verbatim comments are in italics. Their pseudonyms are in square brackets.

4.3 Discussion of themes and sub-themes

The use of student, pupil and learner are used interchangeably in the text in this chapter and subsequent ones. The results of the study are presented in a narrative format using verbatim extracts from participants and visual linkages /connection from Atlas.ti software. Table 4.3 lists the themes and sub-themes.

Table 4.3: Themes and sub-themes

GROUPS CODES (THEMES)	CODES (SUB-THEMES)
Participants experienced various perceptions on the effeteness of UPE	• Positive perceptions of the effect of implementingUPE • Negative perceptions of the effect of implementing UPE
Participants experience challenges due to the introduction of UPE.	• Lack of infrastructural resources to facilitate teaching and learning at schools • Lack of classrooms • Lack of administration block • High teacher versus learner ratio at schools • High workload of teachers

	• Education grant (UPE money) • Education grant not received timely to schools • Education grant not enough • Flexibility use of education grants not allowed. • No workshop/ training provided.
Participants support mechanisms for the improvement of UPE.	• Build more Classes/infrastructures • Employ more teachers • Provide more teaching resources • Education grant/ UPE money should be enough and be disbursed on time to schools. • Allow flexibility of the use of education grant. • Provide training to principal and teachers ➢ Training on financial education ➢ Training on new policy and guidelines

The results of each theme and sub-theme are presented below.

4.3.1. Participants experienced various perceptions on the effectiveness of UPE

Figure 4.1 presents the three different perceptions of the participants' perceptions of the effect of implementingUPE, namely, positive, negative, and mixed.
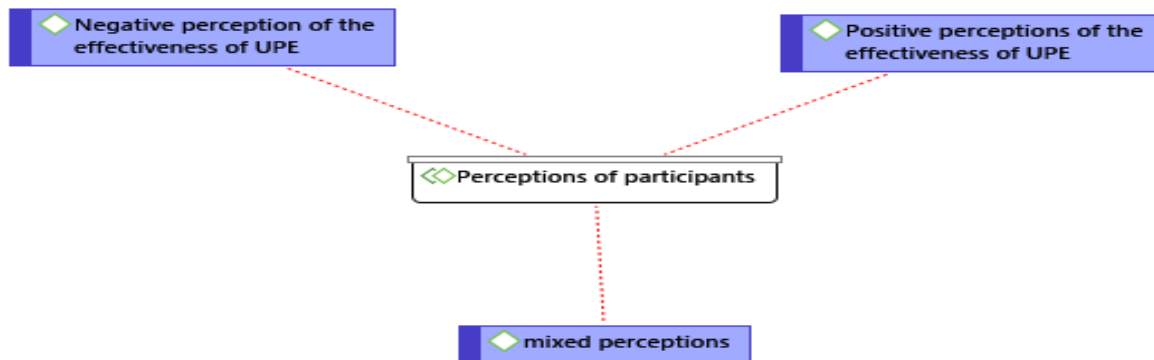
Figure 4.1: Codes illustrating perceptions of the effect of implementingUPE.

4.3.1.1 Positive perceptions of the effect of implementingUPE

Positive perceptions of the effect of implementingUPE are associated with verbatim comments/ statements as shown in Figure 4.2 below.

Figure 4.2: Quotations cementing the positive perception of the effect of implementingUPE. Their suggestions, in terms of the essence of the UPE programme and the benefits thereof, are as follows.

Before the UPE was introduced we had problems assessing fund but looking at things now, we can buy additional school resources such as machinery, photocopiers, teaching aids, books for the learners like exercise books, and so forth. I think the intervention of universal primary education fund it's effective to the extent where the government gives a portion to a learner to the school so the school can identify the needs of the schools and buy the materials that are required [T7PSC].

Yeah, it is good, because the learners are attending school freely [T9PSC].

In terms where it working for example a large number of learners used to be registered in school now and that is one of the purposes of this introduction of primary education. A lot of learners are enrolled in school now [P2PSB].

But for now, kids are coming compared to those years though we are still in it enrolment of those young ones like under 16 years because those they are supposed to come compulsory to school [HOD4PSD].

I mean universal is fine because it doesn't discriminate against any kid. I can take my kid to any school, any government school [HOD4PSD].

P3PSC clarified that UPE is no longer used in the Namibian education system as it is silent on the word 'money'. Thus, UPE is now changed to education grant (EG) to emphasise the word fund or money. P4PSD elaborated that **p**rimary education is a human right and the GRN decided

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to enact free education because it is part of our constitution. UPE encourages parents to take their children to school to participate in education. T10PSD, T7PSC, T9PSC and HOD4PSD were all in agreement that UPE was a relief because previously, parents used to pay for their children's education. Also it was challenging for schools to generate money to run school affairs. T10PSD further affirmed that parents were equally happy for their efforts in implementing free education. Some of the parents do not have money to pay school fees and free education is a relief as most are unemployed.

P4PSD's comments are below. As evident from this comment, some parents who were schooling their children in private schools enrolled them in a government school. The reason being that private school fees are expensive and government schools are now free of charge albeit quality. Hence, parents no longer have to worry about the payment to schools.

> *I mean if there is no payment, you expect an influx or exodus of people to turn and in this case, we even have parents who had their kids in private schools and they had to go and take their kids from private school* [P4PSD].

P1PSA explained that the education grants rescued schools because they could afford to buy several resources and educational materials which they did not have. Other services were also not effectively provided before the introduction of the education grant. P1PSA opined that before the introduction of UPE learners used to be stressed as their parents could not honour their school development fund. Some schools named and shamed those who had defaulted: their names were placed on a wall. This practice was stressful for them and it also led to bullying by some learners who had paid fees. The advantage of the education grant is that parents that used to default can now send their children to school as it not mandatory to pay school fees.

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4.3.1.2 Negative perceptions of the effect of implementing UPE

Figure 4.3 presents the negative perceptions of the effect of implementing UPE and includes verbatim comments.
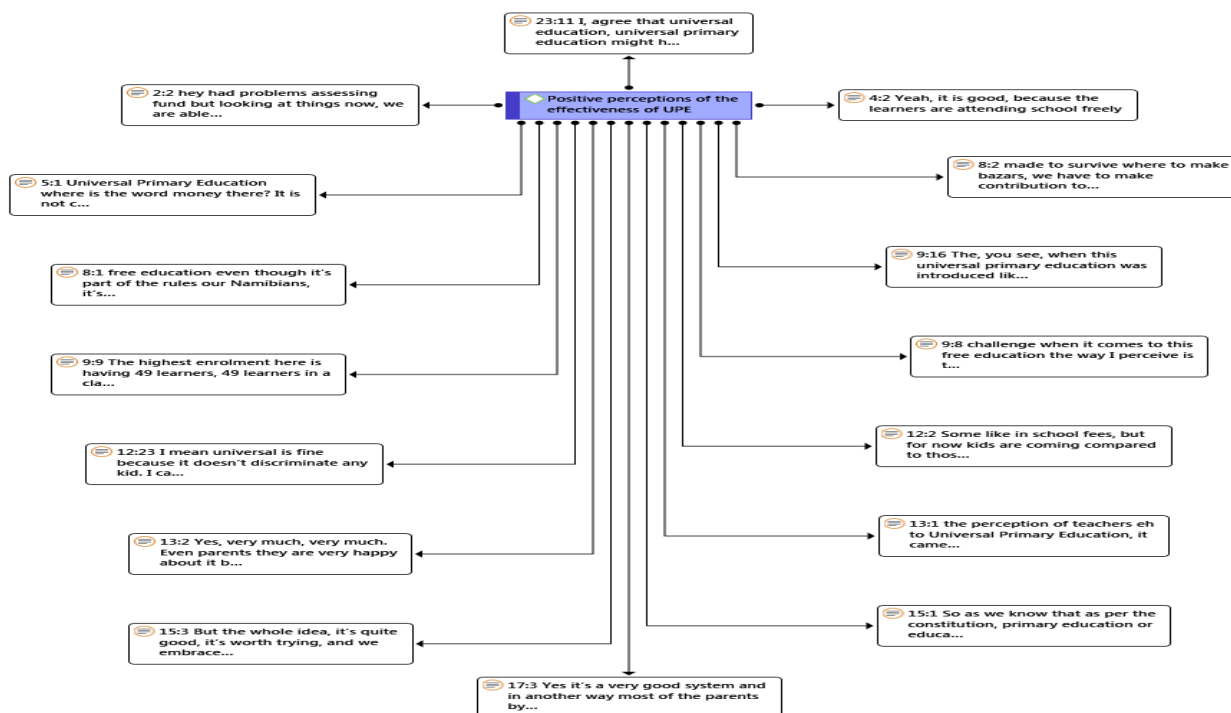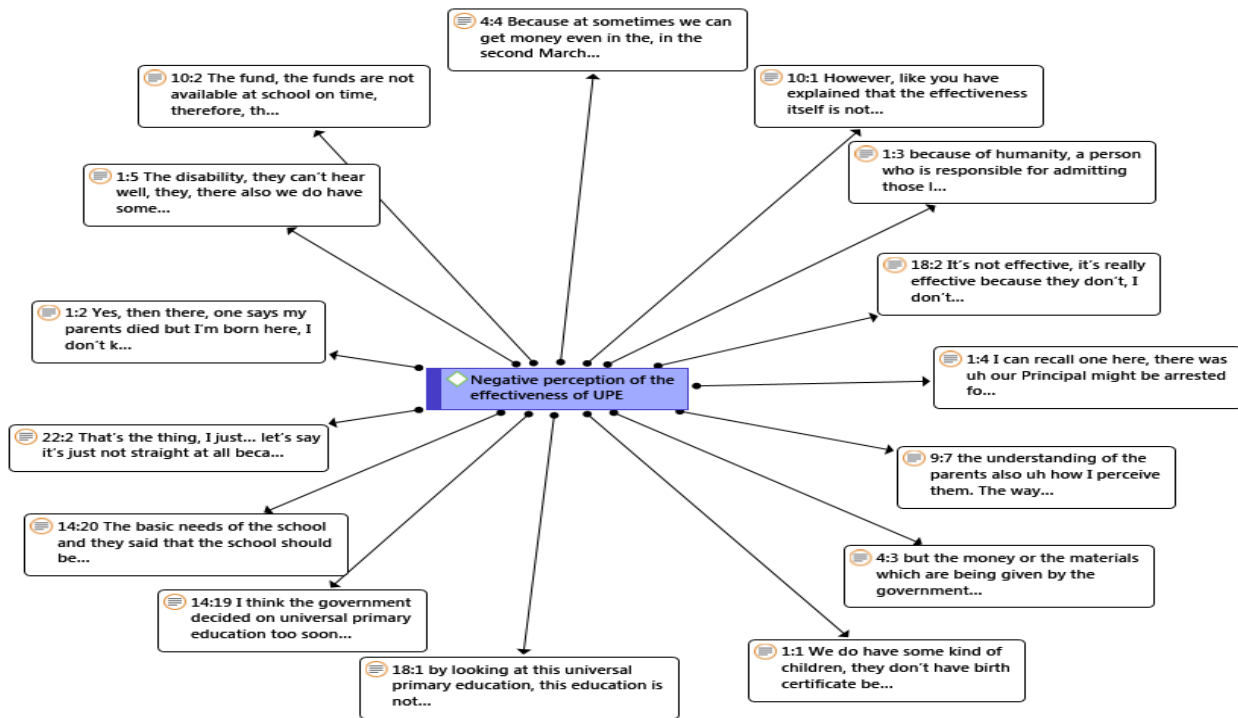

Figure 4.3: Quotations cementing the negative perception of the effect of implementing UPE.

