

United Nations High Commissioner for Refugee Aid of Provision of Teachers' Remuneration and Academic Performance in Primary Schools in Kyangwali Refugee Settlement, Uganda

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ABSTRACT: The research aimed to investigate the impact of United Nations High Commissioner for Refugees' aid on the academic performance of pupils in primary schools within the Kyangwali refugee settlement in Uganda's Kyangwali Sub County. Specifically, the study sought to assess the extent to which the provision of teacher remuneration by the UNHCR influenced academic performance in these primary schools. Both quantitative and qualitative approaches were employed, utilizing a case study research design. Data collection involved the use of questionnaires, interview guides, and a review of available documents and records, targeting staff members of the Kyangwali refugee settlement. A sample size of 120 respondents was obtained and data was analyzed descriptively and thematically. The findings revealed that scholastic materials provided by the UNHCR to teachers significantly influenced the academic performance of pupils in primary schools within the Kyangwali refugee settlement. However, the study recommended the recruitment of more teachers to address the challenges associated with high teacher-student ratios.

Keywords: Unhcr, aid, teachers' remuneration, academic performance, primary schools, Kyangwali refugee settlement

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INTRODUCTION

Education is a basic human right that should be afforded to all, (Albu, 2019). As outlined in international conventions such as the 1948 United Nations Declaration of Human Rights, the Convention on the Rights of the Child, and the 1951 Convention Relating to the Status of Refugees and its 1967 Protocol, education may not be denied to any child, including in the circumstances that make him or her a refugee (UNHCR, 2017). The percentage of refugees that are school-age children within Central and Eastern Africa is 57%, (Oliver and Strurridge, 2019). Within sub-Saharan Africa, Uganda has the third largest population of refugees, and the eighth largest in the world. Upon this basis, Uganda arguably has some of the most liberal policies in sub-Saharan Africa towards refugees. As of December 2015, there are 692,330 refugees in Uganda, primarily from the Democratic Republic of the Congo, South Sudan, Somalia, Rwanda, and Burundi, as well as Eritrea and

Kenya, living scattered over ten refugee settlements and throughout Kampala, (Bategeka and Okurut, 2015). These settlements all have primary schools, and some have secondary schools as well.

Education is a tool critical for a good future and success in an individual's life. Without education, opportunities are lost. For vulnerable populations, including refugees, education is often not an indivisible right; living in a foreign country fleeing violence and persecution creates a difficult situation for learning, (Schalit, 2018). International institutions such as the United Nations High Commission on Refugees (UNHCR) consistently have education policies only addressing emergency education in settlements or camps (Clark-Kazak, 2009). However, with two thirds of refugees worldwide considered to be in protracted refugee situations, there remains a concern of how long an emergency lasts, (Dryden-Peterson, 2015).

The 1989 Convention of the Rights of the Child means that signatory governments are not allowed to wait for internally displaced peoples (IDP) or refugees to return home to receive education according to Article 29, which guarantees the development of a child to his or her fullest potential, (Dryden-Peterson, 2015). This potential should be nurtured and realized through any and all means, despite the challenges hundreds of thousands of refugees' faces. United Nations High commissioner for refugees and partners are committed to enhancing access and quality in primary education which is the foundation for learning in order to assure refugee children the right to quality education.

In Kikuube District, teacher quality varies greatly in observations of classrooms across the settlement some trained teachers use charts, drawings, and other creative methods, while other teachers simply expected rote memorization and traditional learning (Kupfer, 2016). This varied quality has pushed refugee children and parents to seek alternative methods of schooling within the settlement, usually in innovative ways. Accessibility of school is an extensive problem for primary-aged children in Kyangwali; schools are usually at least an hour and a half from children's homes and with the overwhelming majority of refugees in Kyangwali being subsistence farmers, many are kept home to dig or plant in the garden. Classrooms are congested or in disrepair, with up to eight children sitting on a bench made for four or five. Kyangwali refugee settlement is a refugee camp in Kikuube district formerly Hoima district in western Uganda. Kyangwali refugee settlement was established in 1960's to accommodate Rwandese refugees after many years of Rwandese repatriated voluntarily in 1994. The settlement has hosted mostly Congolese and Sudanese refugees.

