

**STAKEHOLDERS' PARTICIPATION IN SCHOOL MANAGEMENT AND
ENHANCEMENT OF LEARNERS' ACADEMIC ACHIEVEMENT IN
SELECTED GOVERNMENT-AIDED SECONDARY SCHOOLS IN UGANDA**

BY

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DECLARATION

Declaration by Candidate

This thesis, is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or Moi University.


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DEDICATION

This thesis is dedicated to my mother Mrs. Proscovia Miiro, my son Ssuubi Godfrey Walakira and my siblings; James Nabbira, Andrew Kizito, Rebecca Namiiro and Steven Mulindwa for being inspirational and tolerant to some extreme change in the attention I used to give them, mainly due to its related demanding work. I also dedicate this thesis to my Supervisors at the Master's degree' level Dr. James Nkata and Dr. David Ssekamate of Uganda Management Institute, for their initial inspiration which gave me the zeal to do this doctoral study. You will always be remembered for your unparalleled input towards this thesis.

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ABSTRACT

Stakeholders' participation, alongside school-based management is recognized as one of the key reforms that aim at improving the instructional processes which enhance the learners' academic achievement. The purpose of the study was to analyse the extent to which stakeholders' participation in school management enhanced the learners' academic achievement of selected secondary schools in Kampala district. It was guided by the four objectives; to examine the extent of stakeholders' participation in school improvement planning; to evaluate the extent of stakeholders' participation in the budgeting process, to analyse the extent of the relationship between stakeholders' participation and coordination of the academic activities and to explore the perceptions about their extent of participation in school management to enhance the learners' academic activities in the selected government-aided secondary schools in Kampala district. The Stakeholder Theory by Freeman (1984) in conjunction with the School-Based Management Model informed the study. Exploring this study from the pragmatic paradigm, the researcher adopted a mixed-methods design and used a concurrent convergent approach. The researcher used an accessible population of three Ministry of Education and Sports officials, five Chairpersons of School Board of Governors, and Parents/ Teachers Association members, who were purposively selected. Four Head teachers from the four stratified randomly sampled government-aided secondary schools were included in the study, while simple random sampling was employed to select 217 teachers. Data was collected using a questionnaire and semi-structured in-depth interviews. Quantitative data were analysed using univariate and multivariate analysis while qualitative data was analysed using thematic analysis based on Braun and Clarke's (2006) approach. Data collected by the questionnaire revealed that there was a relationship between stakeholders' participation and the enhancement of learners' academic achievement. Participation in school improvement planning ($F(1,188) = 11.750, p < 0.05$); participation in the budgeting process ($F(1,188) = 30.013, p < 0.05$) apart from one variable which had no relationship, coordination of the academic activities ($F(1,188) = p > 0.05$). Analysis of data collected by interviews revealed stakeholders' participation in school improvement planning was critical in enhancing the learners' academic achievement; the budgeting process was a collective responsibility for all key stakeholders. However, post-budget consultations were not done to align the planned for and the approved budgets; the academic activities were coordinated mainly by the internal stakeholders. However, coordination of the instructional process depended on school leadership, the stakeholders' participation policy, and the nature of stakeholders in the school. While majority stakeholders perceived that to a high extent their participation in school management to enhanced the learners' academic achievement, some perceived that there was limited participation due to, the inadequate institutional regulatory framework of the stakeholders' participation policy, lack of empowerment to participate, the leadership style as well as the nature of stakeholders. In conclusion, therefore, to a high extent stakeholders' participation in school management enhanced learners' academic achievement. Therefore, there was a need to share knowledge about the roles of all key stakeholders participating in school improvement planning, budgeting, and coordination of academic activities, empower their participation, build coalition teams to generate effective strategies for academic improvement, and tailor a policy that addresses secondary schools' needs. This could be done through capacity building on the policy formulation and institutional framework, promotion of awareness of the stakeholders' participation policy, and holding officers accountable for the academic achievement.

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ABBREVIATIONS AND ACRONYMS

| | |
|-------------|-------------------------------------|
| AGM | Annual General Meeting |
| BOG | Board of Governors |
| BCA | Bias Corrected Accelerated |
| CVI | Content Validity Index |
| DAM | Democratic Administration Movement. |
| DV | Dependent Variable |
| ESSP | Education and Sports Strategic Plan |
| FA | Factor Analysis |
| FY | Financial Year |
| GDP | Gross Domestic Product. |
| HDI | Human Development Index |
| HOD | Head of Department |
| IFR | Interim Financial Report |
| IV | Independent Variable |
| KMO | Kaiser-Meyer-Olkin |
| LG | Local Government |
| MCAR | Missing Completely At Random |
| MDG | Millennium Development Goals |
| MOES | Ministry of Education and Sports. |
| NCE | National Council on Education |
| NDP | National Development Plan |
| PCA | Principal Component Analysis |
| PDCA | Plan Do Check and Act Cycle |
| PTA | Parents Teachers' Association |

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| SBM | School-Based Management |
| SBMC | School-Based Management Committee |
| S-CVI | Scale-Content Validity Index |
| S-CVI/AVE | Scale-Content Validity Index based on average |
| S-CVI/UA | Scale-Content Validity Index based on universal agreement. |
| SDGs | Sustainable Development Goal |
| SIP | School Improvement Plan |
| TCM | Teacher Council Movement |
| UCE | Uganda Certificate of Education |
| UMEA | Uganda Muslim Education Association |
| UNCST | Uganda National Council for Science and Technology |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UPE | Universal Primary Education |
| USE | Universal Secondary Education |

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter introduces the context of the study. It begins by providing the relevant sequential background information from the global and local contexts drawn from related prior studies on stakeholders' participation in school management, and significant documents that guided the location of the research gap that the study sought to fill. The chapter also presents statement of the problem, the study purpose, objectives of the study, hypotheses and research questions, justification, significance, scope, limitations, study assumptions, theoretical and conceptual framework, definitions of operational terms, and summary of the chapter.

1.2 Background of the Study

Stakeholders' participation is underpinned by the ideals of democracy which advocate for representation in any system of governance (Cabardo, 2016). The study was postulated on the view that a quality education system attains the desired goal outcomes of the learner, the school, and the community. The desired goals inculcate in the learner the skills, knowledge, and attitudes that are needed in the 21st century (Cabardo, 2016). If quality education is to be enhanced, various aspects of school management need to be reformed, thus key stakeholders need to be brought on board to play significant roles in school management.

The delivery of high-quality education globally is routed to the adaptation of the United Nations to the Sustainable Development Goals (SDGs). Both developed and developing countries are increasingly focusing on implementing policies and actions that achieve SDGs. In particular, this study focuses on Sustainable Development Goal 4,

“Quality Education by 2030, which ensures inclusion and equitable quality education and promote life-long learning opportunities for all.” (UNESCO, 2015).

Regardless of the dedication of governments to improve the education sector, effective and equitable access stays hard to accomplish in the area. According to the World Bank report (2019), numerous global initiatives emphasize expanded access to education facilities with greater commitment, yet even where the greater number of learners access education facilities, the quality of that training now and again is extremely poor especially in underdeveloped nations (The World Bank, 2019). This reality is seen in the scores from universal learning assessments on which most learners from third world nations do not exceed expectations. Without introducing educational changes the quality of instruction will not be achieved.

Chen (2019) noted that several difficulties shield learners from learning. These difficulties to some degree depend on who is labeling them, regardless of whether it is the learners, parents/guardians, teachers, or policymakers (Chen, 2019). Mutinda (2015) argued that some recognized difficulties incorporate; headteachers' administrative aptitudes, teacher's considerations in the decision-making process, learners' discipline, deficient staffing, deficient school accounts, misappropriation of funds, inadequate physical infrastructures, absence of help from community networks and poor academic achievement in national assessments (Mutinda, 2015).

In Uganda, at the national level, the execution of the Education and Sports Sector Strategic Plan (ESSP) 2017/18-2019/20, started on the noteworthy job that the sector contributes to national development, and is segmented in NDP II and Vision 2040 (Ministry of Education and Sports, 2017). The central strategies were: enhancing the quality and importance of education and training by restructuring the curriculum;

consolidating the evaluation of reviews and guideline capacities; improving the administration capacity at all levels in education; supporting educator improvement; extending and overhauling physical infrastructure; making sure that resources are efficiently and effectively utilized, and advancing stakeholders' participation in education. As a method for guaranteeing inclusiveness, possession, and justification from the international best practices, this Plan was developed through an interactive strategy including different stakeholders; the Education Development Partners, the National Planning Authority, and Local Government leadership. It is assumed that the national objectives were to be expected because of the commitment of different stakeholders' (Ministry of Education and Sports, 2017).

According to the Business Dictionary.com website, *“a stakeholder is any person or organization that is actively involved in a project, or whose interests may be affected positively or negatively by the execution of a project. Stakeholders' can be internal to the organization or external”*, (Business Dictionary, 2020). On the other hand, Chen (2019a) argues that a stakeholder is an individual who has vested interest in an organization and can either affect/influence or be affected/influenced by the operations of the organization. The significant stakeholders in an organization are its financiers, employees, clientele, and traders. However, the advanced hypothesis of this argument goes beyond this original notion to incorporate other stakeholders such as the community, government, or trade associates (Chen, 2019b).

According to Freeman (1984), a stakeholder is defined *“as any group or individual who can affect, or is affected by, the achievement of the organization's objective and can help or analyze a corporation by calling its strategy into question* (cited in Boucher & Rendtorff, 2016a, p7.). On the other hand, Waris (2018) further defines stakeholders in

terms of education, “*as someone who has a vested interest in the success and welfare of a school or education system. This includes all parties that are directly affected by the success or failure of an educational system, as well as those indirectly affected*” (Waris, 2018, p.2). In this research, stakeholders include; Ministry of Education and Sports officials (MoES, Director Basic and Secondary Education, Commissioner Secondary Government, Education Officer-in-charge of Board of Governors), Chairpersons BOG/PTA, Headteacher, teachers, and learners. Through their participation, they have an impact on the learners and the success of the school system.

Stakeholders’ participation means working with individuals and utilizing the available resources to realize the set goals of a project (Bartle, 2007). Gichohi (2015) emphasizes that an experienced manager searches for ways in which the capacity and interests of each individual can benefit the entire project. This entails the role of school management. The types of participation in school management include instructional policy formulation; managing learners' classroom discipline policies; settling learning issues; planning; organizing; leading and (Monametsi, 2015, p.32).

Connolly and Fertig (2017) define school management as the administration of the school activities which combines human and material resources to plan strategies and implement structures to execute the plans and monitor the teaching and learning process. According to Gulick (1937), there are seven managerial functions performed by administrators daily and they include; planning, organizing, staffing, directing coordinating, or controlling reporting and budgeting POSDCORB (Cited in Mulder, 2018). In schools, the Headteacher, teachers, and administrative staff members are vested with the power to execute the administrative authority to implement the managerial functions of planning, organizing, controlling, and coordinating the academic activities.

Headteachers essentially have the privilege to make decisions through consultations with both the internal and external stakeholders. The major role of leadership consultation is to influence the academic outcomes of the learners and this is based upon the management of the school (Kapur, 2018). This investigation focused on three administrative capacities including; planning, budgeting, and controlling/coordinating due to the limited logistics and time factor for the examination.

Enhancement was conceptualized to mean improving the learners' skills, knowledge, abilities, and attitudes in what is being taught. Academic achievement of learners in secondary school education was conceptualized as the percentage of students whose learning either meets or surpasses the evaluation level principles (Cachia, 2018). This achievement is evaluated in terms of national assessment usually towards the end of an educational cycle. The indicators of educational achievement were in terms of grades attained and the quality of grades attained.

According to Abulencia (2012), stakeholders' participation in educational management is backed by the School-Based Management (SBM) policy. Arachchi and Edirisinghe (2015) opine that one of the key elements of SBM is participatory management in schools. This structure of administration moves the power and authority as well as assets to the school level on the assumption that the school heads, teachers, key leaders in the stakeholders, and guardians/parents know the root and answer for the issue (Gichohi, 2015; Arar & Abu-Romi, 2016).

Promoters of this initiative contended that giving a voice and decision-making powers to the local stakeholders' who know more about the local education needs than the central policymakers, can improve educational outcomes and increase their client satisfaction.

Rout (2013) contends that SBM has incredible potential for removing uncertainty and distance among guardians/parents and schools by developing transparency of information, a culture of shared respect, and by jointly improving the schools through sharing the vision, information sources, strategy, and results. In countries where authoritative arrangements of action are weak, the bottom-up approach to deal with expanding educational opportunity and quality learning might be the fundamental decision through stakeholders' participation (Rout, 2013).

Nonetheless, when stakeholders' participation is executed in a top-down manner without wider consultations, in terms of the aims, information sources, forms, and anticipated outcomes, the final products are probably going to be negative confrontations between actors, a strong sense of overwhelming responsibility, lack of concern, and irregularity as far as stakeholders' participation between communities is concerned (Nishimura, 2017; Johnston & Xenakis, 2017).

The decentralization of the decision-making process in educational policy is rooted in democratic principles, stakeholders' participation, equity, as well as the incorporation of diverse local interests and needs in school management (Ayeni, 2012; Babdur, 2012). This approach in school management is postulated on the way that stakeholders in schools comprehend the schools' difficulties and needs better. In this way they are increasingly productive in decision-making on the educational issues concerning schools. School-based management committees are persuasive and indispensable in managing the assignment of refining the quality of educational practices in such nations as the Philippines, India, Israel, Australia, Belgium, Denmark, Finland, France, Netherlands, New Zealand, USA South Africa, and Nigeria (Abulencia, 2012; Sakthivel, 2014; Gichohi, 2015). Generally, development undertakings and projects with strong

stakeholders' participation can enrich ownership and sustainability in development being developed and the tasks are bound to thrive (Ruwa, 2016; Lienert, 2019).