Suggestions in terms of negative perceptions of the UPE programme are presented.

The money or the materials which are being given by the government are not enough so it will, the government needs to give a lot, it needs to give a lot so that learners they can work freely uh because even, let me say the exercise books they are enough. They cannot

be enough, so like now we use the learners to buy the exercise books and also some, the textbooks, so, on another side, it's good, but on another side, it's not good [T9PSC].

Because at sometimes we can get money even in the, in the second March or in the third March at this school, so it was supposed to come before the starting of the school but it came very late [T9PSC].

Where will you get something to start with these kids? On another hand, it could be either that the school is free the school is now expensive than before if we are to put it that way. The primary school learners can pay N$30 per term three terms maybe that's N$90. Now that rim one costs something more than that and if you make them two plus what, what and what, what there will be like N$200 to N$300 a term [HOD4PSD].

So I am saying it's not effective because of the reasons being that we are still asking parents to provide materials and the money that the government gives us is not enough and it comes late like by the time it gets here we are already done with what we need [T11PSD].

but the money or the materials which are being given by the government are not enough so it will, the government needs to give a lot, it needs to give a lot so that learners they can work freely uh because even, let me say the exercise books they are enough. They cannot be enough, so like now we use the learners to buy the exercise books and also some, the textbooks, so, on another side, it's good, but on another side, it's not good.

T9PSC mentioned that the money provided by the government is not enough and not disbursed on time as initially promised. T4PSB and T9PSC indicated that when they heard about UPE they

had high hopes and thought that it was a relief to them; to their surprise, nothing changed and parents were still contributing. T5PSB further explained that schools force parents to pay top-up fees even if they cannot afford the top-up fees. Some parents indicated that it would be better if their children could be allowed to stay home. P2PSB indicated that parents have a responsibility to play a role: maybe there is a need for more information to be disseminated to parents to understand that they also have a role to play. It does not mean that since everything is for free, now they can just fold their arms and wait for everything to be done by the government to pay for everything.

T11PSD mentioned that the UPE system is a set back to the improvement of education and that the education system was not supposed to be introduced. The government does not have money to fund the system and the money will not come on time. As result, schools are forcing parents to contribute by providing materials in-kind and monetary. The Namibian government promised to make education free so that the parents would not have to suffer but they are suffering more. The government is not giving enough money hence there not sufficient funds to make copies or buy photocopying machines. Limited resources were available for teaching.

This education is not free because what we are experiencing the parents are just paying a lot. They are sent to but not textbooks, exercise books for their kids and their just buying a lot of school stationaries, they are buying these rims for making copies, kids are just being sent to buy all those stationaries and most of the parents are just complaining that it's just a lot, we cannot afford. It doesn't show that education is for free. [T1PSA].

Then, you see, when this universal primary education was introduced as I said in the beginning, I noticed that the enrolment in schools increased. Now you find that a teacher

is teaching a class that is overloaded and then this causes the teacher not to be effective

in making sure that every child receives the attention and the assistance that they need.

[P2PSB].

HOD2PSB, T9PSC T4PSB and T11PSD indicated that they had mixed feelings regarding the UPE/education grant. The system needs improvements for it to be fully functional. They maintained that the UPE money should be enough and be disbursed on time to schools at the beginning of the year; not in the middle of a year. Parents must also contribute as education is a shared responsibility.

Infrastructures at different school have improved. However, some buildings need to be built as some learners are taught outside and the environment is not conducive for educating children.

4.3.2.Participants experienced challenges due to the introduction of UPE

These challenges included: lack of infrastructural resources to facilitate teaching and learning at schools, high teacher versus learner ratios, lack of teaching resources and lack of teachers, lack of time, education grant not received timeously and it is not enough.

4.3.2.1 Build more infrastructures

Figure 4.4 is a list of some infrastructure challenges faced by the participants. They mentioned lack of hostels, lack of accommodation, lack of classrooms and classrooms not conducive for teaching and learning.
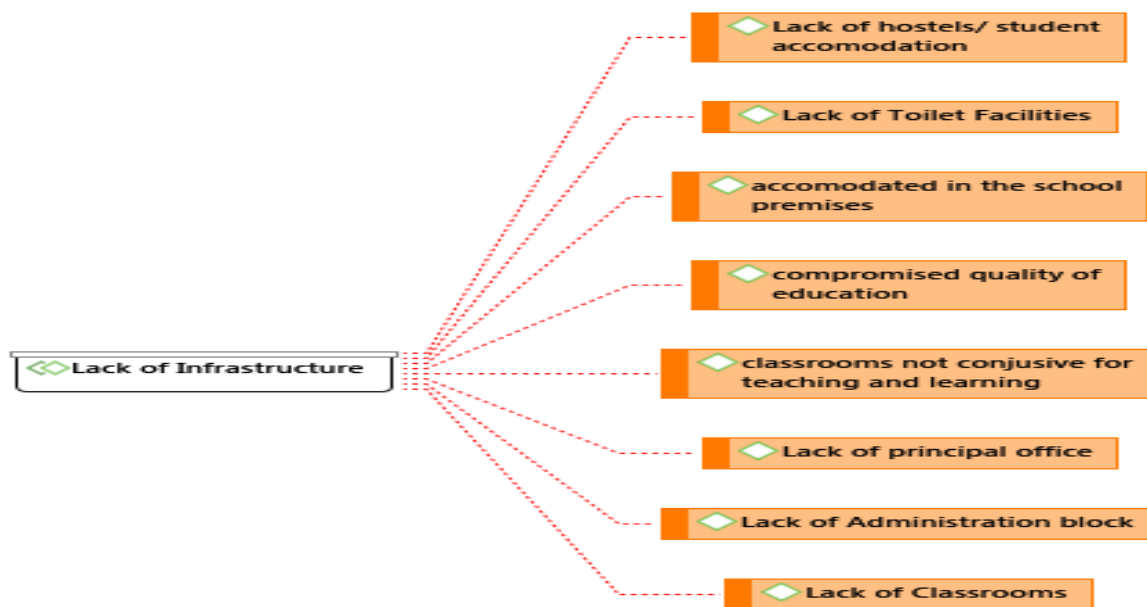
Figure 4.4:   Participants' perceptions of the different infrastructure needed at the schools.

P3PSC and T4PSB believed that their schools need an administration block and that there should be separate offices for principals, HODs, and administrative officer. Currently, school teachers do not have a separate office and they sit under trees as they do have a venue to use. They have nowhere to stay. T4PSB opined that children are clustered in a shack that does not have a light. Some are from poor families and on cold days do not have jerseys to wear in the shack classrooms. This promotes absenteeism hence there is a need for proper classrooms. HOD1PSA indicated there were no teachers' hostels and student accommodation at the schools. These schools are located in villages where accommodation is scarce. Hence, teachers have to travel a long distance to and from their homes; this makes their cost of living very high. Some teachers have resorted to building shacks on school grounds to avoid the expenses they experience.

4.3.2.2 Lack of classrooms

Lack of classrooms associated with verbatim comments/ statements is shown in Figure 4.5.
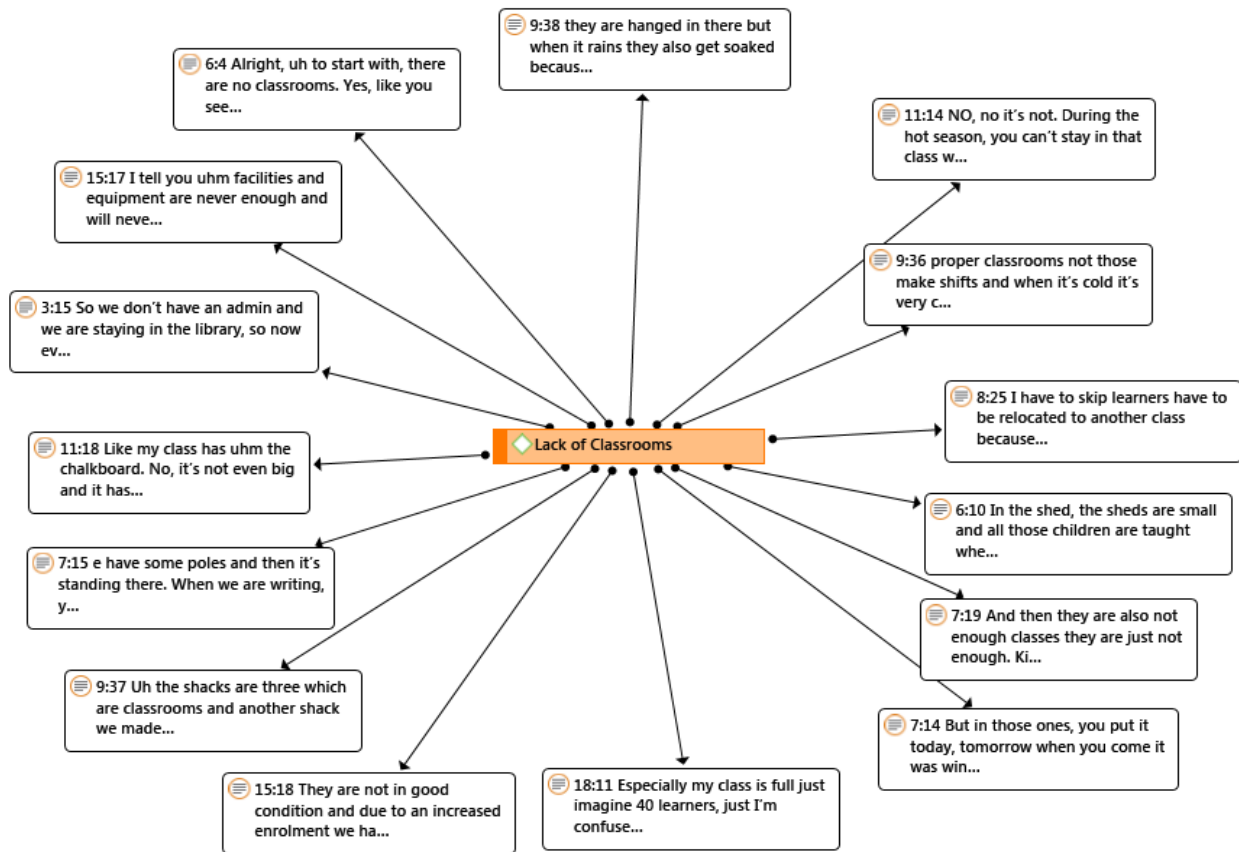
Figure 4.5: Participants' perceptions of the lack of classrooms at their schools.