The importance of education in the development process cannot be overstated. There is extensive evidence of high social and economic returns to education, specifically primary education. Although the Government has been steadily increasing its investment in education, the requirements and expectations of schooling have also grown. The mere existence of a school infrastructure is no longer sufficient. It must be a suitable structure with sufficient light and air and with water and toilet facilities. Teachers must not only be present and teaching in class, they must engage the children in joyful activities and strive to make education interesting for the rural poor through the use of new teaching/learning methods. Children must not only attain basic reading and writing skills, they should develop both cognitive and non-cognitive skills. The curriculum and pedagogy in schools should be relevant and meaningful for the life situations of the children attending school. In the face of such growing expectations from school education, the State is hard put to meet not only the basic needs of access to all children with efficiently managed education administration but is also required to be at the

frontier of education innovation and quality improvements. The growing expectations can only be transferred into reality through partnerships between government and non-government actors to close the gap in access, equity and quality in elementary education.

With over half of the 200 million children who have not completed primary school living in regions devastated by armed conflict, education for refugees has been a part of key policies. Twenty-five percent of refugee children do not have access to primary school and two thirds do not have access to secondary school. As a result, international frameworks are in place to ensure refugee education. The 1951 Convention Relating to the Status of Refugees specifically notes that contracting states must provide refugees the same treatment afforded nationals in primary education and treat them as favorably as possible. UNICEF also commits to creating safe access to education for both girls and boys, including critical information for their well-being and success. United Nations high commissioner for refugees safeguards the rights of refugees to education and in doing so, implements five goals of education for all (EFA): free access to primary school, equitable access to further learning, adult literacy, gender equity, and quality education. Expanding on the 1951 convention, United Nations high commissioner for refugees dictates that refugees must receive the same treatment as nationals in primary education, and treatment at least as favorable as that given to non-refugee aliens in secondary education. Students should have an accessible "ladder of opportunity" in order to access secondary and tertiary education.

The study will be based on two theories of which one of them is propagated by Walberg's theory of academic achievement which posits that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes, that is to say, cognitive, behavioral, and attitudinal, (Reynolds, 1992). There is also the Theory of Performance (ToP) which develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on six components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice.

The United Nations High Commissioner for Refugees Aids (UNHCR) is defined by UN as a United Nations agency with the mandate to protect refugees, forcibly

displaced communities and stateless people, and assist in their voluntary repatriation, local integration or resettlement to a third country. Access is determined by a multitude of factors as is quality Organization of African Unity (OAU Convention, 1999). The nature and location of formal education and the availability of sufficient classrooms and teachers are crucial to have a safe and integrated space of learning. Infrastructure needs to be adequate and security risks need to be taken into consideration inside the school and the settlement. International and national actors like governments and agencies such as United Nations high commissioner for refugees need to handle the decision-making processes and strategies for enrollment and attendance based on the role of children in their households and family livelihoods. Language of instruction is a crucial barrier to enrollment and success for refugee students, (Stiglitz, 2016).). When education for young people is neglected, those who miss out on primary-level schooling and other levels of education are far less equipped than their educated peers to build stable and prosperous societies. Academic performance is defined as the extent to which a student, teacher or institution has attained their short or long-term educational goals.

A school with more academic achievements would receive more money than a school with fewer achievements. Underlining international refugee policy that education for refugees will be developed in regard to the host country's policies, Uganda provides the same treatment for refugee children as nationals in primary education (Oloka-Onyango, 1991). In addition, Uganda decrees that refugee children have similar opportunities to secondary and tertiary education as migrants or alien residents. However, immense social stability is required for refugee children in situations where there is integration for refugees and national pupils which Uganda must take into consideration. Uganda supports over 100 primary schools in eight settlements under its mandate (Kupfer, 2016). In urban settings, refugees are not prohibited from entering government or private schools provided they have funding.