The UNESCO report (2018), underscored the significance of accountability, stating that it impacts school improvement efforts around the world, especially concerning academic achievement. Stakeholders' are repeatedly urged to not only support their various schools but also get involved in the planning and maintenance of schools hence be able to hold one another accountable (UNESCO, 2018).

In the Ugandan context, the legal framework of stakeholders' participation as indicated in the Uganda Education Act (2008), constitutes delegates from the government, elected officials, for example, Parent Teachers Association (PTA), appointed officials of the School Board of Governors (BOG), city councilors, school administrators, staff members, representatives of the old-student association, as well as learners (Uganda Government, 2008). Altogether, stakeholders have a stake in the school and its learners, implying that they have an individual, proficient, community, or money-related premium or concern (Great school Partnerships, 2014).

However, this investigation centers on the Ministry of Education and Sports officials in charge of government schools, Parent-Teacher Associations (PTAs), Board of Governors (BOG), teachers, and the Head teachers. (Reference p 4). The role of PTA is to make the school a better place for learners to learn (Mutinda, 2013).

Similarly, Anake and Anake (2018), assert that a functioning PTA can improve the school's condition, which can prompt more learning. Learners perform better at schools where their parents/guardians are included. The obvious presence of guardians/parents around the school can likewise make the physical structures more secure and all the more systematic. In classrooms, volunteers can take a portion of a load of exhausted teachers

to enable them to focus all the more completely on their focal role of teaching learners. PTA individuals can impart their experiences to the learners, giving them positive, and proficient good examples. Additionally, a school with a functioning PTA will have guardians/parents who realize what is going on in the school, what is being taught, and what is anticipated from their children. This is a great boost to the school environment since guardians/parents and teachers become part of the same group, and that solidarity improves learning (Anake & Anake, 2018).

Besides, the Board of Governors (BOG) is discretionary with a lawful order as indicated by the Education Act (2008). There are various roles of the School Board among which include: to give vital direction to the school and to adequately supervise and audit the schools' administration; direct all parts of the school including its control and accountability frameworks and affirm the expenditures and capital budgets; remove the Headteacher and give progressing backing and supervision; handle complaints concerning the headteacher; create and keep up healthy associations with key stakeholders including viable communication channels; guarantee a strategic way to deal with the school's future by defining significant objectives, strategy structures and methodologies; set the pace and the moral guidelines of the school and screen adherence to them; review plans and budgets established by the school the board; approve all material expenditure use outside the budget; envision problematic issues expected much as possible and act to diffuse them; be mindful to the matter of progression, audit and monitor adherence to frameworks of risk management, governance, and legal compliance; and monitor organizational achievement among others (Uganda Government, 2008).

As indicated by Mwesigwa (2017, p.2), there is a noteworthy relationship between stakeholders' participation and academic achievement holding other variables constant. This can be reflected in the released Uganda National Examinations of 2016, Primary Leaving Certificate Examination (PLCE), Uganda Certificate Examination (UCE), at optional, and Uganda Advanced Certificate Examination (UACE), at a higher level. There have been allegations and counter-allegations between the disappointed citizens, school owners, government officials, teachers, guardians as the learners who were answerable for the poor achievement. Commenting in favour of stakeholders' participation in school management, Mwesigwa (2017, p. 12) views;

“Despite the availability of building infrastructure that is indispensable, adequate instructional teaching materials, high remuneration for teachers, and providing learners with food which is imperative, against odds, other factors can lead to good achievement in government-aided secondary school. When all key stakeholders are zealous about improving achievement in their schools, nothing can stop them from registering positive results. For instance, in 2016 Mbarara district registered good results in secondary schools. Out of 34 diocesan secondary schools, both rural and urban, a contribution of 0.7% towards the national first-grade percentage pass of 7.5 was registered”.

The steadily improving achievement in Ankole diocesan schools was feasible because of the desirous interest the diocese has in education. Evidence of this is seen by the appointment of a strong team of two education officers, an inspector of schools among other staff, who help in overseeing education management matters in the diocese.

Mwesigwa (2017, p.13) continues to argue that:

“The resultant effect has been a motivating school system where there is active participation among the politicians, founder members of schools, parents, teachers, school boards, and learners hence committed to a culture of achievement and accountability instead of groaning about lack of adequate infrastructure and salaries. There is no hesitation that the capitation grant is neither sufficient nor infrastructure availability adequate in the government-aided secondary schools, but a determined effort has been instilled among the stakeholders to rise above the challenge instead of wasting time waiting for government support”.

Therefore where stakeholders take part, there are improved school facilities, increased responsibility among the staff, and improved capacity of members. Together, these contribute to increased student access, retention, and academic achievement of learners. It was out of the foregoing concern that this study was designed to examine the extent to which stakeholders' participation in school management enhances learners' academic achievement of selected secondary schools in the Kampala district.

1.3 Statement of the Problem

Stakeholders' participation in school management is underpinned by the notion of school governance structures and is critical to sustaining education quality on the learner's academic achievement in general (Mncube & Mafora, 2014). In Uganda, stakeholders' participation has a legal mandate through the statutory framework of the Education Act 2008 (Uganda Government, 2008). The strategy of participation includes; creating a link between the Ministry of Education and sports, founder members, school administrators, teachers, and parents, having joint decision making, monitoring the implementation of priorities, and taking corrective measures to attain the set goals of the school. While several studies indicate that stakeholders' participation has the potential of developing education concerning the quality of learning outcomes if well established (Rout, 2013; Mncube & Mafora, 2014; Muthoni, 2015; Kieti, 2017; Moate, 2018), few studies have been carried out on the prioritization of stakeholders' participation in schools whose academic achievement is consistently declining. There are inconsistencies in Uganda, whereby stakeholders' participation in school management does not reflect the quality education outcomes of the learners due to the continuous poor academic achievement in government-aided secondary schools. The national trend of academic achievement in Uganda Certificate of Education (UCE) examinations results between 2015 and 2018 shows a continuous decline in the attainment of at least division 3 for easy

selection and placement in the next level of education. In 2015 the failure rate was 9.7% compared to 13.2% in 2016. In 2017 the failure rate was 14.2% while in 2018 the failure rate was 15.4% (UNEB, 2019). Could it be possible that the poor academic achievement among learners is attributed to the non-involvement of the stakeholders in the management of government-aided secondary schools? The persistently poor learners' academic achievement influences their knowledge, skills, and attitudes, which will affect their future academic and work career opportunities. The majority of learners often drop out of school with low skills, knowledge, and abilities, for self-reliance that could have contributed to human capital required in the development of innovations for the social and economic growth of the country. Consequently, contributing to the increasingly low levels of economic and social-cultural development. The outcome was considered pertinent to the investigation.

1.4 Purpose of the Study

The purpose of this study was to analyse the extent to which stakeholders' participation in school management enhanced the learners' academic achievement in the context of selected secondary schools in the Kampala district.

1.5 Specific Objectives

In particular, the study sought to:

- (i) examine the extent of stakeholders' participation in school improvement planning to enhance the learners' academic achievement in government-aided secondary schools in Kampala district.
- (ii) evaluate the extent of stakeholders' participation in the budgeting process to enhance the learners' academic achievement in government-aided secondary schools in Kampala district.

- (iii) analyze the extent of the relationship between stakeholders' participation in coordinating the academic activities and the enhancement of learners' academic achievement in selected secondary schools in Kampala district.
- (iv) explore the stakeholders' perceptions about their extent of participation in school management to enhance the learners' academic activities in government-aided secondary schools in Kampala district.

1.6 Research Hypotheses

The study sought to test the following null hypotheses.

H₀₁= There is no statistically significant relationship between the extent of stakeholders' participation in school improvement planning and enhancement of learners' academic achievement in government-aided secondary schools in Kampala district

H₀₂= There is no statistically significant relationship between the extent of stakeholders' participation in the school budgeting process and enhancement of learners' academic achievement in government-aided secondary schools in Kampala district

H₀₃= There is no statistically significant relationship between the extent of stakeholders' participation in coordinating the academic activities and enhancement of learners' academic achievement in selected government-aided secondary schools in Kampala district

1.7 Research Questions

1.7.1 Main Research Question

What are the stakeholders' perceptions about their extent of participation in school management in enhancing the learners' academic achievement in government-aided secondary schools in Kampala district?

1.7.2 Sub-Research Questions

The study was guided by the following sub-research questions which it sought to answer:

- (i) How do you describe the stakeholders' perceptions about their participation in school improvement planning to enhance the learners' academic achievement in government-aided secondary schools in Kampala district?
- (ii) How do you describe the stakeholders' experiences concerning their participation in the Budgeting process to enhance the learners' academic achievement in government-aided secondary schools in the Kampala district?
- (iii) What do stakeholders' experience as challenges to their participation in coordinating the academic activities to enhance the learners' academic achievement in government-aided secondary schools in the Kampala district?
- (iv) How can stakeholders' participation be supported to enhance the learners' academic achievement in government-aided secondary schools in the Kampala district?

1.8 Justification of the Study

The main motivation to conduct this study was triggered by the urge to gain insights into the less known phenomenon of the extent to which stakeholders' participation in school management enhanced the learners' academic achievement whose realities continued to attract some debates from a range of its stakeholders' (MOES Report on USE National Headcount Exercise, 2016). Regardless of such debates, the government

continued to uphold its policy position and support towards the implementation of the stakeholders' involvement in school management. Yet some stakeholders' mixed reactions pointed not only to the possibilities of policy failure but also to their lack of a clear understanding of its implementation realities. The School stakeholders are supposed to oversee the proper running of the schools but they have not effectively played their roles (Mwesigwa, 2017; Higenyi, 2017).

The functionality of the stakeholders' policy in schools is still a work in progress in school management. Key findings showed that learners' academic achievement in most of the government-aided secondary schools was continuously declining despite stakeholders' participation in management and the tremendous improvement in the school in-puts in terms of human resource availability, physical infrastructure, and scholastic material availability (Ninsiima, 2019).

This was a motivation towards conducting this research to understand how stakeholders perceived and made sense of the implementation of the policy and the realities from varying contexts and perspectives. It is assumed that through a concerted effort from development partners, there is the attainment of the desired outcome (Nasasira, 2016) in this context, which is the enhancement of academic achievement hence the need to conduct this study.

There has not been critical research carried out to that effect in Kampala district on this subject matter, hence the need for this study. The above-mentioned knowledge gap not only remained silent in the existing literature on stakeholders' participation in school management in the context of enhancing learners' academic achievement in government-aided secondary schools in Kampala district but also from stakeholders' subjective perspectives on how they experienced their participation.

While some empirical studies explore stakeholders' participation in education (Rout, 2013; Mncube & Mafora, 2014; Muthoni, 2015; Kieti, 2017; Moate, 2018) little is mentioned regarding how stakeholders participate in school management to enhance the learners' academic achievement and why they participate the way they do. Given this, in the context of Kampala district, empirical studies on stakeholders' participation in school management to enhance learners' academic achievement in government-aided secondary schools have not only been scarce but also methodologically limited, with hardly any use of mixed methods, and identifying the phase of the design used in particular, concurrent triangulation strategy which provides an in-depth understanding of this policy phenomenon. For example, Oloka (2017) in his study in the Bugiri district used a cross-sectional survey design on both qualitative and quantitative approaches to assess the roles of school management committees on the learners' academic achievement in Universal Primary Schools but was not emphatic on the phase of the design used in data collection and analysis to gain a deeper understanding of their roles lived experiences in the implementation of the policy. Similarly, Ocan (2017), in his study on the impact of community engagement in primary education in Oyam district northern Uganda, whose context was a case study of primary schools, hardly explored the stakeholders' perceptions about their participation in school management to enhance the learner's academic achievement in government-aided secondary school.

It was also timely and justified to analyse the realities of stakeholders' perceptions about the policy implementation realities from their viewpoints concerning its influence on the quality of learners' academic achievement in selected government-aided secondary schools in Kampala district. Therefore, such existing knowledge, methodological and contextual, deficiencies as are stressed in the literature in the context of stakeholders' participation in school management justified conducting this study.

The justification of this study was the need to fill in such gaps to deepen understanding of the extent of stakeholders' participation in school management to enhance learner's academic achievement in the context of government-aided secondary schools in the Kampala district.

1.9 Significance of the Study

This study was expected to make a substantial contribution by deepening the understanding of the roles of various stakeholders in school management and how they perceive the stakeholders' policy in school management and its implementation realities from subjective viewpoints in the way they do in the context of government-aided secondary schools in Kampala district. This study was designed to contribute by providing answers to the research question, "analyse the extent to which stakeholders' participation in school management enhanced the learners' academic achievement in the context of selected secondary schools in Kampala district and their perceptions about their participation in school management".

The anticipated theoretical and practical knowledge contributions from these debates in school management were expected to provide useful information for making evidence-based decisions by the following players and actors to achieve the desired policy goals through its successful implementation:

Policy Makers

The study revealed the predicaments of the stakeholders' participation in school management and based on them to make recommendations to review policies and guidelines for effective stakeholder participation to improve the operations in schools where there was a poor academic achievement. The study also contributed to a better understanding of the role of stakeholders' participation in the management of government secondary schools and provided knowledge to build their capacity in the management of academic achievement in government-aided secondary schools in Kampala district. This was relevant in enabling the Ministry of Education and Sports stakeholders', educators, and policymakers in streamlining guidelines to enhance stakeholders' participation in the education process.

The School Foundation Bodies

The study unveiled gaps of the Board of Governors and Parent Teachers Association and used the findings as a basis for improving the levels of stakeholders' participation.

Board of Governors

The findings of this research are likely to help the members of BOG/PTA to streamline their role in enhancing the learners' academic achievement in terms of management in schools.

The School Administrators

These research findings are expected to be of great value to the school administrators to realize the importance of the mutual relationship between all stakeholders and the school administration and use them as a basis to solicit assistance

and promote effective stakeholders' participation in various academic programs, which are useful in the enhancement of academic achievement in schools.