The following are verbatim suggestions regarding the lack of classrooms.

In the shed, the sheds are small and all those children are taught when they are in the

sheds. The movement is now one is a challenge because reaching every child now is a

problem. When we are coming to the materials, as I told you, it's only through copies. We

only make copies so each child can have something to read [T4PSB].

But in those, you put it today, tomorrow when you come it was windy last night everything
is gone when it's the rainy season with the rain now water is coming inside so there is
nothing and also something to go with them there to paste, it's very hard [T5PSB].

I have to skip learners have to be relocated to another class because the rain was so
heavy that the class was full of water. It's only that I deleted the videos because I wanted
to send them on social media then I said no it's not good. That class was full of water then
I suffered even the learners who left their books in the class got spoiled because the class
was full of water. [T6PSB].

T6PSB and T4PSB agreed that the classrooms were dilapidated and learners are taught in
corrugated iron shack and they believed that this was not good for teaching and learning as it
gets too cold during winter and too hot during summer. T4PSB suggested that it would be better
if the children were taught under trees by stating the following.

During summer it's too hot. They cannot even stay for longer than 40 minutes in a class.
They are only sweating and even the teachers themselves they cannot afford to be there
for normal lessons so then it is a pity for the learner that they have to stay for the whole
day and they have to go for study and that one is a problem so as a result in our school
we decided to take the learners out during summer so that they can study under trees
[T12PSD].

4.3.2.3 Lack of administration block

T5PSB indicated that teachers at their school do not have a staffroom. The same sentiment was shared by P2PSB and T8PSC. They stated that they do not have office space where they can pile their books. They thus use the library, which is also in a dilapidated state, to prepare their schoolwork. According to P4PSD, there is not a separate office for the principal as the current office is used as an administrative office, HOD office, and storeroom. This is evident in the following comments.

I tell you uhm facilities and equipment are never enough and will never be enough. Uhm, the facilities we have in terms of infrastructures maybe building of the one that the government constructed and this school was established 1974 and as you can see the buildings are dilapidated. They are not in good condition and due to an increased enrolment, we have got also 8 shacks, where, corrugated irons where learners are [P4PSD].

for example, one thing was forgotten, we also don't have the staffroom or the administration block where we have the Principal's office and the teachers' office or head of department.[HOD2PSB].

4.3.2.4 High teacher-learner ratio

Figure 4.6 presents comments regarding high teacher-learner ratio.
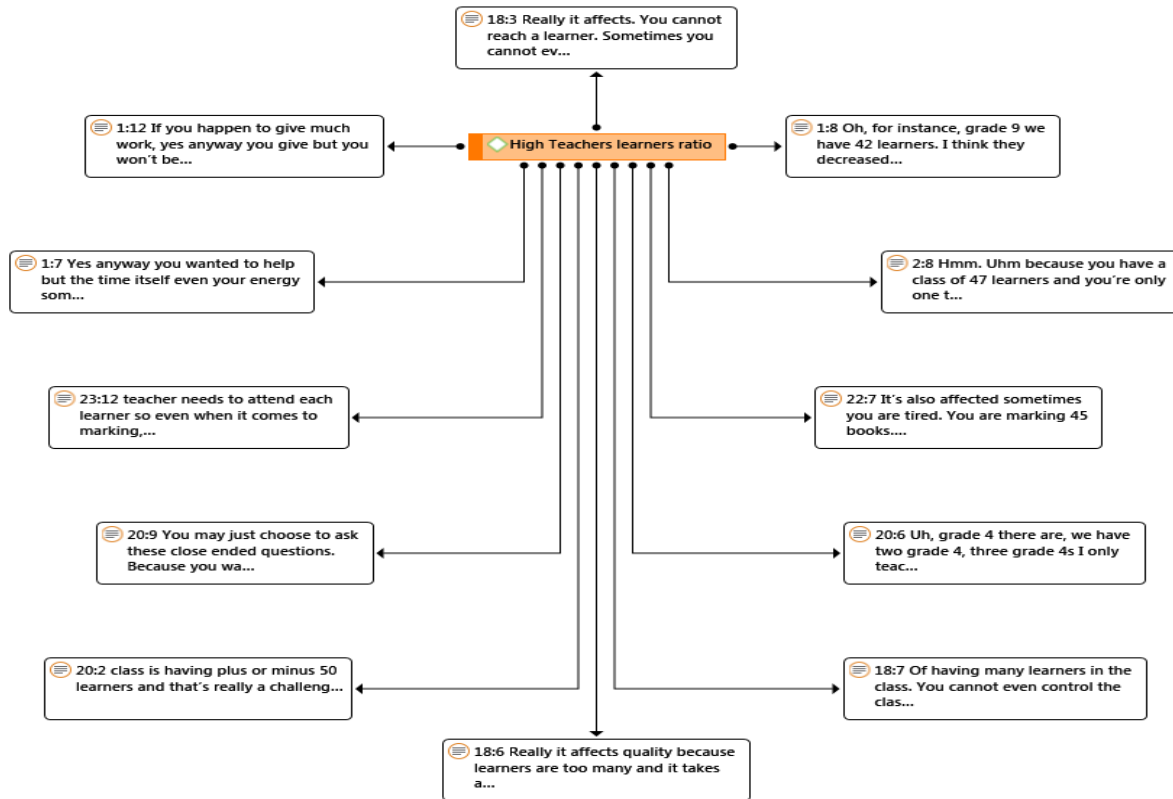
Figure 4.6: Quotations illustrating the participants' perceptions of a high teacher-learner ratio at their schools.

P3PSC indicated that there is a high teacher-learner ratio after the influx of pupils in schools. The recommended teacher-learner ratio is one teacher to thirty students (1;30). However, a teacher might have forty or more students in a class resulting in a high workload. If the ratio is high then a teacher is not able to reach all students in the class during a lesson. P3PSC and T4PSB also stated that classes would then be overcrowded leading to divided attention among

pupils. Teachers need time to mark learners' work hence if the ratio is high then this results in limited work been given to learners. This would be done to ensure that a teacher would have time to finish marking before handing the next set of work to learners. T10PSD and P4PSD concurred that the quality of teaching is affected when there are too many pupils in a class with one teacher. This is because such teachers do not have enough time to attend to each pupil and feedback is delayed for up to a week as marking then takes time.

4.3.2.5 High workload

Figure 4.7 shows high workload comments.
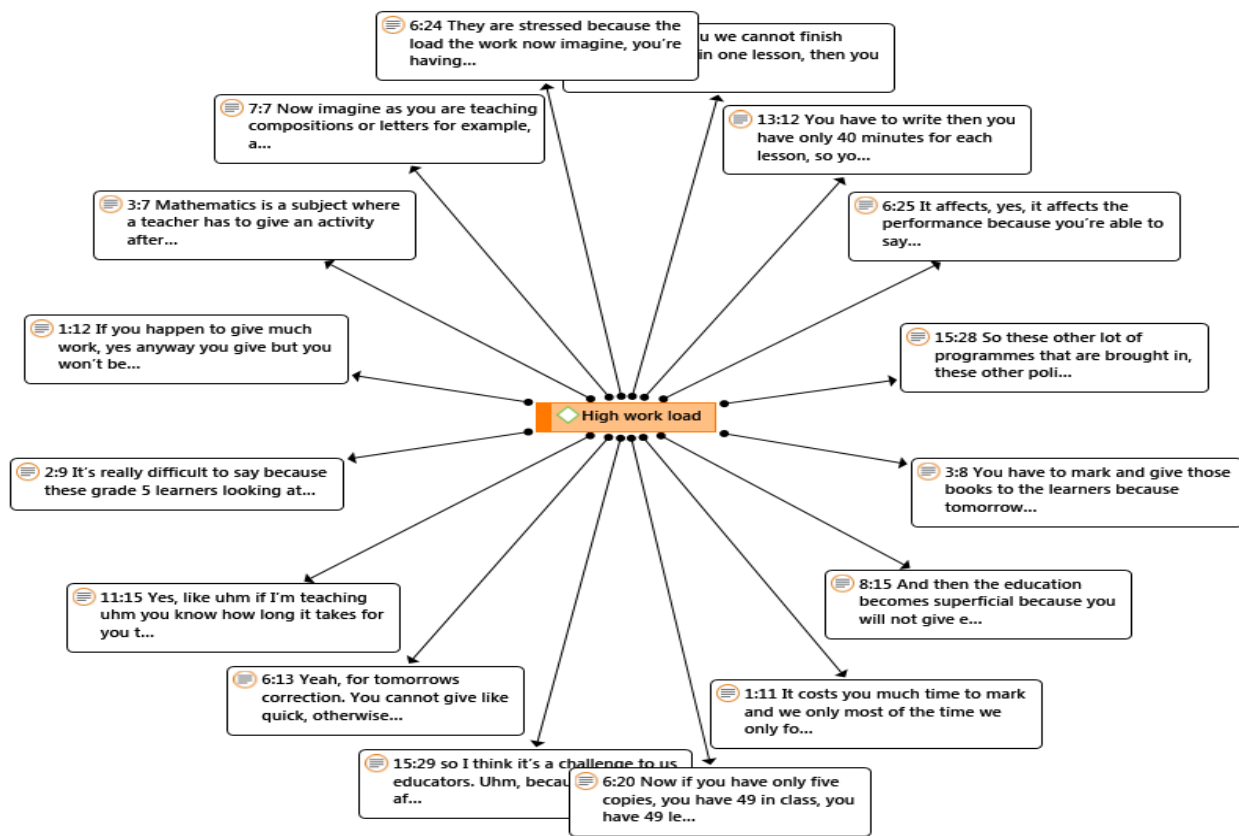
Figure 4.7: Codes illustrating the participants' feelings on the high workload at their schools.