Therefore, quality education that builds relevant skills and knowledge enables refugees to live healthy, productive lives and builds skills of self-reliance. This strategy will allow more children to go to school and to learn well, and will also help United Nations high commissioner for refugees to improve expertise in education and increase funding for education. Ensuring the provision of education is a core component of United Nations high commissioner for refugees' international protection and durable solutions mandate. Refugees value education and place it high on their priorities. Quality education that builds relevant skills and knowledge enables refugees to live healthy, productive lives and builds skills of self-reliance. Educated refugees provide leadership in displacement situations and in rebuilding communities recovering from conflict.

Education provides knowledge and skill development that strengthens the capacity of refugees to be agents of social transformation, and is essential to understanding and promoting gender equality and sustainable peaceful coexistence. The future security of individuals and societies is inextricably connected to the transferrable skills, knowledge, and capacities that are developed through education.

Many refugees do not have access to education, let alone to quality education that provides both physical protection in a safe environment and the development of personal capacities. This stands in the way of realising the right to education, of meeting international goals, of achieving durable solutions and of sustainable development of home and host communities. This strategy will allow more children to go to school and to learn well, and will also help United Nations high commissioner for refugees to improve expertise in education and increase funding for education.

Today's refugees in Uganda are not integrated, but live in rural settlements, surviving on self-reliance and international aid (Sinclair, 2014). Schools are set up long after populations are well established, leaving children in limbo. Subpar treatment is usually accepted under the impression that refugees will remain in camps for only a short while. However, as conflicts are continuously protracted, the idea of repatriation strays further from a refugee's goals. Education must be improved in the settlements as children spend their entire lives there (Sinclair and UNESCO, 2012).

Being centrally located in the Great Lakes region of East Africa, Uganda has been receiving large amounts of refugees beginning with Sudanese in 1955, followed by Rwandese in 1959, and Congolese after Patrice Lumumba's assassination in 1961 (Nsengimana, 2018). Due to establishing itself as a friendly nation with a reputation for harboring refugees, Uganda has continued to receive large influxes of refugees, notably Sudanese, Rwandese, Congolese and still large numbers of Burundians. In the settlements, there are also populations of Somali, Kenyan, and Eritrean refugees. The Government of Ugandan in conjunction with United Nations high commissioner for refugees developed a Self-Reliance Strategy to improve standards of living for refugees and their host communities, (Svedberg, 2014). Refugee settlements located on large and rural plots of land would enable refugees to become self-sufficient in food production and access education and health facilities by the government to ease their integration into Ugandan society. However, despite this self-reliance strategy that was attempted to integrate services for refugees and host populations to reduce aid dependency, a lack of resources has constrained its effectiveness. Refugees in settlements still depend on rations and services from organizations such as the World Food Program. There is scanty information on education frameworks in Kyangwali Settlement, which

underlines the relevance of conducting research there. What has been observed, however, is a variability of teacher quality and creation of alternative programs. Teacher quality varied greatly in observations of classrooms across the settlement; some trained teachers would use charts, drawings and other creative methods, while other teachers simply expected rote memorization and traditional learning (Kupfer, 2016). This varied quality has pushed refugee children and parents to seek alternative methods of schooling within the settlement, usually in innovative ways. Accessibility of school is an extensive problem for primary-aged children in Kyangwali; schools are usually at least an hour and a half from children's homes and with overwhelming majority of refugees in Kyangwali being subsistence farmers, many are kept home to dig or plant in the garden. Classrooms are congested or in disrepair, with up to eight children sitting on a bench made for four or five.

Teachers' remuneration and refugees' academic performance

Refugees often see the education of their children as a principal way of ensuring a better future. The literature on education of refugees is nevertheless limited in its scope, focusing primarily on education in emergency situations within the confines of camp or settlement structures. In many countries, including Uganda, education of refugees takes place in multiple and diverse settings. Factors that affect access to education are identified, including the prohibitive costs of urban education, the lack of qualified teachers in rural settings, the limitations of English as a language of instruction for Francophone refugees, the stability created through the integration of refugee and national pupils, and the co-ordination of services between United Nations high commissioner for refugees, its implementing partners, and district education officials.