Other Researchers

To them, this research is of great value to providing them with conceptual, theoretical, and methodological expansion on stakeholders' engagement, as well as literature to be reviewed.

1.10 Scope of the Study

This study was bound in terms of content, time and place, or geographical area of coverage (Yin, 2009; Rule & John, 2011).

1.10.1 Content Scope

In this study, the concept of stakeholders' participation in school management denotes the policy origin, implementation processes, and influence on the learners' academic achievement. The study sought to analyse the extent to which stakeholders' participation in school management enhanced the learners' academic achievement. The content scope was mainly to gain an insightful understanding of the extent of stakeholders' participation in school management to enhance the learners' academic achievement. To gain this insight, the research was guided by the following objectives: to examine the extent of stakeholders' participation in school improvement planning enhance the learners' academic achievement; to evaluate the extent stakeholders' participation in the budgeting process to enhance the learners' academic achievement; to analyse the extent of the relationship between stakeholders' participation in coordination of the academic activities and the enhancement of learners' academic achievement, and to explore the stakeholders' perceptions about their participation in school management

to enhance the learners' academic activities in government-aided secondary schools in Kampala district.

1.10.2 Time Scope

The study focused on the period from 2015-2019 when the general academic achievement of government-aided secondary schools in the national examinations (UCE) in Kampala district there was consistently declining. According to the UNEB report 2019 that the State Minister for Higher Education refuted reports that the Uganda National Examination Board (UNEB) undermarked some Kampala schools (Ninsiima, 2019, pp.1-2). He noted that good results were not preserved for Kampala schools but rather hard work. He further noted that where parents actively participate in the education of their children's results are visible, but if they stay back things are not good (Kizza, 2019, pp. 1-3).

1.10.3 Geographical Scope

The study was carried out in both boarding and day secondary schools in Kampala District, central Uganda. The district is divided into five divisions that include: Kampala Central Division, Kawempe Division, Makindye Division, Rubaga Division, and Nakawa Division. The district has 21 government-aided secondary schools (MoES, Statistical Abstract, 2016). Kampala District was purposively selected for three reasons, the geographical location has a relatively larger number of government-aided secondary schools compared to other regions in the country (MoES National Headcount Report on USE, 2016). Secondly, the key findings might be transferable to other districts with similar contexts for stakeholders' participation in school management to enhance learners' academic achievement. Thirdly a comparison between government and private

schools indicates that private schools perform better than government schools in UCE according to the reports of UNEB (Ninsiima, 2019; Ssebwami, 2020).

1.11 Limitations and Delimitations of the Study

- (i) The limitations of the proposed study relate to the ESSP 2017/18-2019/20 whose central strategies are indicated in the background to the study (p. 2).
- (ii) The nature of key stakeholders were those who were directly or indirectly linked to enhancing learner's academic achievement (p.4).
- (iii)The study was limited to the urban context; therefore, the findings could not be generalized to other districts in other parts of the world. The conclusions are thus limited to the selected cases, although government-aided secondary schools within the same context and similar experiences might learn from the study findings and conclusions.
- (iv)The study was limited to analyzing the extent of stakeholders' participation in school management in terms of school improvement planning, budgeting process, coordinating the academic activities, and their perceptions about participation to enhance the learners' academic achievement in government-aided secondary schools. It excluded other variables that influence academic achievement in schools.
- (v) The perceptions of the respondents may be limited to their educational levels and experience in school management. To obtain a balanced objective representation of the stakeholders', the study sample targeted those stakeholders' who had long-time experience in school management, parents who had their children study in the sampled schools for at least three years and above, and teachers who taught in those schools for at least three years and above.

- (vi) The language was another limitation, especially to some of the parents. To overcome this, the researcher used the local dialect while conducting the study.
- (vii) To avoid distraction by paperwork and technology, the researcher used a recorder and also mastered the questions to avoid referring to written questions all the time in the process of interviewing. This enabled the interview to continue uninterrupted and remain focused.

1.12 Assumptions of the Study

The assumption is something that you accept as true without interrogating. In this study, assumptions served as the foundation upon which the study was based.

The assumptions of the study were;

- (i) The respondents and participants would answer the questions appropriately, honestly, and frankly.
- (ii) The target population would operate within the same environmental conditions, hence giving related responses that were true and reliable concerning stakeholders' participation in the management of academic achievement in government-aided secondary schools.
- (iii) Stakeholders who would participate in this study would be aware of the stakeholders' participation practices in the management of schools, limitations to stakeholders' participation, and identify practical strategies that could be enhanced to sustainably participate in the management of academic achievement in government-aided secondary schools.
- (iv) Stakeholders would willing to take part in this study because of its significance to center on strategies to enhance active participation in the management of academic achievement in government-aided secondary schools.

- (v) The results of the study would lead to positive changes in education in general as findings are to be directed to the Ministry of Education and Sports policymakers, local government leaders in charge of education matters, school administrators, BOG/PTA, and teachers. The findings could be used to develop and improve policies and practices geared towards improving stakeholder participation in education management.

1.13 Theoretical Framework

The theoretical framework employed in this study explains how stakeholders' perceptions and participation in school management are related and how they contextually influence the learners' academic achievement in the context of Uganda's secondary schools. Kerlinger (1979) defines a theory "as a set of interrelated variables, definitions, and propositions that present a systematic view of a phenomenon by specifying relations among variables to explain natural phenomena." (p.64). In Creswell's view, a theoretical framework in research is the justification that assists with clarifying the phenomena that occur in the world (Creswell, 2014). Based on this definition, the Stakeholders' Theory was adopted to provide the theoretical lens to inform the study. It was assumed that the Stakeholders' Theory with its principles and assumptions provided a suitable framework for analyzing stakeholders' participation in school management to enhance the learners' academic achievement in government-aided secondary schools in Uganda.

The proponent of the Stakeholders' Theory is Freeman (1984). According to Freeman (2010), this theory states that the stakeholders' ecosystem comprises anybody that either affects or is affected by the organization. Freeman (2010) defines a stakeholder as "any individual or group of people who have an interest in a particular issue and whose

interests are believed to affect or be affected by the achievement of the organization” (p. 25).

The rationale for the adoption of the Stakeholders’ Theory in this investigation was to gain an understanding of the extent of the implementation of the stakeholders’ participation in school management. Besides, stakeholders’ participation in school management is the National policy for Education reform (Educational Act, 2008) whose implementation was believed to either affect or be affected by many stakeholders. The application of this theory in education management maintains that Education for All is the obligation of all. The theory clarifies the responsibility for all education stakeholders to carry out their obligations in the attainment of the objectives of education (Harrison, 2019).

This Theory suggests that for organizations to remain sustainable, they need to involve various stakeholders in management (Freeman, 1984). Institutional stakeholders are categorized into two groups, internal and external stakeholders. Internal stakeholders are primary with legal contracts to the institution while the external stakeholders are secondary who have an interest in the institution but without a contract (Stuud, 2002; Leung & Chiu, 2010). Therefore, internal stakeholders have powers that either affect or can be affected by the institution, while external stakeholders are considered secondary in that their influence is indirectly experienced. Without the support of these stakeholders, the institutions' existence would crumble over the long haul (Freeman, 2010; Harrison, 2019).

In examining the essential premises of the Stakeholders’ Theory from Freeman’s (1984) seminal works, it was assumed that institutions like schools have multiple

stakeholders that affect or are affected by the stakeholders' participation policy in school management (Educational Act, 2008; Hong, 2019).

Below is Table 1.1 showing the contextualization and categorization of internal and external stakeholders who implement the stakeholders' participation policy in school management.

Table 1.1: Key Stakeholders' Participating in Secondary School Management in Uganda

| Category | Specific Stakeholders' | Areas of Participation |
|----------|------------------------|---|
| Internal | Head Teachers | Legal powers to implement the stakeholders' policy. |
| | Teachers | Influence the teaching and learning process. |
| | Parents | Ensuring accountability of service delivery. |
| | Learners | Consumers of the teaching and learning process. |
| External | B.O.G/PTA | Legal powers to regulate the policy. |
| | MoES Officials | Monitoring and Evaluation of the policy. |
| | | Inspection of the implementation of the policy. Ensure accountability of management. |

Source: Developed by the researcher (2020)

Freeman (1984) also advanced the following stakeholders' theory principles for the conduct of contracts and coordination of stakeholders' interests within organizational functions: (1) The principle of entry and exit- the contract has to define the procedure that explains entry, and exit conditions for stakeholders to decide when a contract can be fulfilled; (2) The principle of corporate legitimacy: the institution should be managed for the benefit of its stakeholders, who should likewise take an interest to participate in decision-making that affects their welfare; (3) The stakeholders' fiduciary principle: the administrator must act in the interests of stakeholders' as their agent for the benefit of the organization to ensure its sustainability; (4) The agency principle: any party must serve the interests of all stakeholders. (5) Communication and teamwork: these influence the results of the institution. These principles relate closely to the contractual contents in policy guidelines for school management involving various stakeholders in the

management of secondary schools in Uganda, which aim at improving service delivery hence influencing the learners' academic achievement.

The underlying core assumption of the Stakeholders' Theory is the establishment of relationships among all stakeholders rather than any one of them operating as an individual (Freeman, 2010). Blackburn (2019) argues that value creation is analyzed as relational, as opposed to a transactional trade. In partnerships, for example, those that exist in schools, the stakeholders' value creation is tied and extended to the development of relations that are communicated through participation, joint effort, and system influence (Blackburn, 2019). Secondly, organizations develop relationships with groups that either influence or are affected by them. Relationships are analyzed through procedures and results. Stakeholders look to influence organization decision-making, so they become reliable with their needs and priorities. Therefore, organizations must endeavor to comprehend, accommodate, and balance the needs of all stakeholders.

Freeman (1984) argued that, although the Stakeholders' Theory has customarily underscored the people in the relationships, and not simply the relationships themselves, the connections created between stakeholders' may explain as much regarding how the actors' characters will interact as the individual traits of the actors (Bonnafous-Boucher & Rendtorff, 2016a). In this context, the unit of analysis for the Stakeholders' Theory is not the school itself but the relationships between the school and its stakeholders. These relationships aim to comprehend the cause of the establishment of the relationships to improve the teaching and learning process whose result is reflected in the evaluation of learners' academic achievement at the end of an education cycle. Academic achievement can be attained when the stakeholders blend well in school management.

On the other hand, the Stakeholders' Theory is upheld by the School-Based Management (SBM) model. The model underscores giving citizens a more grounded voice, making information about a school's accomplishment transparently available, and developing rewards and penalties to schools dependent on their accomplishment for improving learning results, (Barrera-Osorio & Santibanez, 2009).

Decentralizing changes that target updating school adequacy and lift education and learning accomplishment have dynamically energized the supposition of the SBM model in education frameworks in different nations (Arar & Abu-Romi, 2016).

Furthermore, the devolution approach on school management is proposed in the way that stakeholders are nearer to the schools thus understand their issues and needs better. Headteachers, guardians or parents, school governing council, and the public in an individual school have a significant comprehension of the prerequisites and resources in their school hence settle on better choices in a beneficial way (Ayeni & Ibukum, 2013).

The SBM model is grounded on the conclusion that it enables school stakeholders' to lead their learners through changes that lead to higher learning results. Furthermore, it brings resources to the control of schools to stimulate change following devolution. Thirdly is to fortify schools with stakeholders as well as local government units to invest time, money, and effort to make the learning environment a better place and also incorporate school management changes and instructional reforms (Ayeni & Ibukum, 2013).

The first and most significant presumption of this model is, a school can only be successful if it assumes liability for its actions, and does not report its outputs and fulfillment (Bandur, 2012). This model underpins the significance of stakeholders'

involvement for the coherent and successful conveyance of educational services, (Chandana, 2017).

In progressively genuine terms, there are three important parts of school management in this model to be specific: self-governance, evaluation, and responsibility for improving the learning result (Barrera-Osorio et al., 2009; Arar & Abu-Romi, 2016). School management under self-governance frequently gives a noteworthy job to the school governing board and its school policy development (Yuki & Demas, 2016). Through SBM, schools have more self-governance and accept prominent accountability to create an environment that is helpful for persistent school improvement and to set up self-assessment mechanisms to guarantee quality teaching and learning. A definitive point of school-based administration is to improve the standard of teaching and learners' learning outcomes through the deliberate endeavors of the key stakeholders, the leadership and duty of accomplices in development, and the help of the Government (Arar & Abu-Romi, 2016). Secondly, school-based administration is to promote shared governance between the school and the stakeholders and thirdly to improve the school's system to be on track with the conventional Education For All and the Sustainable Development Goals to achieve quality education.

The rationale of using this model in perspective with the Stakeholders' Theory is several studies (Mutinda, 2015; Pelayo, 2018; Siafwa & Cheyeka, 2019) have investigated the education production function factors influencing the achievement of learners while giving less thought to how resources are managed at school level. Inputs include aspects to strategic plans, achievement indicators, objectives of the school, and finance management, monitoring, and evaluation procedures in school, as a proxy indicator for the transformation of the inputs. Outputs are estimated by test scores,

progression rate, and the dropout rate among others. However, these studies do exclude the external (stakeholders) in the transformation processes in managing the schools. They have confronted reactions that schools are managed as "a black box" hence the need to examine how schools are managed and utilize resources to enhance learning, (Rogers & Demas, 2013).

Participatory planning and usage of school improvement plans (SIP) have become vital segments of many school management reforms. Studies show that there is a powerful and consistent connection between the quality of school improvement planning and general student academic achievement (Fernandez, 2011). The practice of participatory planning is used as a tool to fast-track the achievements of the institution (Arasa & K'Obonyo, 2012).