HOD3PSC, T9PSC, P3PSC and T4PSB found that their workload was affected by the number of pupils attending a particular class. If the number of learners is high, then the workload is high too. Teachers find it difficult to complete a syllabus in time because learners do not catch up at the same pace. A teacher tends to spend more time explaining what they do not understand as they easily forget the lesson. This is because a lesson then ends before the relevant subject matter could be covered; they try to compromise by taking the afternoon study time. T5PSB and T6PSB indicated a high workload is because in some schools there is a lack of teachers. Some teachers are forced to take subjects that they are not trained for due to lack of the required teacher for that field. Some teachers take four or more classes to teach, and by the end of the day, they too exhausted to do other work. The below comments address these concerns.

You want to finish, you end up just not paying attention to the learners' work and not correcting where they have done wrong you just underline, you just underline so you finish. So it's you won't make in time just, if you pay, if you want to do the right thing, yes you will do it but that will require you to work overnight because you love your kids but also you are feeling that now I am not getting paid for this so huh [T11PSD].

Because you know when you do teaching, you teach you to mark the books, you report back to learners. No one can mark 35 books a day or even 70, 35, 35. But if they are having 45, 38 and another class 37, it requires how many minutes for you to mark those books and you have to give back the feedback to the kids.[HOD4PSD].

Challenge to us to deal with especially to divide our time which is never enough already to try to fix, to fit in these programmes even when sometimes, yes we receive educative programmes, they are necessary but looking at the expectations from teachers, from

school principals, it will never do justice for them to keep implementing all these programmes [P4PSD].

4.3.2.6 Education grant

Figure 4.8 shows the comments regarding the education grant.
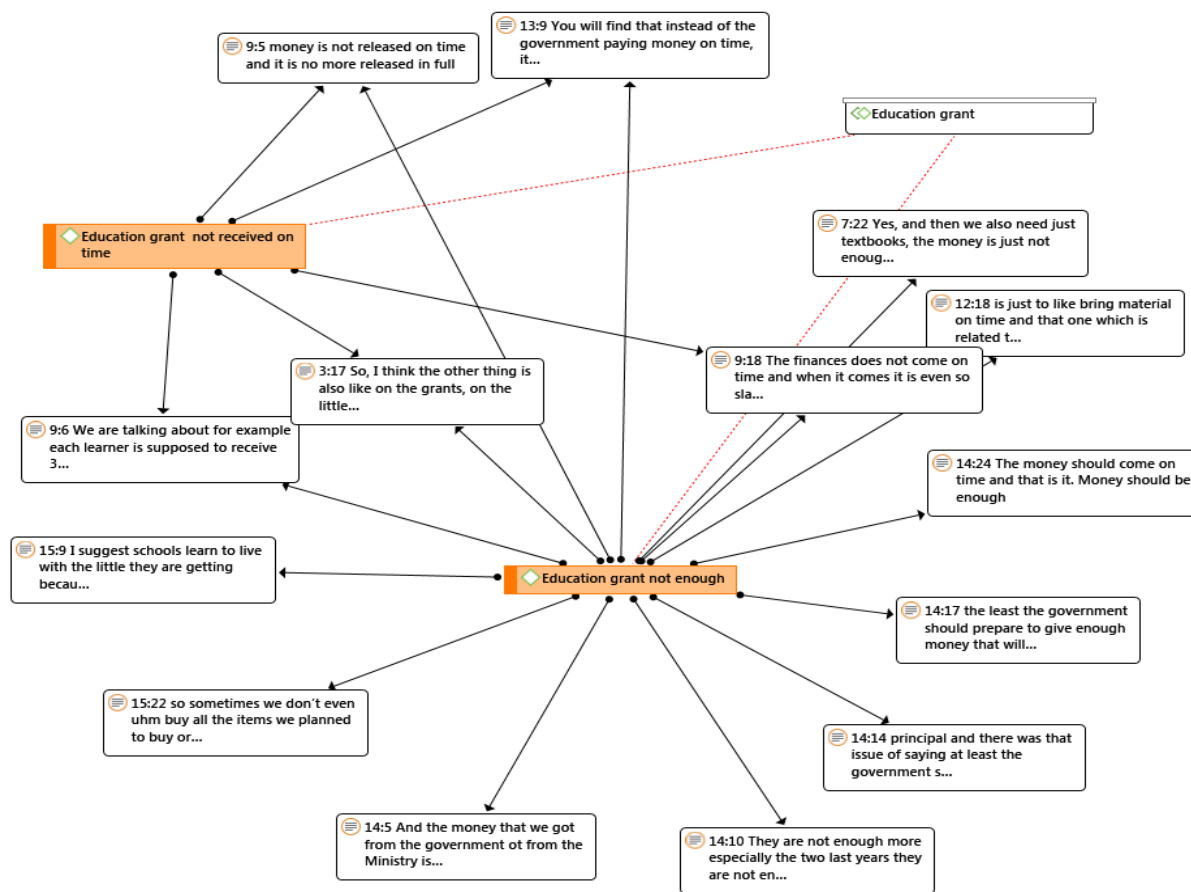
Figure 4.8: Codes illustrating the participants' dissatisfaction with the disbursement of the education grant to schools.

The participants underscored three challenges regarding the education grant.

- Education grant not received timely to schools

- Education grant not enough

- Flexible use of education grant not allowed

4.3.2.6.1 Education grant not received on time

According to P2PSB and HOD2PSB, the education grant is not enough hence parents have to buy exercise books, pens, and to top up in kind. Teachers were told that each pupil will receive a grant of N$300 but currently each pupil receives N$50. The government owes N$250 per pupil. N$50 is however not enough to cater for all the needs that require a school to function at a normal pace. HOD2PSB and T6PSB indicated that funds are received piecemeal and there were delays in receiving these funds. This impacts a school's budget for the next year. This scenario is highlighted in the below comment.

> *No, not coming on time I would like to be honest. It's not coming on time like we normally uh make that we save some money in the case because we know they don't pay on time in case they will not pay on time at least we take some of the money to cover the cost for January there, that cost because there we spend money on different things and another thing again I think this it's helping but I can relate to now to compare or am I allowed to compare schools because of private and government* [T6PSB].

4.3.2.6.2 Education grant is not enough

HOD1PSA and T2PSA found that the education grant was not received on time and was also not enough. The school management has resorted to saving the previous year's grant to avoid running out of money during the year. P1PSA   indicated that it was difficult because the school was limited to buying certain learning resources while ignoring others. Unfortunately, the government does not allow schools to build or renovate buildings using this grant money. It is the government's responsibility to build or renovate these buildings. However, P1PSA stressed that these promises have not come to pass as the schools still struggle with space for staff members and learners as well.

each it's not enough, because for whenever you try to order books or to order materials,

you may be told no, there is no money or let's use money wisely that's why ending up just

buying few books not enough for each learner because, yeah imagine buying Natural

Science books for 3 classes, plus-minus 40 learners, it's costly. [T3PSA].

4.3.2.6.3 No flexibility on the use of the education grant

T6PSB, P2PSB and HOD4PSD indicated that schools do not allow any flexibility. To further

explain this, the education grant does not allow school to buy textbooks. The latter are meant to

come from the ministry of education. However, only limited stock is sent or does not arrive at

all. HOD4PSD explained that if schools want to use the grant for educative purposes, then the

principal has to apply first to obtain permission from the regional offices; this wastes a lot of

time. Also, a principal does not have a mandate to withdraw money without obtaining the

required signatures from the board of schools and parents. This makes the process inflexible.

4.3.2.7 No workshop/ training provided

P2PSB indicated that principals and teachers lack training/workshops. Workshops are an

advantage as they learn different things from each other. However, years have gone by without

any workshops being conducted due to a lack of money from the government coffers. Some new

principals have not gone to refresher course training that can teach them about management and

how to run a school. They have resorted to teaching themselves about such. They emphasised

how crucial these refresher courses would be them. Teachers highly recommended that training

and workshops should return. They recommended that the government should have an allocated

budget before these training sessions commence to avoid the same issue of not having enough

funds to cater for training sessions and workshops.

4.4 Support mechanisms needed by primary school teachers to overcome these challenges

In terms of the comments of the participants, there is a need for support mechanisms as shown in Figure 4.9.
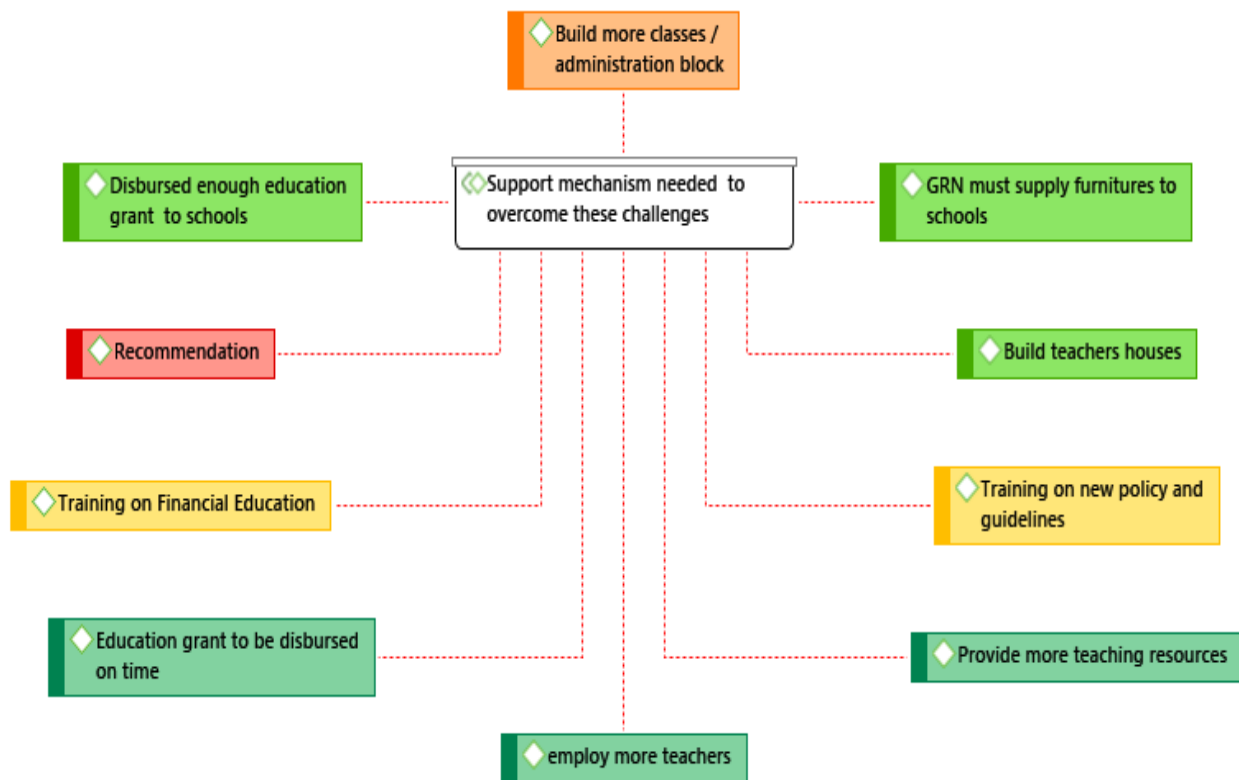
Figure 4.9:   Codes depicting the different support teachers require to overcome these challenges at their schools.