Financial constraints are another notable factor whereby there is hardly enough money to facilitate the learning process of pupils. This will hinder the leaning progress since all materials need money to be procured for the good of the good learning environment of the pupils. However, as research goes on expanding in the public and online discourse, teacher motivation is not largely tackled in relation to academic performance especially in rural districts of Uganda. Most publications tease academic performance in relation to parental marital status, socio-economic status of parents, school environment, government facilitation, and community factors, among other issues (Hanushek, 2011).

According to, Kibira, (2017), in Africa, countries such as Mozambique, South Africa and Nigeria express serious concerns about the effect of teacher motivation on academic performance. This is because the standard of education is gradually lowering, which UNESCO attributes to teacher motivation in rural schools.

The researcher therefore believes that with the rise of these concerns about academic performance as attributed to teacher motivation, it is important to conduct a study to find out whether the relationship exists between teacher motivation and academic performance. In Uganda, majority of the schools that perform well in academics are found in urban areas courtesy of the given circumstances such as incentives, pay packages, leadership styles and the obtaining conditions of the workplace, which are hereby referred to as motivational, organization of economic cooperation and development, (OECD, 2010).

While investigating about the factors affecting academic performance in most institutions, Bameka (1996), found out that; the level of academic staff qualifications has a significant effect on academic staff productivity but has no significant effect on productivity in respect to teaching and provision of community service. The financial resource base, weak as it may be having not significant effect on staff productivity. The level of motivation of the academic staff has a significant effect on the productivity of academic staff.

In many countries, teachers are not paid promptly, and without this, many dodge work and others completely stop working till their salaries are released. Irregular payment of salaries is a major problem facing teaching. Many teachers could not pay their rents on time while landlords were unwilling to rent their houses to teachers. Even though since 1999, governments had increased workers' salaries and allowances, many teachers are living below standard.

The desire to garner additional income, so as to make ends meet, had led many teachers into indulgence in unwholesome practices such as driving, trading during school hours, examination malpractices, among others. It is thus imperative for government to increase teachers' salaries and pay the salaries promptly. Non-monetary rewards and recognition are options that cause no financial strain on an organization and can still promote the value of employees.

Nahid et al. (2023), assert that, non-monetary recognition has no associated price tag but can be priceless to the right employee. Just like other non-monetary rewards, the package system works for only few employees, especially those who are favored. In other words, a possibility is seen that some teachers could not be benefiting from these packages. Teachers feel highly motivated when they are consulted about decisions that concern their work. A high proportion of school managers (principals and head teachers) are highhanded and autocratic in their dealings with teachers, (Armentano, 2003).

However, though many of the studies of this nature were conducted in developed countries, there was need to find out whether school management involve teachers in decision making processes to make them feel part of the schools.

METHODOLOGY

A cross sectional survey design was used to conduct the study as Amin, (2005) recommends. According to Ezeani (2002), a cross-sectional survey was to be utilized because it is used to gather information on a population at a single point in time. The area of the study covered three villages of Rwenyawawa, Ngurwe, and Kyebitaka located in Kyangwali refugee settlement in Kikuube District. The study population included teachers and community members. It covered residents including top managers, line managers and support staff at United Nations high commissioner for refugee. This was because of easy accessibility and they are the ones which got involved in managing the day to day activities in the refugee camps. In total they were 120 in number. A sample size of three schools was selected to participate in the villages of Rwenyawawa, Ngurwe, and Kyebitaka respectively in the study using Morgan and Krejcie (1970) table of sample size determination. For this, 35 respondents from each school will be selected to participate in the study with a total of 15 participants from United Nations high commissioner for refugees which is

the main funding body providing support to these refugees. The study used both simple random and purposive sampling techniques with both survey questionnaires and interview guides to collect data as Mugenda and Mugenda (2003), recommend. Data was analyzed using descriptive and content analysis techniques.