Stakeholders take part in budgeting for schools' activities. Budgeting is a beneficial tool used to manage expenses and costs for the school to execute developmental plans (Opiyo, 2014). It is significant for acquirement and decides how much monetary extension is accessible for use dependent on spending plans, making it a backhanded factor for quality. Viable spending management not only contributes to better cash management but also helps control budgetary outcomes, increase monetary clout, and execution. Budgeting infers that to accomplish the school objectives which are: to furnish the student with chances to obtain important knowledge, skills, and attitudes for the development of oneself and the country, and to elevate love and unwaveringness to the country which is estimated in the academic achievement in the national assessments at UCE, the above administrative function should be upgraded in school management and the stakeholders' involvement in the management of the academic achievement assumes a key job.

Coordinating in management is a systematic effort to compare achievement to predetermined standards to determine whether achievement conforms to the set standards and presumably to take any remedial action required to conform to the standards (Arasa & K'Obonyo, 2012). Coordinating empowers us to confirm that all activities are per the policy and that guidelines are being carried out. The concepts therefore from the researchers' point of view which were to be examined as constructs of stakeholders' participation in school management were to be planning, budgeting, and coordination.

The above-mentioned theoretical and practical description, principles, and assumptions advanced by the Stakeholders' Theory and the SBM Model provided a theoretical lens and a foundation for identifying and classifying the stakeholders' participation in school management to enhance the learners' academic achievement in Uganda.

It is based on their perceptions of how they either affect or are affected by the policy of stakeholders' participation and what should be done to coordinate it, following some of the principles stated in this theory and model. The fundamental idea of this theory and model in this context is that the success or failure of policy implementation will depend on the policy environment in which the stakeholders work, and this presumably influences their power- interest in building relationships, which in turn either affect or can be affected by the institution's outcomes (Freeman et al., 2010).

Below in Figure 1.1 below is a visual demonstration of the Stakeholders' Theory being supported with the School-Based Management model.

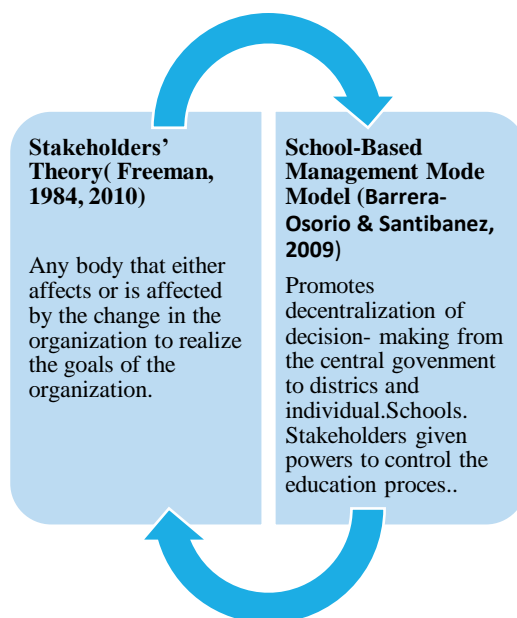


Figure 1.1: A Demonstration of Stakeholders' Theory being supported by School-Based Management Model
Source: Literature Reviewed.

1.14 Conceptual Framework

Using the Stakeholders' Theory, it was argued that the policy context and stakeholders' perceptions, about their participation in school management and how they affect each other in its application, would provide a foundation for the theoretical and practical description of how and why stakeholders participate in the way they do. The conceptual model in Figure 1.2 below shows the theoretical connections between the stakeholders' participation policy implementation contexts, stakeholders' categories, and the transformation process they engage in school management. It also depicts how all stakeholders and the policy implementation realities, in turn, affect/influence each other and, subsequently, inform stakeholders' perceptions about their management practices which influence the learners' academic achievements. The fundamental basis of this theoretical framework is that stakeholders in this policy do not work in a vacuum. They implement this policy through structures within specific contexts. This means that stakeholders' participation in school management seems to be influenced by some policy

contexts which trigger how they act. Thus, the structure of the framework was conceptualized from the key concepts and assumptions of the Stakeholders' Theory and School-Based Management Model that include; affect/affected, interest and stakeholders' categorization; and how such variables influence stakeholders' participation in school management to enhance the learners' academic achievement. The main areas of management that were taken into account included the transformation process of school improvement planning, budgeting process, and coordinating the academic activities. These would affect the academic achievement of the learners in terms of the grade attained and the quality of grades in the examinations done at the end of the education cycle in UCE.

The double-directional arrow indicates interrelationships on how the implementation of the stakeholders' participation policy in school management in Kampala district may either affect or be affected by stakeholders' perceptions through the policy guidelines and their interests, and roles in management and understanding the whole policy environment. How and why stakeholders affect and are affected in the implementation of this policy in the way they do are guided by policy guidelines, policy goals, and stakeholders' roles. It was also assumed that how stakeholders affect and are affected by policy implementation could be due to their interests and needs, policy conditions, and how they experience and understand them. Other arrows indicate the direction of influence (effects) of stakeholders' participation in the transformation process and academic performance. Therefore, the understanding of the policy by stakeholders would influence and inform policy decisions or advice for making appropriate policy reforms or changes in its implementation. Ultimately, this would perhaps ensure effective stakeholders' participation in school management which would affect the quality of learners' academic achievements in UCE in the Kampala district.

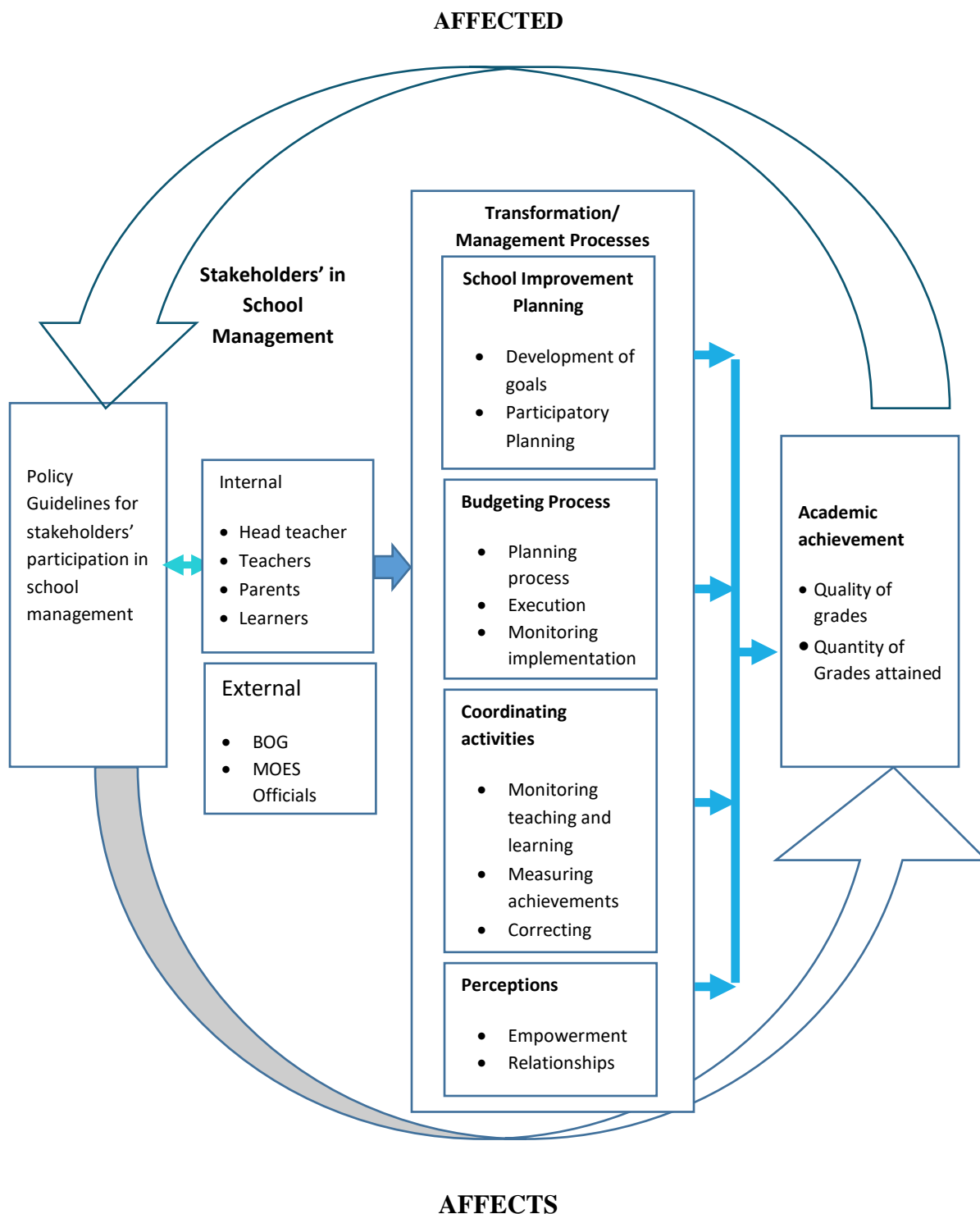


Figure 1.2: Conceptual Framework showing stakeholders' participation in school management and the enhancement of the learners' academic achievement
Source: Researcher (2020)

The conceptual framework illustrates how the dimensions used in the study are conceptually interrelated and conceived from Freeman's (1984) Stakeholders' Theory

through an interpretive lens. This framework gives a foundation for reviewing literature related to the study dimensions covered in chapter two with more emphasis placed on the specific research objectives of the study.

1.15 Operational Definitions of Key Concepts and Terms

Academic Achievement: implies the results of learners' grading in school assessments where learners are grouped depending on their scores acquired in the national assessment (UCE) that they sat for at the end of ordinary level in the education cycle. The learners are reviewed in Division 1, 2, or 3. In this manner when evaluation is done, student's accomplishment is acknowledged as either high, average, or low, wherein Grade 1 learners reflect high achievement, Grade 2 represents average learners while Grade 3 implies low academic achievement. To put it, without evaluating, academic achievement accomplishment cannot be realized.

Board of Governors: is an institution declared by the Minister of Education and Sports or district education officer, as the case may be, to govern the management of the school and implement school programs to either enable or sustain school development.

Enhancement: improving the learners' attributes, knowledge, and potential in what is being taught for senior one to senior four.

A Foundation body: means an individual or group or organization which establishes and manages an education institution such as a faith-based organization or a Non-government Organization.

Government-aided schools: mean schools not established by the Government yet obtain statutory grants in the form of aid from the Government and are mutually overseen

by the establishment body and Government. Such schools were once stakeholders owned but have been taken over by the government.

Management refers to the day-to-day school operations within the context of planning, budgeting, and coordinating procedures that have been established by the partnerships governing bodies to enhance academic achievement in secondary schools.

Parent-Teacher Association (PTA): is a voluntary formal organ comprising of all parents having children in a particular secondary school alongside the teachers of that school. This organ is essential for all schools in Uganda. They are part of the external stakeholders in this study.

Participation refers to a process where all members can take part in real decision-making, mobilization of resources monitoring the implementation of joint decisions, and governance of the school and they have the power to determine the outcome of decisions. Their participation is voluntary.

School-Based Management (SBM): is an authoritative system established to improve education by transferring significant decision-making authority from state and local council district offices to individual schools. SBM provides principals, teachers, learners, and parents with noteworthy authority over the education process by giving them obligations regarding choices about the budget, personnel, and curriculum.

Stakeholder participation: means the involvement of stakeholders' members in either carrying out or delivering the various school functions including policy formulation, setting school priorities, planning, resource allocation, monitoring and supervision of the implementation of the plans, and taking corrective measures to attain the vision, mission and set objectives of the school.

Stakeholders: is a collection of partners who belong to the School governing board including the Parent Teachers' Association (PTA), Board of Governors (BOG) Headteacher, Teachers, and learners of a particular school under government-aided.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter provides a backdrop to the study, by drawing upon informative studies on stakeholders' participation in school management towards the enhancement of the learners' academic achievement in government-aided secondary schools. The study focuses on Kampala district to present an argument for its rationale govern the underlying situation of poor academic performance in the district. In this chapter, empirical findings and methodological approaches of prior research related to the study are presented from a critical point of view. The chapter covers the evolution of stakeholders' participation in school management; discussion on global perspectives to local context drawn from key-related studies and relevant documents; education in development and stakeholders' participation in education. The chapter also covers types, levels, and areas of stakeholders' participation which thematically reviewed. It concludes with a summary analysis of the commonly mentioned empirical and theoretical issues, consistencies and contradictions, and unanswered questions in the literature on the extent of stakeholders' participation in school management. From the review, some theoretical, knowledge, and methodological gaps were identified and established – the focus of which this study sought to fill.

2.2 Evolution of Stakeholders' Participation in School Management

Stakeholders' participation in school management dates back to 1909 in the United States of America where it was considered as the Teacher Council Movement (TCM), which showed teacher-dominated committees that made policy agreements for the administration of individual schools. By 1930 the educational committees were reorganized to become the Democratic Administration Movement (DAM) which

represented a variety of views and interests (teachers, learners, parents, and communities) in the democratic management of schools. In the mid-1960s, a wider scope of citizens including elected leaders of communities where the schools existed came on board in school policy decisions (Ayeni & Ibukum, 2013). This led to the introduction of school-based management (SBM) strategy which gave authority to the stakeholders to participate in school management.

The rationale for the devolution of power to school management was developed partly due to several issues in response to the empirical research findings regarding the need to improve education. The implementation of school-based management is drawn from several works (Mojkowski & Fleming, 1988; White, 1989; Peterson, 1991; Levine & Eubanks, 1992). In 1988, the School Reform Act established school committees as essential throughout the United States. This involved the devolution of power and authority to schools by the State for self-administration in the essential areas of policymaking, budgeting, resource use, instructional and learning activities, and staff matters to meet the aims and objectives of quality education administration frameworks and learning outcomes. By the mid-1990s, the SBM concept had become increasingly significant and broadened massively with the drive of revolution and assumed various structures in several countries.