4.4.1 Build more classes/ administration blocks

HOD3PSC, T7PSC and T9PSC indicated that the government should build more classrooms. They stated that corrugated iron buildings should be phased out as they are not conducive to a

learning environment. Libraries should be built for pupils to instil reading culture in schools. P3PSC also indicated computer classrooms should be built and there should be purchasing more computers for students to learn more about computers to become computer literate.

Yes, we need more classes also, we need classes also because sometimes we are using the classes to be under the trees and that the trees because the classes are few [T9PSC].

so classes are not enough, so we do have those corrugated irons which are there. So we also used to use them as classes whenever we find ourselves in a shortage like this one, so we need the proper classrooms and if they can just do some if maybe they can make some renovations for us. [T8PSC].

That one I just need the administration block where I will have the Principal will have his office, the HOD have her own office, the Secretary, the Administrative officer having own place, teachers having their place. Like nowhere in the school teachers are having nowhere to stay, yeah. They stay under trees, that's why you see them outside they have nowhere to stay [P3PSC].

4.4.2 Employ more teachers

T2PSA and T3PSA indicated that **t**eachers had a very high workload because of the number of students that they taught per each grade. P1PSA indicated that some teachers who were qualified for a specific subject were not available in some schools. Teachers have recommended that more should be employed in these schools. There are a lot of unemployed teachers, but there is a shortage of teachers in schools. Employment of more teachers means the workload will be reduced. This results in a more conducive work environment to teach pupils.

We need to relieve the teachers on the workload at least there is a need for employment

for extra teachers to come in. there is also a need for constructing more classrooms.

[P1PSA].

4.4.3 Provide more teaching resources

P3PSC and T9PSC suggested that quality education can only be attained when there are enough

resources in schools. Textbooks, exercise books, and more stationery should be provided to the

schools to avoid a large number of pupils sharing one book. Enough resources speed up the pace

of learning and the syllabus would then finished on time. When a new curriculum is introduced,

the government should provide the prescribed textbooks to schools to keep up with the education

system.

We need the government to give a lot of money to the schools so that the school can also

buy the resources or the government can send resources to the schools so that every

learner can have enough materials [T9PS].

4.4.4 Education grant/ UPE money should be disbursed on time

P1PSA and T3PSA indicated that the government has to fund each student N\$300, but the

money has been reduced to N\$50 per student. They asserted that this has disadvantaged schools

as they cannot afford the required resources to keep the school running. HOD3PSC urged the

government to timeously disburse enough education grants to schools for them to afford to buy

all the resources required for the pupils. It was observed that some parents can no longer take

their children to school because they are paying more than the amount they used to pay before

UPE was introduced. They suggested that enough education grants should be disbursed to schools to prevent the need for parents do contribute to funds.

4.4.5 Provide training to principals and teachers

Two issues are presented below.

4.4.5.1 Training on financial education

P2PSB stated that teachers are in dire need of training on financial resources. Such training will assist teachers to learn how to use the grant money that they are given by the government. Principals have not undergone refresher training for a long time. Newly appointed principals have not been trained or gone to workshops for such training. It is recommended that these workshops be conducted to instil confidence and raise awareness.

4.4.5.2 Training on new policy and guidelines

P4PSD commented that when new policies and guidelines used to be implemented, teachers were given training on them. However, years have passed without the government providing such training. Also, the researcher has observed that teachers are not able to deliver or render teaching services on the new policy and guidelines because they have not been taught on them. This makes implementation difficult. The teachers felt the need to be trained on these policies and guidelines in order to work with knowledge and confidence while teaching their pupils.

4.5 Conclusion

Data, on the participants' perceptions of primary teachers of the effect of implementing UPE in selected schools in the Ohangwena Region of Namibia, were presented as verbatim comments. The collection of data was by means of face-to-face interviews. The findings of the study are discussed in the next chapter.

CHAPTER FIVE

DISCUSSION OF THE MAIN FINDINGS

5.1 Introduction

The main reason for conducting this study was to find out teachers' perceptions of the effect of implementing UPE in selected schools in the Ohangwena Region. The main findings of the study are discussed in the chapter in terms of the below themes outlined in the previous chapter.

   i.   Primary teachers' perceptions of the effect of implementing UPE in selected schools in the Ohangwena Region.

   ii.   The challenges faced by primary school teachers due to the introduction of UPE/problems encountered by primary school teachers due to its introduction.

   iii.   The support mechanisms needed by primary school teachers to overcome these challenges.

5.2 Primary teachers' perceptions of the effect of implementing UPE in selected schools in the Ohangwena Region

The findings of this study show that primary school teachers in the selected schools in the Ohangwena Region perceived the effect of implementing UPE in a positive way and as being very important. According to the literature perceptions of UPE was that since the introduction of the free primary education policy, pupil enrolment in public primary school has increased (Abdullahi, 2013). The findings in this current study were that some participants (teachers) mentioned that they did have problems assessing fund. Currently looking at things, schools can buy additional school resources such as machinery, photocopiers, teaching aids, and books for

learners. This indicates that all the schools' resources are bought with the UPE grant hence showing its effectiveness. This is because in the past when there was no UPE grant, the money paid by parents was not enough to cater to all the resources needed at schools. Currently, where there are grants, they can buy some resources and materials that they do not have. Additionally, they can carry services that they could not carry out effectively before the UPE programme. Literature reports that free primary education with the government grant has resulted in schools being able to replace missing equipment and that was almost impossible to acquire before the grant (Ipinge & Likando, 2013; Muyanga, Olwande, Mueni & Wambugu, 2010).

This study revealed that UPE came as a relief to them because previously parents used to pay for their children's education it was challenging for schools to generate money to run the schools. Some participants mentioned that parents were very happy about it because they were not deliberately not paying school fees. The community is the region, where the study was conducted, is quite improvised and many parents are not employed thus they experience difficulty in getting money to pay school fees. Literature reports that some parents could not take their children to school because they could not afford school fees due to unemployment, therefore free education has become a relief to many families by making education accessible to those who cannot afford it (Akech & Simatwa, 2010; Joyce, & Francis, 2014; Wachira Mwenda, Muthaa & Mbugua, 2011).

In this current study, it was found that UPE does not discriminate against any child as parents may send their children to any government school; this has encouraged parents to send their

children to school. According to the participants, when UPE was introduced, an influx or exodus of pupils occurred, whereby parents who had sent their children to private schools transferred them to the free government schools. This finding is in keeping with the literature. Free education has increased the number of pupils in government schools and thus shows a positive impact on the nation's education system (Ojiambo, 2009; Van der Merwe, 2011).

On the other hand, negative perceptions were noted in the study. Some children do not have a birth certificate because their parents were not born in Namibia. Education in Namibia is for all. Schools have to accept these pupils regardless of their situation. However, it becomes difficult for these pupils when they reach grade 10. They cannot write their examinations because they do not have birth certificates.

The study also found that there were challenges because 70% to 80% of learners do not have learning materials. They do not have stationary and there are not enough texts books and this makes it difficult for teachers. Some participants mentioned that the money or the materials provided by the government was not enough hence learners have to buy exercise books and textbooks. This places financial strains on parents. An example is of a single parent with four or five children which mean there are limited financial means to buy stationery on time. Due to such a disadvantage, some parents end up not sending their children to school because they cannot meet the government halfway. Literature reports that free education has led to an increase in enrolment of pupils, but resources in these schools are strained as they do not cater for all the pupils (Dennis & Stahley, 2012; Langsten, 2014).

The most compelling evidence in the findings is the issue of funds being received late. This view was supported by other teachers who revealed that finances at the beginning of the UPE system were released to schools on time. However, over time funds have not been released on time in full therefore making it difficult for schools to buy enough resources needed. Some teachers mentioned that although education is free, in the past pupils used to pay N$60 and there was no need for the provision of books or making copies. Currently, learners need 10 counter books which cost N$18 each plus 10 exercise books and rims to make copies which are N$75. These costs are meant to be borne by the parents: they now pay more than N$60 which was needed before the free education programme. Put differently free education has led to more expenses for parents.

An influx of pupils after the introduction of UPE has led to a strain on physical resources. Some principals did not see any effectiveness in terms of UPE; the buildings are still not conducive for learning. It is the responsibility of the government to renovate these buildings. It was mentioned that schools should be equipped with electricity and potable water but now there are shacks all over. These shacks are not sufficient and some learners are taught under trees. This is due to the economic turmoil faced by the country. The government would like to offer free education, but there are not enough funds that can continuously cater to free education for pupils (Dennis & Stahley, 2012).

5.3 The challenges faced by primary school teachers due to the introductions of universal primary education

Edho (2009), states that the government would like to reach the Millennium Developmental Goal of free education for all. However, there are a lot of challenges being faced by teachers due to free education for all. The challenges are stated below.

5.3.1 Lack of teaching resources

 UPE is a good programme that was introduced by the government. Its success is evident in the influx of pupils attending schools. However, the programme does not address the resources that are available in schools, particularly teaching resources. Most teachers highlight their challenges of the unavailability of textbooks for the subjects that they teach. Due to insufficient textbooks teachers are forced to divide students into groups according to available textbooks. This is a way of improvising. However, some students do not return these books because they lost them hence there are then fewer textbooks. To overcome this challenge teachers opt to make copies of specific chapters in the textbooks. Unfortunately, sometimes there is not enough paper to make copies or the photocopier machine does not function at all. Both teachers and pupils are then disadvantaged. When all options have been exhausted, teachers ask parents to meet them halfway by either contributing money to buy rims or to buy textbooks. However, some parents do not cooperate as they believe that it is the government's responsibility to cater to resources (Dlamini, 2017; Muthusamy, 2015). Another challenge is that curriculums do change over time. A changed curriculum includes new textbooks being required. However, the government has not bought these books for some government school. Some participants complained that they were still using old curriculum textbooks; they take relevant topics from them and omit the ones

phased out. This is not an ideal option because some topics are omitted and these disadvantages pupils.

