

GEOFFREY MILTON OKUNA

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**SCHOOL CLIMATE AND CLASSROOM MANAGEMENT IN UNIVERSAL
PRIMARY EDUCATION (U.P.E.) SCHOOLS: A CASE STUDY OF MUKURA
SUB COUNTY, NGORA DISTRICT, UGANDA.**

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ABSTRACT

Closer to two decades, almost all countries in Sub-Saharan Africa (SSA) have undertaken tremendous strides in advancement of Primary Education. In 2000, the 192 members of the United Nations (U.N) signed the Millennium Development Goals (MDGs) that they set out to achieve in the next 15 years from the year 2000 to 2015. Among these goals was Goal number one, Achieve Universal Primary Education. Despite the diversity in levels of economic growth and development, one of the objectives all over the SSA for education advancement reforms have been the promotion of literacy and numeracy as a way of bringing enlightenment and reduction of poverty. Among the targets set out in the Education White Paper and the subsequent objectives was the reduction in the high teacher pupil ratio, improvement in infrastructural services, strengthening and setting up TDMS and CCT, and reducing classroom related problems that negatively impact on the pupils learning. This study sought to examine the school climate and classroom management in Universal Primary Education Schools in Mukura Sub county, Ngora District in Eastern Uganda. The main thrust of the UNMDG number one was the creation of conditions that would accelerate better education for pupils in primary schools. However, this thinking that this goal will be fully achieved or realized is not warranted under the existing conditions in Mukura Sub County as the study unearthed. Specific objectives of the study were to establish the effect of school infrastructure on classroom management, determine the effect of pupil enrolment on classroom management and examine the effects of rules and regulations on classroom management in UPE schools in Mukura Sub County. The study, with a total population of 366 and with a study sample using purposive and simple random sampling of 70 respondents, utilized both qualitative and quantitative methods of research. The research findings revealed that more than half of the study sample agreed to the notion that indeed several factors affected classroom management and less than half of respondents think otherwise. There were divergent views towards the aspect of classroom management. Most respondents, though, felt that it was a factor that affected the pupils learning capabilities. Thus, government should consider school climate on classroom management and in no way should it under look it and underrate it given that they pose reasonable threats that undermine the quality of education in UPE schools.