In Great Britain, the 1988 Education Reform Act under the Thatcher government delegated power and authority to school communities to establish School Management Committees (SMC) as essential corporate bodies comprising of the headteacher and governors nominated by the parents, teachers, and representatives of the local community administration. The Act stipulated that government secondary schools become independent and Grant-Maintained (GM). They became exclusively managed by each

school's governing board, composed of 10 to 15 members, including the headteacher and parents' representatives; without the influence or control of the local education authority. The empirical findings on this methodology indicated that students' academic achievement improved by 0.25 of a standard deviation in pass rates on standardized assessment (Clark, 2009).

In the Netherlands, Belgium, Finland, and Denmark, the Central Governments endorsed the enactment to delegate power and authority to schools to set up and operate managing committees in a joint effort with the local stakeholders to oversee, control, and make decisions on education policy matters; curriculum and instruction; learners' evaluation; personnel selection and firing, discipline structures; and other learning resources to warrant the best utilization of public funds and creation of quality learning outputs from the educational institutions (Eurydice, 2007).

Research on School-Based Management in Indonesia showed that there was considerable improvement in learners' achievement, due to the productive operation of the government's policy guidelines that created obligatory integration of school governing councils per the Education Act 20/2003 (Indonesia Government, 2003). The school governing committees permit maximum stakeholders' participation in school management to improve service delivery in the education framework (Heyward & Cannon, 2011). Article 56 of the Act dispenses that the community members are required to participate actively in the quality improvement of educational management, which includes: strategic development, curriculum execution, and keeping track and assessment of educational programs through the educational and school committees, while the Government through the Ministry of National Education regulates the power and

authority entrusted in the school committees as well as the operational processes and development of participation and structure of school committees (Agustinus, 2008).

In Nigeria, the National Policy on Education, Section 12 (104b) (The Federal Republic of Nigeria, 2004) permitted close involvement of the stakeholders at the local level, in the management of their schools. Since the stakeholders have a legitimate instruction in education, it befits on the conventional establishment to organize and guide their subjects to embrace their services and affluence of knowledge into the school activities to misuse their contributions in their skills and best practice through regular monitoring, evaluating, and giving positive guidance on key roles in curriculum delivery, physical infrastructure, capacity building, instructional materials, staff and learners' welfare, management and support mechanisms, as well as school-stakeholder relationships. This is another element of straightforwardness, responsibility, and commitment that will guarantee quality service delivery and realization of the general goal of education in schools. The connection between the school and the stakeholders is undoubtedly a related one since they complement each other (Ayeni & Ibukum, 2013).

Schools prevail in viable interdependent relationships with their pertinent stakeholders. The school requires plenty of human resources, physical infrastructure, instructional materials, and financial resources for building the capacity of the education system to improve the quality and relevance of the curriculum to learners of all ages. Subsequently, the School-Based Management Committee (SBMC) is recognized as an effective system for encouraging actual stakeholders' participation, straightforwardness, transparency, responsibility, supportive services, and best practices in school planning, management, monitoring and evaluation of the achievement of school administrators,

teachers and learners to improve quality service delivery and learning outcomes (Ayeni & Ibukum, 2013).

To guarantee actual participation of stakeholders in school management, the National Council on Education (NCE) in 2006 sanctioned the formation of SBMCs in all primary and secondary schools in Nigeria, as a component of administration strategy. The aim was to re-structure the school administrative procedure and ensure the comprehensive involvement of stakeholders in the school management. The SBMC is composed of 12 to 19 individuals in their respective schools. This is required to be accomplished through the participation of meaningful, strong, and goal-oriented partnerships between the school administration and other important stakeholders such as Parent-Teachers Association (PTA), Aluminise, Communities, Traditional Institution, Civil Society Organizations, Faith-Based Organizations, Ministries, and other professional institutions. This partnership is indispensable because a robust and responsive school stakeholders association underpins sustainable quality education (Ayeni, 2010; Universal Basic Education Commission, 2011). Therefore, it is imperative to take note of the different goals and demands for stakeholders' participation in school management that have led to different roles taken up by the stakeholders.

In Zambia, the government appreciates the aspect of stakeholders' participation in the provision of social services. From the mid-1980s, the country adopted cost-sharing in primary education. Both the government and stakeholders contributed to providing social services. The government established the Parents Teachers Association (PTA) to manage primary and secondary school education (Ishumi, 1999, p.15). In creating both primary and secondary education, the stakeholders participated in building classrooms and other physical infrastructures. The general running of the primary and secondary schools relied

upon the money collected from the parents and stakeholders. The budget from the government was very low as 94% of the financial plan paid teachers' salaries. Therefore, stakeholders had an incredible impact on building schools and other managerial costs.

Stakeholders' participation in school management in Uganda dates back to colonial times and in the early post-independence when education was highly decentralized (Ssekamwa, 1997). The establishment of a system of Boards of Governors for boarding secondary schools and their equivalents such as the Teacher Training Colleges and Technical institutes was the same. This arrangement was introduced to interest the public in the administration of their schools which were managed by European Missionaries and to lessen the missionary hold on the administration of schools.

The Thomas Education Committee felt that that situation was unhealthy. The public should be brought to share in the administration of the schools and to look at them as the people's institutions. People with developmental ideas began to sit on the Boards of Governors and on the Board of Governors which started after 1952, to see how schools were being managed and to give their ideas towards their development. So this is how the present Boards of Governors and the Board of Governors began in the Ugandan education system. Schools whose members of the Board of Governors or Board of Governors with progressive ideas could and even today can forge ahead far beyond those whose members were or are less forward-looking (ibid).

Local governments were responsible for financing primary schools in their areas and the Protectorate Government aided secondary schools, Teacher Training Colleges, and Technical Schools. But of course, local governments that would fail to raise enough money from the education tax would be assisted by the Protectorate Government (ibid).

The idea of engaging local governments in education was also meant to loosen the missionary hold on the administration of schools. However, by 1960 apart from the Buganda government which had a fairly large number of its schools, the majority of local governments were playing an insignificant role in the administration of primary schools, and the Missionaries solidly controlled these schools in the country. The Thomas Education Committee suggested that the education of the Muslim children be managed by the Muslim authority while Christian children were left to the management of the Christian Churches (Ssekamwa, 1997).

The School Management was almost left in the hands of the Missionaries or Muslim founder members to provide teachers with spiritual guidance, finances, and moral support. The local stakeholders participated in the provision of labor for constructing educational facilities. After independence in 1963, the government took over control of schools through The 1963 Education Act. Some schools were owned and controlled by the Church of Uganda, Roman Catholic Church, the Uganda Muslim Education Association (UMEA), the Uganda Protectorate Government, the local governments, and a few others were owned and controlled by the various Asian sections such as the Goanese, the Sheiks, the Ismailis, and the Banyans. However, the government through the Department of Education was responsible for the whole education system and for giving financial assistance to those schools except to the private, by the 1963 Education Act, the Church of Uganda, the Roman Catholic Church, the Uganda Muslim Education Association, and the various Asian communities lost control over the schools which they were formerly coordinating. The government took over control and ensured its being in a position to do whatever it wanted in the schools (Ssekamwa, 1997).

However, by the 1963 Education Act, the religious groups and the Asian sections were not entirely excluded from the management of the schools which they had founded. Those groups were referred to in the Act as Foundation Bodies. They continued as they still do today to be consulted on fundamental matters such as who should be the Headteachers of those schools. Up to now, the Founding Bodies continue to have a keen interest in the schools which they established and those others which they continued to establish from 1964 under the guise of Parents Schools many of which they eventually handed over to the government to get financial support. Moreover, these schools continued to be on the land of the Foundation Bodies. It has been claimed, however, that the takeover of the schools from the founding religious bodies led to the deterioration of effective supervision of school discipline and the desirable behaviour among learners in schools. Nonetheless, this view needs verification (Ssekamwa, 1997).

The trend from the 1980s up to 1993 for the Church of Uganda, the Roman Catholic Church, and the Muslim Supreme Council were to increase their powers in the schools of which they were Founding parties in a bid to improve the moral standards of the teachers, and the learners that will eventually drive academic standards and achievement.

A study on school stakeholders' relationships for the last 25 years by Ballen and Moles (2013) found that a few approaches for stakeholders' participation in the educational process improved the nature of student's educational capabilities and their achievement in primary and secondary schools (Ballen & Moles, 2013). However, Campbell (2012) points out that the task now demanding educational campaigners and researchers is to develop the comprehension of the qualities of actual stakeholders' participation and of related conditions in educational structures under which such participation has the most beneficial influence. It is not even clear who is liable for viable

stakeholders' participation in the management of the government secondary schools in the majority of the developing countries.

For stakeholders' participation to be effective, participatory approaches must be considered and these include: What (issues, decisions, and levels of involvement), who (represents the stakeholders'), where (location in which participation occurs), and how these factors fit together, (Russell, 2009). Arnstein and Shaffer maintain that stakeholders' participation is a theme involving several actors with different responsibilities, making it vital to postulate which stakeholder group, is focusing on in their study. Accordingly, in this study, the MoES officials, Foundation Bodies, Board of Governors (B.O.Gs), and Parent-Teacher Association (P.T.A) constitute the forms of stakeholders' participation. This study is different from the other studies according to the literature reviewed as it focused on management laying emphasis on the managerial functions as the framework for analysis. It goes beyond the analysis of the reviewed programs to look at the implementation of some of the management functions and implications of using the administrative theory.

The Government of Uganda formalized stakeholders' participation as an innovation to ensure the supervision, management, and implementation of all aspects of pre-primary, primary, and post-primary education through the establishment of management committees (Uganda Government, 2008). The Statutory committee by the Education Act 2008 in school management is the Board of Governors' (B.O.G) committee. The importance of the Board as the ultimate control mechanism for managerial action has been overemphasized for many years now. Generic research has been done on the role of the Board of Governors and the results indicate a strong positive relationship.

According to the Ugandan Education Act (2008), every educational institution must have a Board of Governors or a School Management Committee composed of (a) five (05) members of the foundation body, including a chairperson, nominated by the foundation body at least one of whom must be a woman; (b) one (01) local government representative nominated by the district council's standing committee responsible for education; (c) one (01) nominee of the local council; (d) two (02) representatives of the parents of the school elected at the annual general meeting one of whom must be a treasurer of the parent's teachers association ; (e) two (02) representatives of the staff elected by the staff at one of their meetings; and (f) one (01) representative of the old learners' elected at a meeting of the association of former learners, if any of the respective institution. Members of the school board serve a three-year term renewable once. The Act also mandates the Board to set up committees to allow for the proper achievement of its functions. These committees include (1) Finance Committee (2) Education Committee, and (3) Discipline Committee. The Act also defines the role of the Board to include among others (1) govern the school: (2) administer the property of the school, whether movable or immovable, (3) administer funds, chattels or things of the school derived by way of fund-raising or auction, on behalf of the school (4) provide for the welfare and disciplinary of learners and staff, and fix fees and other charges with the approval of the minister; and (5) perform such other functions as are prescribed by these regulations UgandaGovernment, 2008).

From the above, it is very clear that the Board is ultimately responsible for the success or failure of any school. The Board must perform its oversight role through (a) monitoring the school achievement (academic, financial, discipline), and (b) strategy and resource provision (developing plans and strategies for resource mobilization for the school). All this is done under the Education Act (2008) and Regulations, subject to any

directions which may be given under the Act by the Minister on matters of general policy (Bakundana, 2017).

Stakeholders' participation in school management is the devolution of power from the central government to the local authority as a result of the implementation of the theory of decentralization. The aim is to implement the constitutional obligation in administration, supervision, and review of the education policy issues for sustainable goal-oriented governance and effective curriculum implementation to achieve the set standards and quality learning outcomes in form of academic achievement.

Decentralization in education establishes democratic ideologies, stakeholders' participation, fairness as well as the incorporation of various local interests and needs in school management (Arachchi & Edirisinghe, 2015).

Revitalization or enhancement of academic achievement requires quality assurance of the education process and it is an intervention of management strategy for improving resource input, curriculum implementation, institutional governance, and learners' academic achievement in secondary schools. The societal pursuit for quality education delivery and product value (output) underpins the importance of stakeholders' participation in school management.

The decentralization policy on school management is posited on the fact that local communities are closer to the schools and understand their difficulties and needs better and therefore are more practical in decision-making on education policy issues in schools. Stakeholders are influential and strategic in managing ways of improving the quality of educational practices in both developed and developing countries.

2.3 Global Perspectives on the Enhancement of Academic Achievement

Enhancement of academic achievement is the improvement in the efficiency and effectiveness of management of academic activities, supervision, monitoring and evaluation of the implementation of decisions made, resource allocation of the inputs, and curriculum implementation process to create quality learning and outcomes that reach set guidelines and expectations of the general public.

Gbollie and Keamu (2017) view quality academic achievement programs as activities that are performed by an institution to create the quality of its product or service that meets the given standards. The desired quality is attained by anticipation and prevention of faults or mistakes which assists the top management in the institute to be dedicated in work scheduling, itemizing the processes, monitoring and evaluating the process recording and assessing the operational strategies, and communicating decisions to all concerned for the attainment of set goals (Gbollie & Keamu, 2017).

Sikhwari et al. (2017) opine that enhancement of academic achievement is the untiring improvement in the procedures of executing the different features of educational programs and activities in an institution of learning to counter the needs of the stakeholders in education (Sikhwari et al., 2017). This viewpoint is pointed to the standard of Deming's cycle of consistent improvement, which is based on the Plan, Do, Check, and Act (PDCA) cycle. This procedure empowers the stakeholders to deliberately communicate educational programs, consistently monitor the implementation procedure, and critically evaluate the quality of resource inputs, teaching-learning process, and learners learning outcomes in line with the set standards (Sikhwari et al., 2017).