Teachers ask parents to meet them halfway by buying learning materials such as books, pens and colour pens. In some cases classes half of the learners are without these learning materials. Some learners still use exercise books from previous years or have one exercise book that is used for all subjects. This means that in the latter example a learner, whilst waiting for another subject teacher to mark work, does not have any other exercise book to use for another subject. This obviously disadvantages the learning of such a learner. As technology is advancing yearly, some teachers face difficulty in not obtaining projectors and computers to tutor pupils. Some schools only have one computer for use by all teachers to type their work information. They do not allow others to use it to prevent it from being damaged. Learners thus are therefore disadvantaged as they are not taught any computer studies. With regards to projectors, schools still use chalkboards for the provision of notes and to write up exercises. The lack of sufficient buildings for classrooms is a challenge. Principals have resolved such an issue by building shacks but chalkboards cannot be mounted on the walls of these structures.

Another finding revealed that according to UPE, education is for all regardless of physical disability. Some schools have enrolled pupils who are disabled, but the government has not given the teachers a platform of exclusive teaching and has not provided better buildings for these disabled pupils to make it conducive enough for them to learn. The participants in this study recommended that the government should consider these pupils when it comes to education for all.

5.3.2 Lack of infrastructural resources

Studies have revealed that schools lack infrastructural resources such as classrooms, administration blocks, a principal's office, and unconducive temporary structures. Some participants mentioned that there are no classrooms at the schools where they are employed. They teach in shacks. During winter the shacks are very cold and learners cannot concentrate. In summer the shacks are very hot and the teachers prefer to teach the children outside under trees. Unlike brick buildings, shacks do not have support structures on which visual aids or charts can be attached for learners to learn on their own. Charts and chalkboards fall off because of the corrugated iron material that does not accommodate anything to stick on its walls. These findings are in keeping with the literature. There has been an increase in the number of children enrolled at schools over the years putting a strain on existing infrastructures due to lack of expansion to accommodate all learners (Dlamini, 2017; Lafuente, 2014).

In view of increased enrollment, some schools do not have sufficient desks and chairs. Also, some chairs are broken or do not have back supports. Learners scramble for chairs every day to get comfortable seats. Some schools were built during the apartheid era hence there are very old structures being used for learning purposes. Floors are dusty in some classes and some renovations are needed, unfortunately, they wait for the government to do this work but at a slower pace as the funds cannot cater. Schools have opted to build corrugated iron buildings, but some of these buildings do not have floors at all and this causes a medical hazard to both teachers and pupils (Lubinga & Van Dijk, 2013).

Some schools do have administration blocks. However, at some schools, there are no staff rooms. Teachers then use the library for preparation and marking purposes. One principal mentioned that the staff do not have their own offices; teachers sit under trees as there is not even a library for them to be in to improvise. Some principals do not have their own offices and use storerooms as their area of work.

Lack of teachers' hostels and student accommodation was highlighted in the findings. These schools are located in villages where accommodation is scarce. Teachers have to travel a long distance to reach the schools where they teach; this makes their cost of living very high. Some teachers have resorted to building shacks on school premises to avoid the expenses they experience. Some learners also travel long distances to reach school (Katjavivi, 2016; Mathekga, 2016). They are affected in the sense that they arrive at school late and are too tired to concentrate on their studies. The participants in this study recommended that hostels should be built to avoid such an unfortunate situation from continuously happening. Some schools do not have toilets. One participant mentioned that she has never seen learners going to the toilet; they use the bush because there are no available toilets on the school premises.

5.3.3 High teacher-learner ratio

The study found that there is a high teacher-learner ratio after the influx of pupils in schools. The recommended teacher-learner ratio is one teacher to thirty students (1:30). However, a teacher might have forty or more students in a class which leads to a high workload. Such a high teacher-learner ratio means that it is not easy for a teacher to reach all students in the class during

a lesson. An overcrowded class results in a teacher facing the challenge of divided attention among pupils. Besides, a teacher is not able to give much work to the pupils because it is not possible to mark all the exercises given to the pupils (Moloi & Chetty, 2011). Too many pupils in a class affect the quality of teaching in a school. This is because a teacher does not have enough time to attend to each pupil. Some feedback is given a week later after being given classwork as the teachers have a lot of marking to do.

5.3.4 High workloads of teachers

If the number of pupils in a class is high, then the workload is also high. Teachers find it difficult to complete a syllabus in time as pupils do not catch up at the same pace. A teacher tends to spend more time explaining what the learners (students) do not understand as they easily forget (Lamichhane & Tsujimoto, 2017; Oketch & Somerset, 2010). Lessons tend to end before teachers finish covering a topic and subject matter and they try to compromise by taking the afternoon study time. A high workload at some schools in this study is because of a lack of teachers. Some teachers are forced to take subjects that they are not trained to teach due to lack of a required teacher for that field. Some teachers take four or more classes to teach, thus by the end of the day they are too exhausted to do other work.

5.3.5 Lack of space

The study found that some schools do not have an administration block; the principal might then use a storeroom as an office. This is not ideal as such a principle would not have privacy. Put differently such a principal cannot solve the problems of teachers or pupils in a storeroom-cum

office as people might eavesdrop on private conversations. It is highly recommended that the government builds administration blocks so that there are offices for a principal and secretary, and a staff room for teachers (Sawamura & Sifuna, 2008).

5.3.6 Education grant not enough

The findings in this study were that the education grant is not enough. Parents thus have to buy rims, exercise books, pens, and to top up in kind. Each pupil was supposed to receive a grant of N$300 but they are only receiving N$50; the government thus owes N$250 per pupil. N$50 is however not enough to cater for all the needs that require a school to function at a normal pace (Dembélé & Oviawe, 2007).

5.3.7 Education grant not received on time

In terms of the comments of the participants, the education grant is not received on time and is not enough. Schools' management has resorted to saving the previous year's grant to avoid running out of money during the year. This has not been easy because the schools are then limited to buying certain learning resources while ignoring others.

Unfortunately, the government does not allow schools to build or renovate buildings using this grant money. It is the government's responsibility to build or renovate these buildings. However, these promises have not come to pass as the schools still struggle with space for staff members and pupils.

5.3.8 Flexible use of education grant not allowed

The findings revealed that the grant given to schools does not allow any flexibility (Lafuente, 2014). To further explain this, the education grant does not allow schools to buy textbooks. This is the responsibility of the ministry of education. The challenge is that often supplies received are not sufficient or nil is received. If schools want to use the grant for educational purposes this entails principals having to apply first to obtain permission from the regional offices and this wastes a lot of time. A principal cannot withdraw money without the signatures that are required from the board of schools and parents, making it so inflexible to use.

5.3.9 Lack of training/workshops

Literature highlights that principals and teachers lack training/workshops (Chacha, n.d.; Dlamini, 2017). The findings of this study are in accord with the literature because some participants mentioned that years have gone by without any workshops being conducted due to a lack of money from the government coffers. They underscored the benefits of workshops as they learn different things from each other. Some new principals in this study had not gone to refresher training to teach them about management and how to run a school. They have resorted to teaching themselves about such. They emphasised how crucial refresher training was for them. The participants highly recommended that training and workshops should be offered again. They recommended that the government should budget for these training sessions to avoid the same issue of not having enough funds to cater for training courses/sessions and workshops.

5.4 Participants' support mechanisms on the improvement of universal primary education

The participants highlighted some support mechanisms that can improve the functioning of the UPE programme. Their suggestions are presented below.

5.4.1 Build more classes

The findings revealed that the government should build more classrooms and that corrugated iron buildings should be phased out as they are not conducive for a learning environment. Libraries should be built for pupils to instil a reading culture within them. Computer classrooms should be built and more computers should be purchased for students to learn more about computers (Davén, 2008).

5.4.2 Build teachers' houses

The study found that teachers have to travel long distances from home to school. The participants recommended that houses for teachers houses or hostels should be built. This would then be in keeping with what is recommended in the literature. Building teachers' houses reduce the cost of living, transport costs and reduces absenteeism during the rainy season as the roads are too bad to drive during that season (Millennium & Goals, 2015; Muyanga et al., 2010).

5.4.3 Disburse enough education grants

The findings revealed that the government has to fund each student N$300, but the money has been reduced to N$50 per student. This has disadvantaged schools as they cannot afford the

required resources to keep the schools running (Oketch et al., 2012; Tinker, 2011). The government should disburse enough education grants to schools for them to afford to buy all the resources required for learners. Some parents can no longer send their children to school because they are paying more than the amount they used to pay before UPE was introduced. If enough education grants were disbursed to schools this would mean that parents would not have to fork out a lot of money from their pockets.

5.4.4 Education money to be disbursed on time

It was found in this study that education money was not disbursed on time and this delayed in the provision of services at the schools. Education money should be disbursed on time so that schools can make the necessary preparation at the beginning of the year (Setoaba, 2011).

5.4.5 Employ teachers

Teachers have a very high workload because of the number of students that they teach per each grade (Kalunda & Otanga, 2015). Studies have revealed that some teachers who are qualified for a specific subject are not available at the time in some schools. Similar challenges were reported by the participants hence they recommended that more teachers should be employed in these schools. There are many unemployed teachers but on the other hand, there is a shortage of teachers in the schools. If more teachers are employed then the workload is reduced thereby creating a conducive environment to teach pupils.

5.4.6 Provide more teaching resources to schools

Literature reports that quality education can only be attained when there are enough resources in schools (Dembélé & Oviawe, 2007). In terms of the findings of this study, textbooks, exercise books, and more stationery should be provided to the schools to avoid a large number of pupils from sharing one book. Enough resources speed up the pace of learning and being able to finish the syllabus on time. When a new curriculum is introduced, the government should provide the prescribed textbooks to schools to keep up with the education system.

5.4.7 Supply of furniture to schools

Most schools have more student enrollment but less furniture to provide for the entire school (Kalunda & Otanga, 2015). Similar findings were noted in this study. The participants underscored that the government should provide furniture to all the schools so that pupils can be seated instead of sitting on the floor or broken chairs. Some pupils have to put their books on their laps when writing as there are not enough desks for the whole class. The government should provide enough desks and chairs to avoid pupils straining their backs while seated on the floor. Parents should also meet the school halfway on such issues. Some parents are artisans (carpenters and builders) hence they could provide their services to the schools by fixing broken chairs or desks and by making new furniture for the students to use.

5.4.8 Training on financial resources

The findings revealed that teachers are in dire need of training on financial resources. This is in keeping with the literature (Mikiko et al., 2009). Such training will assist teachers to learn how to use the grant money that they are given by the government. Principals have not had refresher training for a long time; newly appointed principals have not been trained or gone to workshops for such training. It is recommended that these workshops be conducted to instil confidence and raise awareness.