RESULTS AND DISCUSSION

The extent to which United Nations High commissioner for refugees' provision of teachers' remuneration influence academic performance in primary school in Kyangwali refugee settlement

The findings and perceptions of respondents were in response to objective two and the research question two. Basing on this research question, ten items were used in Appendix A, Section C and the responses were classified as agree, strongly agree, not sure, disagree and strongly disagree. The respondents' results are presented in frequency counts and percentages in the (Table 1).

Table 1: Impact of teacher's remuneration on academic performance

Teachers remuneration and academic performance	N	Min	Max	Mean	Std. Dev.
United Nations high commissioner for refugees has provided allowances for teachers on facilitation to distance from home to school	97	1	5	3.67	1.336
United Nations high commissioner for refugees' provision of teachers' remuneration has influences academic performance by creating a conducive learning environment	97	1	5	4.10	0.621
There has been high pupil enrolment due to availability of well trained and qualified teachers	97	1	5	4.32	0.587
There has been an increase in infrastructural development	97	1	5	4.36	0.544
There has been improvement in teacher education	97	1	5	4.11	0.557
A number of teachers have been trained under the thematic curriculum	97	1	5	4.28	0.688
The quality of teacher education has improved	97	1	5	4.16	0.493
Teacher to pupil ratio has improved	97	1	5	3.36	1.101
United Nations high commissioner for refugee's policy provides equal opportunity for all children to attend school	97	1	5	4.54	0.522
The teaching job in Kyangwali refugee settlement is more attractive than before	97	1	5	4.45	0.521

Source: Primary data 2023

Table 1 summarizes the findings of the study on the extent that United Nations high commissioner for Refugee provision of teachers' remuneration influence academic performance in primary school in Kyangwali refugee settlement. A big percentage of the respondents agreed that United Nations high commissioner for refugees has provides allowances for teachers on facilitation to distance from home to school, United Nations high commissioner for refugees' provision of teachers' remuneration has influences academic performance by creating a conducive learning

environment and there has been high pupil enrolment due to availability of well trained and qualified teachers influence academic performance in primary school to a great extent as depicted by the mean scores of 3.67, 4.10 and 4.32 respectively.

Further, respondents agreed that there has been an increase in infrastructural development, there has been improvement in teacher education, a number of teachers have been trained under the thematic curriculum and the quality of teacher education has improved with mean scores of 4.36, 4.11, 4.28 and 4.16 respectively.

The respondents also agreed that teacher to pupil ratio has improved, United Nations high commissioner for refugees' policy provides equal opportunity for all children to attend school and the teaching job in Kyangwali refugee settlement is more attractive than before influence academic performance in primary school in Kyangwali refugee settlement with mean scores of 3.36, 4.54 and 4.45 respectively. These findings concurred with the findings on interview guide as follows; One male teacher when asked about teachers' remunerations compared to other schools outside the UNHCR fund replied,

"It is quite high and the allowances are also provided. The challenge is that it is not enough compared to teacher-pupil ratio in schools." (Interviewed in September, 2020)

Thus, in general, the teachers' remuneration by UNHCR has greatly influenced the academic performance of pupils in Kyangwali refugee settlement area. However, some challenges have been cited like high teacher –pupil ratio which makes the remuneration wanting.

Conclusion and recommendation

From the findings, majority of the respondents agreed that United Nations high commissioner for refugees' provision of teachers' remuneration influence academic performance in primary school in Kyangwali refugee settlement. Most of the respondents agreed that United Nations High commissioner for refugees provides allowances for teachers for instance on facilitation for distance from home to school, United nations high commissioner for refugees provision of teachers' remuneration has influenced academic performance by creating a conducive learning environment and there has been high pupil enrolment due to availability of well trained and qualified teachers. The study recommended a more informed plan of recruiting more teachers in order to combat the challenges associated with high rates of numbers of primary pupils in Kyangwali refugee settlement so as to balance the teacher-student ratio.

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