2.4 Education in Development

Education has evolved in terms of development index, the inclusion of stakeholders' participation, types of participation, as well as levels of stakeholder

participation in education. These are elaborated in the subsequent sections. One of the basic indicators of the development of a national economy is the degree of education and knowledge of its society. The development underscores human development, in the sense that humans are the object of development agendas rather than economic growth for its own sake (Adrijana, 2015). The Human Development Index (HDI), has six main classifications considered to assess Human development namely, life expectancy at birth, mean years of schooling, expected years of schooling, gross national income, gross national income per capita, and non-income (UNDP, 2019). In addition, one of the indicators global leaders contemplate on eradicating poverty is shown in SDG 4: ensure inclusive and equitable education and promote lifelong learning opportunities for all (UNESCO, 2015).

In 2015, countries embraced the 2030 Agenda for Sustainable Development (SDGs) expanding on the accomplishments of the Millennium Development Goals (MDGs) and the aim to go further to end all types of poverty. Education is SDG 4 (UN, 2019). To accomplish the advancement objectives, global leaders called on public and private sectors, international and local partners, and local people to take part in development program implementation (UN, 2019).

2.4.1 Participation in Education

Various education researchers contend that the participation of local communities in education improves children's academic achievement at school, and it is the motivating factor for children to proceed through to tertiary education (Epstein & Sanders, 2006; Griffin & Steen, 2018).

Research shows that academic achievement among children from different backgrounds varies (Griffin & Steen, 2018). Children whose parents participate in their learning generally perform better in their academic results. This variation is argued to be partially caused by the connection between teachers, parents, and other stakeholders (IIEP-UNESCO, 2018). The participation of parents and stakeholders in education is argued to bring substantial benefits for improving the quality of education outcomes (Epstein & Sanders, 2006; Bryan & Henry, 2013; Griffin & Steen, 2018). These investigations attest that the participation of stakeholders in school management, particularly when they cooperate, increases the academic success of children. To improve participation and to promote collaborative work between schools and stakeholders, Epstein, a notable education consultant, developed a school-family stakeholders' partnership model for schools and education institutions (Epstein & Sanders, 2006). This model supports collective effort from parental involvement in school, providing support to the learners with home learning activities, participation in joint decision making within the school and community. This model has been applied by several education institutions and researchers in both developed and developing countries.

2.4.2 Types of Participation

Stakeholders' participation in school-based management holds onto democracy as the premise for all activities. It is, a fundamental rule that stakeholders in the process of shared decision-making have the right to disagree with each other. Subsequently, any headteacher who expects or even hopes that everyone will concur with his or her decisions during the process of school-based management is predestined to be disappointed (Gichohi, 2015).

Stakeholders' participation has different meanings to different people. A research-based framework, developed by Joyce Epstein of Johns Hopkins University, defines six types of participation as described in the excerpt below;

Parenting, communicating, volunteering, learning at home, decision making, and collaborating with the stakeholders' that offer a wide range of school, and stakeholders' activities that can involve all parties and help meet student requirements (Epstein & Sandars, 2006, pp. 117-138).

According to Epstein and Sheldon (2006) children can do better in their learning when teachers and stakeholders work together to achieve the learning and development goals of children Epstein (2013) further contends that educational institutions need to build robust collaborations that are team-based, with teachers, parents, and administrators working together to plan and implement goal-oriented programs, policies, and whole-school activities. Epstein used the term involvement to refer to various forms of participation but did not analyze them as being strong or weak (as in Arnstein's ladder of citizen participation).

In contrast to this argument, Epstein's framework is not judgmental because the concept of participation may change following the context, types of participation, and commitment of the implementers. Griffin and Steen (2018), recommend that to get

stakeholders to participate in education, leadership by school administrators and stakeholder leaders is essential. Table 2.1 below illustrates Epstein's framework.

Table 2.1: Epstein's Framework for Forms of Participation

| Types of involvement | Description |
|--------------------------------------|---|
| Parenting | Schools assist parents with parenting and child upbringing skills, in apprehending child development, and in setting home environments that aid learners at each age and class level. |
| Communicating | Schools update stakeholders' on school activities and student progress through effective communications. |
| Volunteering | Activities that aid learners and school activities improve outreach, and schedule to involve stakeholders' as volunteers and improve stakeholders' attendance at events at school. |
| Learning at home | Schools propose recommendations and methods to involve stakeholders in learning activities with their children at home. |
| Decision making | Include stakeholders' as participants in school decisions, governance, and backing through BOG and PTA. |
| Collaborating with the stakeholders' | Coordinate resources and services for stakeholders, and the school with businesses, agencies, and other service providers to the stakeholders'. |

Source: Modified from Epstein (2006)

This framework aims to furnish counsel to school administration and stakeholders to perform their interactive roles to cause the better academic achievement of their children. Successful school and stakeholders' partnerships are not stand-alone projects or add-on plans but are well combined with the school's overall mission and goals (Sanders, 2016). The existence of smooth stakeholder relations allows the school to make possible changes necessary in any given stakeholders. Failure to do so, will not survive the competitive advantage.

Epstein's framework does not explicitly identify how the stakeholders' participation in school management can enhance academic achievement, how their participation should be established and the possible strategies that can be enhanced to effectively influence academic achievement hence a serious research gap worth investigating.

Building on another all-inclusive analysis of stakeholders' participation in school-based management, Felicia (2017) described three general models of stakeholders' participation in school-based management that comprise several ways in which power is spread among the key stakeholders. The models are briefly described below.

Model 1: The headteacher has the conclusive right to make decisions while the school management team and school governing body members play only a consultative role in the school-based management process (an autocratic model of decision making).

Model 2: The headteacher shares power, but only to a certain level, with other stakeholders in the school-based management process. (bureaucratic model of participation)

Model 3: All the stakeholders in school-based management are in the overall authority of the school-based management process and as such can overrule any school-based management decision (a participative model of decision making).

Stakeholders' participation in the school-based management process is therefore viewed as a multi-dimensional construct, which has been described in the literature through various models (Felicia, 2017).

Schools cannot exist in a vacuum separated from the larger social context. "It takes a village to raise a child" is a popular proverb with a clear message. In addition to the vital role that parents and family members play in a child's education, the broader stakeholders within the community have a responsibility to assure high-quality education for all learners (O'Keefe, 2011, pp. 14-19). When all key stakeholders form coalition teams to support learning, young people attain more academic achievement. Schools serve the educational needs of the stakeholders and in turn, draw support and strengths

from the stakeholders they serve (John, 2016). The relationship between the school and stakeholders needs to be mutual. The school needs the communities for moral, financial, material, and human support, whereas the stakeholders need the school for its expertise, guidance, and academic vision.

In the past, parent involvement was characterized by volunteers, mostly mothers, assisting in the classroom, chaperoning learners, and fundraising. Today, the old model has been replaced with a much more inclusive approach: school-family stakeholders' partnerships now include parents or guardians, Non-Government Organizations politicians local authorities, and business leaders participating in goal-oriented activities, at all grade levels, linked to student achievement and school success (Rockel, 2014). When schools foster these partnerships, resources can be effectively and efficiently utilized which positively influences the learners' academic achievement.

Research shows that learners whose parents are involved in their education are more likely to: adjust well to school, be present at school more regularly, complete assignments, earn higher grades and test scores, proceed in their education career, have better social skills, show improved behaviour, and develop higher self-esteem (Judson, 2014). Furthermore, Judson (2014) posited that relating stakeholders' activities to the classroom improves school-related behaviors, positively influences academic attainment, and reduces school deferral rates (Judson, 2014). However, what is not explicitly explained is the extent of stakeholders' participation in school management in the enhancement of academic achievement, and the possible strategies that can effectively influence their participation hence a serious research gap worth investigation.

2.4.3 Levels of Stakeholders' Participation

Participation level varies from low to high levels, concern in the benefits to be achieved and how much participation in terms of their engagement (Takyi & Asuo, 2013). These participation levels include: inform, consult, collaborate/partner, and empower/control. Consult level provides stakeholders with balanced and objective information to understanding the problem, alternatives, and/or solution; consult, to obtain stakeholders' feedback on analysis, alternatives, or decisions. Collaborate/partner refers to working in partnership with other stakeholders on each aspect of the decision, developing alternatives, and identifying solutions. Empower/control is the process of building stakeholders' capacity to make informed decisions and take responsibility. Therefore, stakeholders' participation in education is continuous ranging from nominal participation to power-sharing participation depending on the style of management, level of empowerment, and the socio-cultural context (IIEP-UNESCO, 2018).

According to a report by UNESCO (2018) participation of stakeholders in education in general and secondary education, in particular, takes three levels namely; purely formal participation (nominal participation), participation involving consultation, and participation encompassing power-sharing.

It can be argued that the stakeholders' participation in the first level of participation is minimal and as its name implies it is nominal. Stakeholders are on the receiver end. The flow of information is one way, from the headteacher to the stakeholders. However, stakeholders' participation should go beyond attending meetings or just receiving information. This is typical in most schools in Uganda.

The second level of participation is a little more involving. It provides a two-way flow of information through meetings. The stakeholders are not only informed but are

also able to express their opinion on school matters. However, the opinions expressed are rarely taken into account. On the other hand, school leaders have the satisfaction of the required motion that they involved the stakeholders.

The third level is the most involving. The stakeholders through boards or committees are part of the school management and it encompasses power-sharing, which entitles the stakeholders to have control over the decision-making process (IIEP-UNESCO., 2018). In general, it is agreed that stakeholders can support the school in various ways. However, to make the stakeholders' participation meaningful, the greater the stakeholders share in the decision-making process, of the school management, the better it would be in achieving the institutional goals rather than just informing them about the activities taking place in the school. There is therefore the need for deeper insights on the dynamics of their participation and how their participation can enhance academic achievement in government-aided secondary schools in Kampala district.

2.5 Learners' Academic Achievement

Lewis and Gwendolyn. (2016) noted that learner achievement increases significantly in schools with joint work values nurturing a professional learning community among school stakeholders, emphasizing continual improvement in teaching to enhance the learners' academic achievement. headteachers must be able to use their aptitude to foster partnerships in their respective schools to have a joint consensus and be able to improve the learning conditions which influence the educational outcome of the learners (Hinde, 2015). headteachers have to work closely with staff to simplify and support the enhancement, and they should work jointly with other stakeholders throughout the academic year. They generate school activities through planning,

budgeting, monitoring the planned activities' implementation, and reinforcement of the change process to enhance the academic output of the learners (Hinde, 2015).

On the contrary, Dufour and Mattos (2013) argued that learners' achievement could be enhanced if Headteachers focused on individual supervision of the teaching-learning process in the school to collect evidence of learning. However, the key to improved learning is to ensure classroom management by teachers most of the time (Dufour & Mattos, 2013). The most robust strategy for improving both teaching and learning is not by controlling the teaching and learning process but by creating partnerships in the school setting to enhance the learners' academic achievement. A report from the International Academy of Education (Dufour & Mattos, 2013) established that the key to improving the learners' achievement was to make certain teachers participate in a professional learning community focused on becoming responsive to the learners' outcome.

This study indicates that when teachers take collective responsibility for student learning, students improve their grades (Dufour & Mattos, 2013). This can be possible when the headteacher promotes teamwork and ask the respective teams to be accountable for results, and publicly recognize and celebrate incremental progress (Dufour & Mattos, 2013). Therefore, the creation of opportunities for the participation of various stakeholders in school management can enhance the learners' academic achievement through collective responsibility for student learning.

2.6 Areas of Stakeholder Participation

According to Gichohi (2015), the concept of stakeholders' participation in educational management, through planning, budgeting, and coordinating function of educational facilities has gained wide popularity during the last decades. Due to this, educational planners and policymakers are persuaded on the point that considered

recipients must take part in the effort to change and develop their life through secondary education. Figure 2.1 illustrates the interconnectedness of the management functions as well as the stakeholders' perceptions towards the enhancement of the learners' academic achievement.

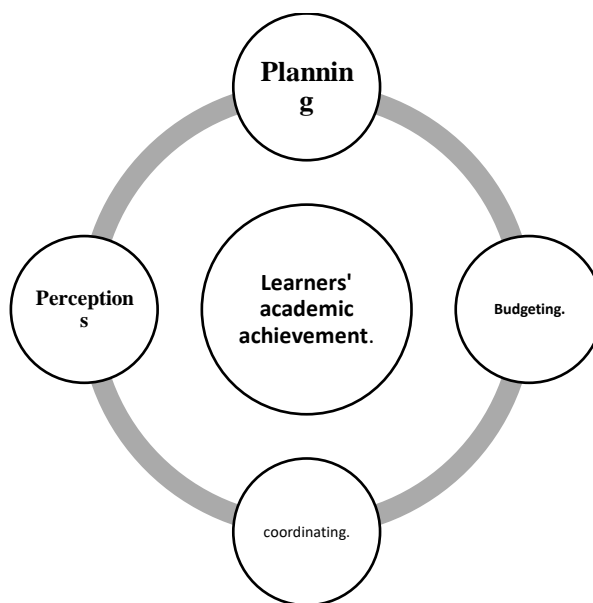


Figure 2.1: Visual Model for Areas of Stakeholders' Participation in School Management
Source: Researcher (2020)

Figure 2.1 shows the contribution of the managerial functions to the learners' academic achievement. Such an approach would necessitate decentralization of the education system and devolve significant power and authority directly to the stakeholders. Furthermore, it ought to do with substantial care in defining the roles and responsibilities of the members. Thus, guided by the study's specific objectives highlighted in subsection 1.5 of Chapter One. These beneficiary areas are dealt with in detail in the following subsections.

2.6.1 The extent of Stakeholders' Participation in School Improvement Planning to Enhance Academic Achievement

Planning is the first step in management. It takes precedence over all the other managerial functions and is an important attribute of management in achieving the aims and objectives of an educational institution. It is a policy statement and is equally required in policymaking. To achieve the aims and objectives of education, effective planning with budgeting, and coordinating are required (Bhatta, 2012).

According to Musingafi (2014), planning is the selection and relating of facts, making and using assumptions concerning the future in the conception and formalization of proposed activities believed essential to attain desired results. Zamir (2015), defines planning as a concept of executive actions that encompasses defining the goals of the organization and formulation of activities and resources required to achieve them.