5.4.9 Training on new policies and guidelines

New policies and guidelines are implemented form from time to time (Tooley et al., 2007). The study showed that when new policies and guidelines used to implemented teachers were given training on them. However, years have passed without the government providing such training. Teachers are not able to deliver or render teaching services on the new policy and guidelines because they have not been taught about them. Teachers need to be taught and trained on policy and guidelines to work with knowledge and confidence while teaching their pupils.

5.5 Conclusion

The main findings of this study were discussed in terms of the framework of the research questions that informed the study. A summary and conclusions are presented in the next chapter. Recommendations are presented to improve the effect of implementing UPE in schools in the Ohangwena Regions

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

A summary of the findings is presented in this chapter. Conclusions are drawn and recommendations are presented based on the findings of the study. Possible areas for further research are presented.

6.2 Summary of the findings

This study investigated primary school teachers, on the effect of implementing UPE in selected schools in the Ohangwena Region of Namibia. The selected schools had the highest learner intake at the primary school level and were poorly resourced. A teacher is central to the teaching and learning process. It was thus deemed necessary to investigate issues of concern identified in this study.

The findings of this study show that primary school teachers in the selected schools in the Ohangwena Region positively perceived the effect of implementing UPE. Most mentioned that they had problems assessing funds. Schools have to buy additional school resources such as machinery, photocopy machines, teaching aids, and books for the learners. The effectiveness of the UPE programme was highlighted as school resources are bought with the UPE grant. Before the implementation of UPE, the money paid by parents was not enough to cater to all the resources needed at the schools. Currently, the education grant (EG), can buy many resources

and materials that the schools not have. Additionally, schools can now provide services, which they could not do effectively before the UPE programme.

On the other hand, the participants also had negative perceptions. It was a challenge that 70% to 80% of learners do not have learning materials. This makes it difficult for teacher and there are not enough textbooks. Some mentioned that the money or the materials that are given by the government is not enough. Learners then have to buy exercise books and textbooks. This is usually a financial strain for parents.

UPE is a good programme as there has been an influx of pupils attending schools. On the other hand, there are not sufficient resources at schools, particularly teaching resources, to accommodate this influx. Most teachers complained that there was unavailability of textbooks in their responsible subjects. Textbooks are not enough to cater for all the students in the class; therefore, teachers are forced to divide students into groups according to available textbooks. Some do not return these books as they had lost them, and this reduces the available stock of required textbooks. To overcome this challenge some teacher attempt to make copies of particular chapters in the textbooks. This is not always successful as there is often no photocopy paper or the machines are broken. Both teachers and pupils are disadvantaged. When needed teachers ask parents to meet them halfway by contributing money to buy rims or textbooks. However, some parents do not cooperate as they believe that it is the government's responsibility to cater to these resources.

The curriculum has changed over some time. This then requires different textbooks but the government has not bought these books for some government schools. Some teachers in this study complained that they were still using old curriculum textbooks. They take relevant topics from them and disregard the ones phased out; however, this practice leaves the pupils lagging as they miss out on some topics.

The findings did show that schools lack infrastructural resources such as classrooms, administration blocks, and a principal's office. Some make use of unconducive temporary structures. Some teachers mentioned that there were no classrooms at the schools where they were employed. They thus teach in shacks. During the winter the shacks are very cold and pupils cannot concentrate. During the summer the shacks are very hot. The teachers, therefore, prefer to teach the pupils under trees. Shacks are not solid buildings. It is not possible to mount visual aids or charts on the walls for pupils to learn on their own. Corrugated iron walls cannot be used to attach charts and chalkboards as they usually fall off. The UPE programme has led to an increase in the number of pupils over the years. The infrastructure of schools has been strained in terms of accommodating the influx without a concomitant needed increase in resources and infrastructure.

The findings revealed that the government should build more classrooms. Corrugated iron buildings should be phased out as they are not conducive to a suitable learning environment. Libraries should be built for pupils to instil a reading culture within them. Also, computer

classrooms should be built. Computers should be purchased so that students can become computer literate.

The findings revealed that the government has to fund each student N$300 but the money has been reduced to N$50 per student. This has disadvantaged schools as they cannot afford the required resources to keep the school running. The government should disburse enough education grants to schools for them to afford to buy all the resources required for the pupils. Some parents can no longer take their children to school because they are now paying more than the amount they used to pay before UPE was introduced. If enough education grants were disbursed to schools this would mean that parents would not have to contribute funds.

6.3 Conclusion

Significant conclusions drawn from the study are presented. There was a general observation that teachers from the Ondobe Circuits perceived the introduction of UPE as being effective because it means that parents should not have to pay any fees for their children to attend schools. More learners do attend schools and in the long term will then contribute economically to the country when they leave school. An educated nation is a healthy nation. All teachers did have a positive perception of the introduction of UPE / education grants. However, due to nonpayment of funds, but at the same time an influx of learners, school resources cannot carry the financial burden of the admitted learners. Most learners in the lower grades were taught under the trees and corrugated iron sheet structures. These conditions are not conducive for teaching and learning; during winter it becomes too cold and during summer it becomes too hot. Desks, chairs, and learning resources were also not enough: some of the learners sit on the floor. The GRN promised timely provision of books. This promise still

needs to be realised due to the financial crises that the world is experiencing. Some teachers also opined that education is a shared responsibility that includes parents. The participants indicated parents must be allowed to contribute whatever they have to meet the GRN halfway. The GRN must disburse the fund to schools at the beginning of the year and not mid-year as is frequently being done. This scenario cripples the running of schools. Parents do contribute to top-up fees; this is against the Education Act. The ministry of education must allow some flexibility on the use of the funds by schools; the reporting line is too tedious. More teachers need to be employed, and administration blocks need to be built for the system to be functional. The ministry must merge the intake of learners with the physical resources on the ground for the system to be effective. Teachers are key players in the teaching and learning process and central to the education of learners. They must be supported with all the teaching resources that they need timeously.

6.4 Recommendations

Universalisation of primary education can be realised through the introduction of cost-effective interventions to address the inequalities in access and achievement in primary school. For example, there is a need to come up with programs that provide remedial education to students who are falling behind. This may be instrumental in improving their performance and hence the quality of education. Besides, school committees could be given such grants and mandate to contract remedial education instructors.

The researcher recommends that physical facilities should be proportional to the enrolment of learners and should be harmonised to avoid overcrowding in schools. The government should come up with ways of expanding the existing schools and where funds allow, they put up new schools especially in hard to reach areas.

Government funding is inadequate and is not disbursed on time to schools. Some schools, therefore, request parents to provide top-up fees to meet school needs. It is highly recommended that the education grant must be disbursing timely for teaching and learning resources to be sought on time.

The teacher-learner ratio influenced the quality of education negatively since there is a shortage of teachers to counter the massive increase in enrolment levels due to the introduction of UPE, It is recommended that government must employ more teachers. Besides, also providing incentives to teachers to ensure effective quality teaching is enhanced in primary schools in the face of high enrolments.

With the inception of devolved government, there is a need to contextualize the effective use of learning and educating assets. The school managers and principals need to be given refresher courses on how to manage the schools' fund. In light of new school policies coming to the fore, schools principals need to be kept abreast too. Hence some schools' principals revealed no training was conducted in the past four years.

It is with the understanding that government cannot solve all our educational related single-handedly, it is recommended that all the stakeholder must chip in to assist where they can.

6.5 Recommendations for further research

There is a need to replicate this study in other regions in Namibia with more learner intake per year as these results cannot be generalised for all other circuits as the context might be different. Future research should investigate the perception of secondary school teachers on the effect of implementingthe education grant in selected schools in the Ohangwena Region. Finally, there is a need to investigate the preparedness of primary school teachers to handle all learners with varying

abilities in mainstream education. Inclusive education subject matter is important. Teachers should

be trained to keep abreast minimise the chances of poor performance of learners.

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APPENDICES

APPENDIXS A: REQUESTING PERMISSION TO CONDUCT RESEARCH FROM THE DIRECTOR OF EDUCATION

The Director of Education
Ohangwena Education Region
Ohangwena Region

Date: Thursday, May 31, 2018

Dear Director of Education

RE: A REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN FOUR PRIMARY SCHOOLS IN OHANGWENA EDUCATION REGION

My name is Margareth Ndapewa Oshali Nghixulifwa. I am currently in my final year and completing my master's degree in educational leadership, management and policy studies with the University of Namibia (UNAM). My email address mnghixulifwa@gmail.com and my cell number are 0818089927. The study will seek to explore the perceptions of primary teachers on the effect of implementing universal primary education (UPE) in the Ohangwena Region. It is hoped that the findings and recommendations of this study would serve as a guideline for primary school teachers to improve the teaching-learning process. I am hereby seeking permission to conduct research in four primary schools in the Ohangwena Education Region. At these schools, I intend interviewing principals, Head of Departments (HOD) and class teachers. I will also make observations of the schools and some classrooms, but studies will not in be interrupted.

All participants will be made aware that their participation in the research is completely voluntary and that participants may choose to stop participating at any time. The participant's decision not to continue participating will not influence their relationship or the nature of their relationship with researchers or with staffs of UNAM either now or in the future. Participants may stop participating in the study at any time, for any reason, if you so decide. Their decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researchers, UNAM, or any other group associated with this project. Confidentiality will be provided to the fullest extent possible by law.

Be rest assured that, I do not wish to disturb the academic programme at your schools and would, therefore, conduct my research during the teachers' administrative periods, during the interval or immediately after school, if permitted.

Your consideration of this request will be greatly appreciated. Thanking you in advance for your co-operation.

Yours Faithfully,

Margareth Ndapewa Oshali Nghixulifwa
Contact Details:
0818089927 (Cell)

Supervisors: Dr. Nkengbeza and Dr. Zulu
Email: dnkengbeza@unam.na and azulu@unam.na

APPENDIX B: LETTER OF APPROVAL FROM THE DIRECTOR OF EDUCATION TO CONDUCT RESEARCH IN FOUR SELECTED PRIMARY SCHOOLS IN ODOMBE CIRCUIT, OHANGWENA REGION

REPUBLIC OF NAMIBIA
OHANGWENA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Section: Office of the Director
Tel: (+264) 65 290200
Fax: (+264) 65 290221
Enquiries: Magano Gaoses
Our Ref : 12/3/10/1

Haraibecke Street, Greenwell Complex
Private Bag, 88005
Eenhana

13 February 2020

To: Ms. Margareth N.O Nghixulifwa
University of Namibia
Cell: 0818089927

Dear Ms. Nghixilfwa,

SUBJECT: PERMISSION TO UNDERTAKE A RESEARCH STUDY AT FOUR PRIMARY SCHOOLS IN ONDOBE CIRCUIT, OHANGWENA REGION.