The participation of stakeholders in the planning process makes the school managers accountable to the school stakeholders. According to Phillips (2016), the stakeholders can be involved in the process of school improvement planning (SIP) at three levels: sharing information, consultations, and active participation. This planning is crucial for schools to ensure that resources are used efficiently and effectively to improve student achievement. The school management identifies and develops goals through either consultation or active participation of all stakeholders, outline activities, develop strategies to implement the activities, design procedures, establish policies and standards all of which aim at having efficient and effective, distribution of scarce resources, and helps decision-makers at all levels to reach a better and well-informed decision (Butt & Rehman, 2016). Since resources are limited, there is a need to determine in advance activities for action for the attainment of the institution's goal within a given time frame. Planning enables schools to make choices in terms of the goals and objectives and avoid imbalances and enormous wastes and replenish the steadily aggravated shortages in terms

of both physical and human infrastructure. Therefore, it is the responsibility of both educational leaders and stakeholders to plan for educational services (Aref, 2010).

Stakeholders ought to be involved in the development implementation and monitoring of the School Improvement Plans (SIP) since they are part of the solution to the problems. According to Wedam, Quansah, and Akobour (2015), the participation of the stakeholders in preparing educational planning takes different forms. Whatever form of participation, the main idea is for the school to promote stakeholders' in the planning of the school activities. Lack of support on the parts of the stakeholders to the implementation of the plan is the lack of understanding of the mission of the school. This resulted from a lack of participation on the part of the stakeholders from the starting point (Wedam et al., 2015).

On the other hand, Van Der Voot (2016) argues that stakeholders' participation in the development of the plan from the beginning will enable to not only get the necessary resource, rich ideas, and experience but also increase the quality and relevance of decisions, increase the chance of success; develop a sense of ownership, and create smooth way for implementation. The school leadership and the School governing body have the mandate to implement the SIP, however, the quality of school leadership and management have a crucial role in determining successful implementation. While the role of the Headteacher is to provide strategic thinking and build a school culture to promote sustainable change and improve the academic achievement of the learners, he/she has to build a relationship of trust with others (Walker & Hallinger, 2015). In this regard, leadership must build trust, openness, commitment, shared vision collective responsibility, and engagement which are necessary ingredients to cultivate sustainable school improvement plans.

Secondly, the stakeholders need to support SIP through supervision of the implementation. The advantages of supervision include; improving learners' academic achievement, improving the quality of teaching and learning process, and enabling instructional supervisors to monitor teachers' instructional work (Wanzare, 2012). Teachers as implementers of planned activities have to participate in every aspect of improvement planning.

The fact that teaching and learning is the main priority of improvement plans implies that what teachers do in the classroom contributes towards the outcomes. Given the literature, I identified there were no explicit guidelines provided on how the structures of school improvement planning should be established, what information should be availed, and how the planning should happen. Therefore, for effective support and success of the school improvement planning, the identified stakeholders' in the study context needed to participate in the development of goals, design strategic plans, and identify work achievement indicators that would guide the process of improving the academic achievement of the learners.

2.6.2 The extent of Stakeholders' participation in the Budgeting Process to Enhance Academic Achievement

This objective is guided by the indicators; planning process, budget execution, and monitoring implementation. The school budget involves many different individuals and entities across several levels of government. At the school level, budget discussions and work involve school administrators, school governing boards, and school employees. The budgeting process provides schools with an opportunity to justify the collection and expenditure of public funds. A school budget helps bridge the gap that can exist between the school's stated goals and resource allocation. The budget process forces the discussion

that will inform choices among various activities competing for the limited available resources. As Gibson (2019) noted there are several steps to the school budgeting process, they fall broadly into four stages: review, planning, implementation, and evaluation. Every stage feeds into the next. It follows a cyclical process and relies on taking predetermined actions at specific points of the year. These actions are guided by the school's vision and strategic plans as indicated in Figure 2.2 which illustrates the cyclical process of the budget process.

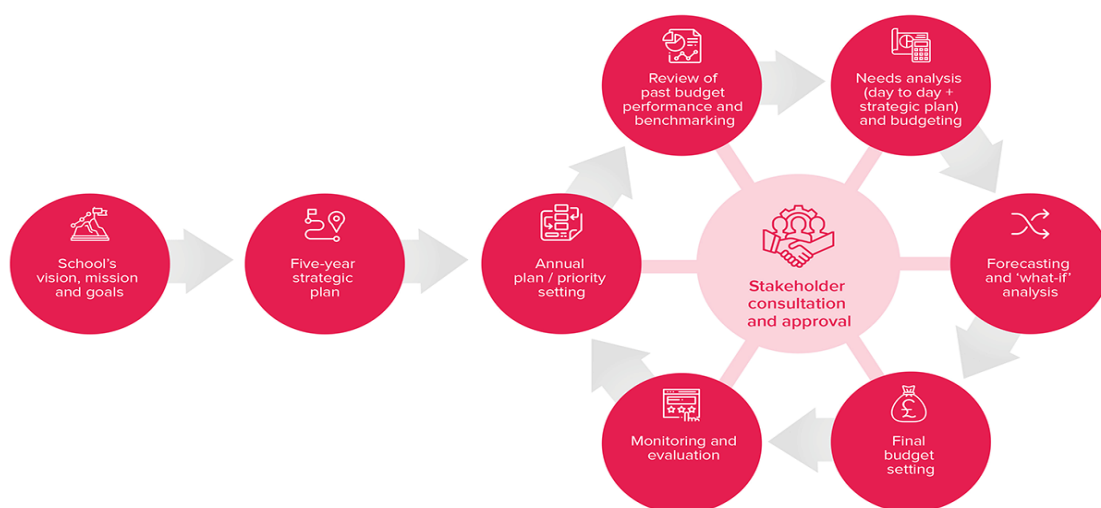


Figure 2.2: School and Academic Budget Planning Process
Source: Gibson (2019)

2.6.2.1 Planning Process

School programs can effectively be implemented only with the availability of funds. The provision of instructional materials is very crucial because it is a pillar in educational development in any nation (Banning-Lover, 2016). Today science education has been given priority in the allocation of resources because it is a precursor for national technological and economic development globally. Further, Stuckey et al (2013) asserted that science subjects equip learners with manipulative skills necessary for their day-to-day lives and the universally applicable problem solving and critical thinking skills. To raise the quality of science education proper planning for instructional resources is

essential. Ngare (2014) opines that the school governing boards formulate school policies towards the attainment of the school objectives. They find the sources of funds, contribute to physical infrastructural maintenance, the human resources available. They form and direct the activities of the school with the main objective of realizing the school's objectives of the school with determining efficiency and effectiveness. They also influence and stimulate human resources, provide appropriate organizational culture at the same time integrating the school and its activities with its other stakeholders'. Besides, they should assess the school activities following the school improvement which enables the school to determine the realization of predetermined goals (Ngare, 2014). As a result of the identified goals through stakeholders' engagement, priorities are set and resources are allocated in a manner that enhances efficiency and effectiveness so that they are executed or implemented.

School management uses human and material resources to ensure the quality of opportunity in educational learning outcomes. Financial and information resources, as well as the staff of the schools, need to be adequate if the school is to achieve the school improvement plan geared towards the enhancement of academic achievement. The schools with a wealthy environment can offer rich programs and educational activities to their learners, while others aim to apply for only basic academic programs and are insufficient to offer additional programs. The strategies and interventions of the ESSP 2017- 2020 can be achieved when MoES working together with key stakeholders including EDPs to agree on key priorities, and allocation of resources in a manner that enhances efficiency and effectiveness (Ministry of Education and Sports, 2017).

The finances for schools are used for daily operations and activities. In the case of secondary schools, BOG members and Headteachers have the responsibility of planning

the school budget to realize the objectives of the school and more so actual financial management (Ahmed & Kashif, 2010). Stakeholders need to carry out a major investigation of the school's current achievement and the school condition to define future needs. A SWOT analysis will help make things transparent, concrete, and as such less time-consuming (Wango & Gatere, 2012). In the SWOT analysis, stakeholders need to know the strengths and weaknesses of the school and deliberate on the opportunities and threats likely to be experienced in the future for the school.

According to Kahavizakiriza et al. (2015), such analysis needs to consider the school's environment, internal resources, and organizational culture (values, attitudes, relationships, leader styles, and politics, etc) as well as the school's achievement and learning outcomes. With such planning and analysis, a proper budget will be put in place. It is this budget that will act as a management tool for planning, implementing, and evaluating. With a budget in place, one important function will be fulfilled, that's the establishment of a system of control. In schools, the attainment of expected educational goals and objectives mainly depends on the efficient planning and management of school funds by the school administrators.

Given the overriding interest and involvement of BOG/PTA, philanthropic organizations, NGOs, and public-spirited individuals in funding education in the face of deplorable financial prospects besetting the sector, a need for a control instrument becomes imperative (Jullie, 2012). These control instruments could serve as a measure to be used in allocating resources in line with specific activities in a school within a specified time frame (Ridlon, 2014). The budget is the product of a collaborative process requiring a clear understanding of the school's goals for improving student outcomes and its plans for achieving them. According to Ganti (2019), this financial plan is defined for a

particular period, normally a year. It greatly enhances the success of any undertaking. As the saying goes “if you fail to plan then you plan to fail”. Aside from earmarking resources, a budget can also aid in setting goals, measuring outcomes, and planning for contingencies.

A good budget process includes those who are responsible for adhering to the budget and implementing the institution’s objectives to creating the budget. In schools, participation of both the finance committee and school administrators’ is built into the process and a timeline is established leaving adequate time for review, feedback, revision, and the like before the budget is ready for presentation to the full board (Opiyo, 2014). A good budgeting process also incorporates strategic planning initiatives and stipulates that income is budgeted before expenditure. The school budget is used as an instrument to allocate school funds and resources towards achieving better academic achievement. BOG chairpersons and Treasurer PTA committee naturally play a significant role in the budgeting process, but the departmental staff members who have the responsibility for adhering to budgets should also play a role in creating those budgets. Their involvement builds buy-in and the process is informed by those with direct experience “in the trenches” (Kahavizakiriza et al., 2015). Unless the schools have boards functioning as quasi- staff, usually staff members know more about operating details than board members, even very involved ones. In general, it is more efficient for staff to create the early drafts of budgets and use the time of finance committee members to review and vet the proposed drafts.

According to the Rennie Center for Education Research Policy (2012), the school income mainly falls into two categories – the first one being tied grants – which help learners comes from the government and they are earmarked for a specific purpose for example, within schools, it is vital to make provision of resources that can be utilized to

enhance the academic achievement of learners. The textbooks, notes, learning materials, hand-outs, technology, library facilities, and laboratory facilities, especially in science subjects should include essential materials. When learners are provided with the necessary tools and equipment, they will be able to acquire a better understanding of academic concepts and how to perform the experiments. In some cases, especially the learners belonging to deprived, marginalized, and socio-economically backward sections of the society, cannot afford the books and materials required for learning, hence, they are dependent upon the library facilities and fellow learners to obtain the books and other materials.

The second is from PTA contributions in terms of fees collection used on expenditure items determined as priorities in the school. On the other hand, the school expenditures fall into two groups; recurrent expenditure which includes expenditure on consumables and institutes the highest percentage of the budget for example. salaries, operating costs in travel, and communication. Secondly, capital development expenditure includes expenditures on capital assets for example buildings, furniture equipment, and vehicles. Capital Development expenditure is made at irregular intervals but covers several fiscal years.

A budgeting system that creates value for an institution should be driven by the vision of the organization and the strategic plan. Those schools that stay dedicated to their strategy and plan know accurately where they need to spend their resources and have a plan to limit them from spending in areas that do not line up with the vision. One of the key principles of budgeting is teamwork and consultation. Although one person may be responsible for the overall compilation of the budgets, one person should not be responsible for all the work involved. The task of budgeting should be split and allocated

among these stakeholders' who have the best chance of knowing what expenditure is likely to be needed and what income is reasonable to expect. Involvement by many people in budgeting might slow down the process, but the answer is far more likely to be accurate and dependable (Leoisaac, 2017).

After the budget is approved by the stakeholders, the next phase is budget execution which simply implies assuming compliance with the initial budget projections. Budget execution should adapt to intervening changes (Opiyo, 2014; Kahavizakiriza et al., 2015) and prompt operational efficiency of the organization e.g. achievement of the mission and the objectives of the school. The financial resources are scarce and thus scarcity can be made worse by the inappropriate distribution or misuse of such resources. To achieve effective expenditure, the management of a school should incorporate a proper budgeting accounting system.

2.6.2.2 Budget Execution

While budgets are being implemented, the accounting procedures have to be effected through the accounting system. Accounting systems involve the following transactions at each stage of the expenditure cycle (commitments, verification, and payment). Banning-Lover (2016), proposes that school budgets should be operated under specific votes and whatever expenditure made should be entered in a vote book under the appropriate headings for close monitoring. Secondly, in a day to day management of payables, it is essential to take into account the date at which the payments are due to avoid consequences for late payments. Munge and Ngugi (2016) recommend that when a school receives delivery of goods or services ordered, the settlement of the account should be prompt. Thirdly is the management of arrears, which are caused by insufficient commitment control, or the perverse effects of cash rationing systems that do not take

into account commitments already made. Thus limiting arrears generation requires measures such as realistic, estimates of annual consumption, and internal management measures.

2.6.2.3 Monitoring Implementation

Budget monitoring lays the foundation for effective monitoring and control of school budgets. This is exposed in the conceptualization of this phenomenon and the discussion of dimensions related to budget monitoring. The overall execution of the project budget is monitored through the vote book (the Republic of Kenya, 2016). Budget monitoring is usually done by the Education Officers, during their regular, preferably quarterly, school supervision visits. Further budget execution monitoring is done through the quarterly Interim Financial Reports (IFR) submitted to the Auditor General (The Republic of Uganda, 2008).