1. Receipt of your letter on the above stated subject is hereby acknowledged.

2. The request has been evaluated and found to have merit.

3. Kindly take note that permission to undertake a field research study is granted as it deals with a critical aspect which is to explore the perceptions of primary teachers on the effectiveness of Universal Primary Education (UPE) in Ohangwena Region.

4. Permission is therefore given under the following conditions;

   ➢ The information to be collected should only be used for the completion of your studies.
   ➢ Kindly liaise with the concerned School Principal so that you make prior arrangements before the date of the data collection.
   ➢ You should share the final report of your study with the directorate.

5. It is trusted that you will find this arrangement in order while wishing you all the best with your studies.

Yours Sincerely,

Isak Hamatwi
Director

1 3 FEB 2020

APPENDIX C: PERMISSION LETTER TO CONDUCT RESEARCH AT SCHOOLS

IN OHANGWENA EDUCATION REGION

The Principals
Ondobe Circuit Selected Schools
Ohangwena Education Region
Ohangwena Region

Date: Thursday, May 31, 2018

Dear Principal

RE: PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOLS IN OHANGWENA EDUCATION REGION

My name is Margareth Ndapewa Oshali Nghixulifwa. I am currently in my final year and completing my master's degree in educational leadership, management and policy studies with the University of Namibia (UNAM). My email address mnghixulifwa@gmail.com and my cell number are 0818089927. The study will seek to explore the perceptions of primary teachers on the effect of implementing universal primary education (UPE) in the Ohangwena Region. It is hoped that the findings and recommendations of this study would serve as a guideline for primary school teachers in order to improve the teaching-learning process. I am hereby seeking permission to conduct research at your primary schools in the Ohangwena Education Region.

I will also, kindly request to interview you, one Head of Department (HOD) and 3 class teachers in your school. Each interview duration will be about 45 minutes. I will also make observations of the schools where the research will be undertaken. The study will benefit you as an administrator and a policy implementer to understand the complexities that relate to. All participants will be made aware that their participation in the research is completely voluntary and that participants may choose to stop participating at any time. The participant's decision not to continue participating will not influence their relationship or the nature of their relationship with researchers or with staffs of UNAM either now or in the future. Participants may stop participating in the study at any time, for any reason, if you so decide. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researchers, UNAM, or any other group associated with this project. Confidentiality will be provided to the fullest extent possible by law.

Be rest assured that, I do not wish to disturb the academic programme at your schools and would, therefore, conduct my research during the teachers' administrative periods, during the interval or immediately after school if permitted.

Your consideration of this request will be greatly appreciated. Thanking you in advance for your co-operation.

Yours faithfully,

Margareth Ndapewa Oshali Nghixulifwa
Contact details:
0818089927 (Cell)

Supervisors: Dr. Nkengbeza and Dr. Zulu
Email: dnkengbeza@unam.na and azulu@unam.na

APPENDIX D: LETTER OF APPROVAL FROM THE PRINCIPALS IN ODOMBE CIRCUIT TO CONDUCT RESEARCH AT THE PRIMARY SCHOOL.

Ohangwena Regional Council: Directorate of Education, Arts and Culture: Ondobe Circuit: Mwadikange Kaulinge Cluster

Kornelius Combined School

Inquiries: Sir Silas M Nande
Cell: 081 260 3654
E-mail: silasnande@gmail.com

PO Box 17119, Ondobe
korneliuscombinedschool@gmail.com

School Code: 8199
PO Box: 17119, Ondobe
Physical location: Oilyateko 1
Degree location: 17°3102"S 16°04'37"E

Date: June 15, 2020

To: Nghixulifwa Margaret Ndapewa Oshali
Masters Degree Student: Educational Leadership, Management and Policy
University of Namibia (UNAM)
Cell: +264 818089927
Email: mnghixulifwa@gmail.com
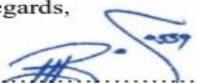
Dear Mrs Nghixulifwa

SUBJECT: REQUEST   FOR   PERMISSION   TO   COLLECT   DATA   IN OHANGWENA REGION AT KORNELIUS COMBINED SCHOOL

1. Your letter date June 11, 2020 vis-à-vis the subject above as well as permission letter to conduct research in schools in Ondobe Circuit, from the Regional Director: DEAC Ohangwena, bears reference to this letter.

2. Your letter date June 11, 2020, to collect data between 17th June to the 3rd July 2020. vis-à-vis the subject above is hereby acknowledged and thus permission is granted under the following conditions:

    2.1. That you are going to abide by the rules and policies regulating our daily activities at school during your stay.

    2.2. That your data collection will not hinder our daily activities, specifically the academic and co-curricular activities.

Board Members: Mr B. Kautondokua (Chairman), Ms S.N. Shimpanda (Secretary), Mr A. Abisalom,   Sir Silas M. Nande (Principal), Ms T.F.O. Nanhapo, Ms D. Ndatomwiyo, Mr L.T. Sakeus (Treasurer), Ms L.N. Jafet, Ms K. Nghuumono, Ms E. Hangula

2.3. That the information collected will not, in any way, divulge the confidential information of the school, ministry, directorate or the community at large and that, collected information will not tarnish the image of the school, its personnel, learners, parents or its stakeholders, in any way, or the image of the Directorate or that of the Ministry of Education, Arts and Culture, in any way.

2.4. All types of data to be collected are to be collected with the approval of the School Principal and that collection of data is going to be contacted in an ethical manner.

2.5. That the findings are shared with the school and the directorate as to stimulate further research in the areas of interest.

2.6. That you have arranged your specific day (s) of visit at least two days in advance for logistic and proper arrangements.

2.7. That, during this times of corona virus pandemic, you adhere to WHO Protocols, Ministry of Health and Social Service Protocols and School Protocol Guidelines During COVID-19 Pandemic. Wearing of masks is mandatory, thus you will not be permitted to enter the school without wearing a recommended face-mask.

3. Thanking you in advance and hoping to see you soon during your data collection period, and wishing you well and success in you academic endeavors.

Regards,

....
SIR SILAS M. NANDE
SCHOOL PRINCIPAL

Ohangwena Regional Council
Directorate of Education, Arts and Culture
Office of The Principal
Kornelius Combined School

[15 -06- 2020

P. O. Box 17119, Ondobe
Ondobe Circuit.

Republic of Namibia

Board Members: Mr B. Kautondokua (Chairman), Ms S.N. Shimpanda (Secretary), Mr A. Abisalom,   Sir Silas M. Nande (Principal), Ms T.F.O. Nanhapo, Ms D. Ndatomwiyo, Mr L.T. Sakeus (Treasurer), Ms L.N. Jafet, Ms K. Nghuumono, Ms E. Hangula

APPENDIX E: INFORMED CONSENT FORM

Study Name:
The perceptions of primary teachers and principals on the effect of implementing universal

primary education in selected schools in the Ohangwena Region.

Researchers:
My name is Margareth Ndapewa Oshali Nghixulifwa. I am currently in my final year and completing my master's degree in educational leadership, management and policy studies with the University of Namibia (UNAM). My email address mnghixulifwa@gmail.com and my cell number are 0818089927.

Purpose of the research:
The purpose of this study is to find out the perceptions of primary teachers on the effect of implementing universal primary education in selected schools in the Ohangwena Region. It is hoped that the findings and recommendations of this study would serve as a guideline for primary school teachers to improve the teaching-learning process. The interview duration will be about 45 minutes. I will also make observations of the schools where the research will be undertaken.

What you will be asked to do in the research:
You will be asked 3 opened ended questions and I will expect you to express your views.

Benefits of the research and benefits to you:
The study will benefit you as an administrator, teacher and a policy implementer to understand the complexities that relate to Education Policy Formulation and Implementation especially when it comes to universal primary education in selected schools.

Voluntary participation:
Your participation in the research is completely voluntary and that participants may choose to stop participating at any time. Indicate that a participant's decision not to continue participating will not influence their relationship or the nature of their relationship with researchers or with staff of University of Namibia (UNAM) either now or in the future.

Withdrawal from the study:
You may stop participating in the study at any time, for any reason, if you so decide. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researchers, UNAM, or any other group associated with this project.

Confidentiality
The interview documentation/recording of the participant will not be associated with identifying information. The data collected will be stored under lock and later it will be destroyed 2 years after my graduation. The interview duration which you will engage in will be about 45 minutes. I will also make observations of the schools where the research will be undertaken. Confidentiality will be provided to the fullest extent possible by law.

Questions about the research?
If a research participant has questions about the research in general or their role in the study that they should contact the researcher or their supervisor. The Supervisors are Dr. Nkengbeza and Dr. Zulu and their emails are dnkengbeza@unam.na   and azulu@unam.na respectively. This research has been reviewed and approved by the Postgraduate School of the University of Namibia. If you have any questions about this process or your rights as a participant in the study, you may contact the Postgraduate school at the University of Namibia.

Legal Rights and Signatures:
I -- consent to participate in the perceptions of primary teachers and principals on the effect of implementing universal primary education in selected schools in the Ohangwena Region conducted by Margareth Ndapewa Oshali Nghixulifwa. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature   Date

------------------------------   --------------------------
Participant: name

Signature   Date

---------------------------------------   --------------------------

Principal investigator: name

APPENDIX F: INTERVIEW QUESTIONS

The interview will take place in Ondobe circuit, Ohangwena region. Only four primary schools in **Mwadikange cluster** and five participants **(3 Teachers, 1 HOD and 1 Principal)** will be interview per school.

1. What are your perceptions on the effect of implementing Universal Primary Education in your school?

2. What challenges do teachers in your school face in teaching due to the introduction Universal Primary Education?

3. What support mechanism should be put in place to help primary teachers in your school to overcome the above challenges?

APPENDIX G: THE RESEARCH ETHICAL CERTIFICATE

UNAM
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE /540/2019   **Date: 22 November, 2019**

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: The Perceptions Of Primary Teachers On The Effectiveness Of Universal Primary Education In Selected Schools In Ohangwena Region Of Namibia

Researcher: MARGARETH .N.O. NGHIXULIFWA

Student Number: 9308636

Supervisor(s): Dr D. Nkengbeza (Main) Dr A. Zulu (Co)

Take note of the following:
(a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
(b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
(c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
(d) The UREC retains the right to:
(i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
(ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Dr. E. de Villiers: HREC Chairperson   Ms. P. Claassen: HREC Secretary

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