An analysis of significant variations between the budgeted and actual financial achievement is conducted every quarter and compiled into a report that forms part of the quarterly project IFR. No expenditures are done before the approval of the work plans and budgets by the Project Steering Committee (stakeholders) as these are deemed ineligible expenditures. The basic reason for financial monitoring is to help the management of the organisation to plan and control finances. In this regard, Bruin (2014), points out that the school budget is used to monitor how actual achievement compares with what was planned.

Monitoring, according to Kahavizakiriza et al. (2015) illustrates the financial responsibility of the finance committee comprising of the stakeholders. They point out that the rationale for budget monitoring involves providing information on the progress of a program as it relates to learner achievement, costs, and schedule relative to the

original plan, identifying constraints to learner achievement, their sources, and their impacts on the program and preparing a report that highlights the findings of the various analyses by presenting a range of logical options requiring decisions by management.

It can be averred that the anomalies reported earlier regarding poor budget monitoring would be noticed and identified timely for action to be taken if proper monitoring was undertaken as a matter of course or procedure. Budgets should not be produced and then be forgotten. Budgets are there to be used to monitor the actual achievement of the school organization and to take action where necessary. Buras (2015) opines that it is necessary for the budgets to translate the programs, program elements, objectives, and achievement norms into quantitative terms, testing before operations begin, the financial feasibility of the planned activities. Monitoring expenditure should be done regularly through budgetary evaluations. Even with good planning, a monitoring process remains mandatory.

Egbunike and Unamma (2017) stressed that monthly board meetings should include a review of financial statements. Financial reports may vary but should cover expenditure, appropriations, income, and cash flow. The board should know what has been spent, how the current year compares with the previous one, what account receivables are outstanding and are out of harmony with board policy on collections, and how much funding remains. Accurate financial record keeping is necessary for every school to function effectively. The records outline the financial transactions of the school and form the basis upon which sound financial decisions can be made. Keeping a record of financial transactions also allows the board of governors to trace individual items and to identify what was spent for what purpose and by whom as well as the source of the money used

for the expenditure. This allows for proper control of the funds' flow in the school (OECD, 2017).

Given the literature it is not clear at what point in time do all key stakeholders need to get together to hold the respective officers accountable and to what extent should they get to demand the accountability, how should the transparency be done, and to what extent? The ever-growing need for proper accountability for the use of public funds in the face of low fund allocation to education makes stakeholder participation budgeting in schools inevitable as it is not a one-man show, all stakeholders need to be involved so that there are transparency and accountability of the resource allocated. Given the above, the study established the extent of Stakeholders' participation in terms of budget planning, Execution, and monitoring.

2.6.3 The extent of Relationship between stakeholders' participation in Coordination of the academic activities and the enhancement of academic achievement

Education is directed through the monitoring and evaluation of teaching and learning, assessment, and taking corrective measures of the intervention (Gamlem & Smith, 2013). These facets are successfully implemented when systematic controls are put in place to monitor the process. Monitoring is an ongoing function that uses the systematic collection of information to assess specified indicators of intervention concerning the extent of achieving the expected outcomes and in use of allocated funds. On the other hand evaluation is a systematic and objective assessment of an ongoing or completed policy, program or project, its design, implementation and results (IIEP, 2009; UNESCO, 2016). Monitoring of the teaching and learning process is regarded as a significant academic control aspect of identifying flaws within the process to improve the

pedagogy skills of the teacher and learner achievement (Mosunmola, 2016). According to Wanzare (2012), the participation of stakeholders in coordinating the academic activities to enhance academic achievement embraces all activities that are focused on the improvement of the teaching and learning process which is contextualized as giving teachers the necessary support to improve their pedagogy skills (Wanzare, 2012).

Monitoring assists timely decision-making ensures accountability and provides a foundation for evaluation. Monitoring academic achievement enables the identification of problems and suggests a solution to the existing problems to improve the quality of the teaching and learning process. In Bangladesh, Ferdaus (2016) noted that monitoring and evaluation are important to check the progress towards meeting objectives. Monitoring ensures what worked or failed whereas evaluation checks relevance, effectiveness, efficiency, impact, and sustainability of education policy, plans and strategies, educational projects, and programs (Ferdaus, 2016). Furthermore, teachers' quality teaching is dependent on the feedback from monitoring staff. If there is less sincerity among those staff, it affects the whole school.

An autonomous monitoring and evaluation system inside schools can be implemented so that teachers can get feedback on their teaching regularly and improve their teaching. The autonomous monitoring and evaluation system monitors all the teachers' activities and headteachers' activities by each other (top-down, bottom-up, and parallel way). In the top-down approach, the headteacher will monitor all the teachers' classroom activities, in the bottom-up approach, all the teachers will give feedback to their activities, and all the learners will give feedback to the teachers. In the parallel approach to monitoring, each teacher will monitor and give feedback to the co-teacher. To evaluate teachers' activities by the school management committee is done every six

months. Mngomezulu (2015) posits that since the introduction of school governing boards, several attempts have been made to improve the role of headteachers and heads of departments in classroom activities. Emphasis was made after careful observation that school governing Boards devoted most of their time attending meetings and performing administrative matters such as general policy implementation than monitoring the actual teaching and learning. Literature suggests that schools with an effective culture of learning and teaching also have strong instructional leaders who focus on improving the learners' academic achievement. Numerous scholars posit that the direct involvement of leaders in teaching and learning activities contributes a major portion to learner success.

In particular, headteachers are expected to monitor the work and achievement of the teaching staff and to regularly meet with relevant structures to improve the teaching and learning process. On the other hand, Heads of the department (HODs) are expected to provide support to the headteacher by, coordinating the work of teachers and learners in their departments (Nkabinde & Bipath, 2018). Briefly, headteachers, the deputies, and the HODs are expected to be at the center of monitoring the teaching and learning in various ways, and monitoring curriculum implementation is one aspect of becoming actively involved. The involvement of School Governing Committees in classroom activities is informed by the National Protocol for Assessment which is used to verify the progress made by teachers and learners in teaching and learning processes (Mngomezulu, 2015). This document provides a framework for the process of collecting, analyzing, and interpreting classroom information to improve learner achievement.

Bush (2013) asserts that the justification of schooling is to nurture teaching and learning. Teaching and learning must be monitored to get feedback on its process. Teaching can be justified to be effective if learning takes place. Therefore, the

stakeholders can proclaim teaching as effective after close monitoring has been done. Du Plessis (2013) acknowledges that monitoring of curriculum implementation helps teachers to learn about the needs of the learners and difficulties met by the teachers while carrying out their mandate. Seemingly, monitoring the teaching and learning process is intended to improve learning. Monitoring can inform management about the needs of the learners and the challenges that teachers experience. Du Plessis (2013) claims that monitoring the teaching and learning process provides effective feedback and can lead to improved pedagogy developments and enhance learning. Perhaps, monitoring can be used to identify the gaps in both the teaching and learning process and later formulate improvement plans (Abulencia, 2012). Several studies are in agreement with this view assert that assessment followed by feedback can result in improved learner achievement (Jacoby & Branford-White, 2014; Tempelaar & Giesbers, 2015).

Contrary to this view, Monitoring, and evaluation carried out in the school by the stakeholders together with the Headteacher teachers and learners are viewed as condemnation or victimization by the teachers being monitored and evaluated. It is an opportunity to learn from experience and accomplishment for continuous improvement. Generally, conducting monitoring and evaluation at the school level is constructive for the proper function of the school to identify its weaknesses and strengths to take corrective measures. To make their participation meaning full, the Headteachers are responsible to create all sorts of machines to develop their capacities for the benefit of the school, while the stakeholders should be responsive to monitoring the ongoing evaluation of the activities that take place in the school.

Therefore the BOG plays a major role in articulating different views that can lead to change and their demands and expectations exert pressure on headteachers and teachers

to work hard to produce the desired results. The BOGs cannot be involved in all aspects of SIP but they need to understand the rationale and contents of the school improvement plan, and therefore contribute to implementation and outcomes which are majorly focused on improving the quality of the output of learners.

2.6.4 Stakeholders' Perceptions about their extent of Participation in School Management to Enhance the Academic Activities in Government-Aided Secondary Schools in Kampala District

Under this section the key areas are; empowerment and quality of relationships guided by the conceptual framework.

2.6.4.1 Empowerment

Perceptions involve the way one sees the world. According to this study, stakeholders' perceptions are generic to empowerment. Spath and Scolobig (2017) argue that stakeholders' empowerment is central to participation and it is assumed that the higher levels of empowerment, improve planning processes (Spath & Scolobig, 2017). Individuals or groups undertake a task purposively to its completion. This means that people have a choice and a determination to accomplish a task on their own. Furthermore, the proponents of decentralization and democratic practices emphasize that people are empowered to control the power in their lives' experiences (Olum, 2014). Therefore, their life experiences are purposively selected with an expected outcome.

Considering the devolution of school management to the school's stakeholders, the aim was to enhance participation to influence development in schools. This argument promotes the notion that stakeholders' empowerment in school management would generate desired outcomes in terms of the mandate of the existence of the school. Rajablu et al. (2015), opine that among the reasons that affect project outcomes, stakeholders'

influential attributes, and more importantly, their understanding and effective utilization and management are identified as key to project success (Rajablu, Marthandan & Yusoff, 2015).

The indicators of stakeholders' engagement are participation, information access, accountability, and local organization capacity (Kisembo, 2015). These features reveal notable inferences from which assessment can be made for example how much information can be gained by the stakeholders related to school improvement planning. The indicator of participation is seen as a mechanism by which stakeholders participate practically in the development of their issues at governance, infrastructure development, health development, and the like (Boon & Bawole, 2012). In other words, local communities are treated as co-planners of their development by exercising control and power over the policies designed and implemented (O'Sullivan & Fish, 2014). Parents recognized the importance of supporting their children's academic progress, but because they may feel incapable they may choose not to be involved (Yamaoto & Suzuki, 2016).

The beliefs of teachers and administrators on parental involvement can have a vitalizing or demoralizing influence on the school. In a study, when teachers' efforts to involve parents were unsuccessful, their self-efficacy was impacted, and they questioned their ability to teach and connect with parents (Wilder, 2016). Administrators have the potential to create partnerships between schools and homes that value and accept parental involvement (Young & Grove, 2013).

Although all stakeholders' perceptions influence school climate, the impacts are limited due to the lack of viewing the climate from the big-picture point of view. The school parents may only have perceptions based on what is witnessed at the school or may base perceptions on information from other stakeholders without experiencing it

personally. Social media may also have an impact on school family perceptions of the climate and culture. Participating or just reading perceptions on social media outlets can be misinterpreted and taint the climate of the school. Without coming into the school and experiencing the components of being a school family, misinterpretations can exist. School families must come into the school, participate in school activities such as parent-teacher conferences, parent-teacher association meetings, and events, as well as other school activities.

Although inclusiveness can be a useful mechanism for recognizing group rights, it should not be assumed that this attribute guarantees full participation. This is evident in the education system where stakeholders such as the BOG, PTA are authorized to take part in the management and development of their respective schools. Furthermore, Usadolo and Caldwell (2016) assert that the challenge arising in the participation process concerns one of sustainability if no follow-up is made to verify whether all pertinent individuals are actively consulted during the planning and resource allocation stage (Usadolo & Caldwell, 2016). Thus school management and resource allocation need not be singlehandedly dominated by the BOG but rather interventions in expanding this platform to include teachers and parents should be undertaken.

The participation of parents in education has been a national and local goal for many years since the devolution of the management of education to the school level (Young et al, 2013). Yet, there are differences in perceptions about what is considered parental involvement. Studies indicated that teachers considered parents involved when they participated in their children's academic lives. Administrators considered parents' participation when they participated in school-wide events and attended parent's meetings. Conversely, parents considered themselves involved when they attend school

functions (Shute et al, 2011). Subsequently, parents and teachers do not have a shared view of parental participation in school management. Parents with high self-efficacy recognize that their participation in school management processes results in positive academic results, whereas parents who were unsure of their efficacy to assist their children to leave the responsibility entirely on teachers to educate their children (Giallo et al., 2013; Gichohi, 2015; Lienert, 2019). Successful parents who are confident help their children with homework and believed that academic progress needs to be supported by their contribution (O'Sullivan & Fish, 2014). On the other hand, parents who lacked self-efficacy do not believe that their participation in their children's learning would improve their achievement.

Information access is considered because it empowers individuals, communities, nations, and organizations to be creative and innovative and to make better decisions, and live better lives (Garrido & Wyber, 2017). The significance of this information access is that stakeholders can gain information to be fulfilled. This information spells out their responsibilities. Knowledge of these responsibilities ensures that individuals in a particular context use their authority in demanding accountability from one another. This will, in turn, drive the other stakeholders to account for the results of their responsibilities, since backtracking by whatever standard will be witnessed by members of another community. Nevertheless, in situations where the responsibilities of one group of stakeholders are a secret, chances are there will be manipulation of others and it will be difficult to hold one accountable for their actions.

Given the literature, information access may experience two challenging situations concerning community participation in Schools. There are possibilities for one group of stakeholders to differ from their responsibilities and in so doing affect the productivity of

another group dependent on the former. This is possible in situations where certain stakeholders are not fully knowledgeable about the responsibilities of others. This is very evident between the BOG/PTA or headteacher/teachers. The second challenge is where BOG or PTA members may experience dominance and manipulation internally. This is due to the egoistic ideas of some individuals especially authorities of a single group, for instance, the chairperson BOG or PTA members or even the headteacher makes personal certain information that belongs to all members of a particular group. As a result of withholding information on available resources and funds, stakeholders' activities as a whole experience stagnation, and this undermines the realization of school progress.

Marcel (2015) asserts that social accountability is key to address governance issues. as it ensures information from citizen's perspectives is put directly in the hands of citizens who can make change happen. It also empowers people to demand and monitor these changes creating citizen-centric governance. Accountability is best utilized in situations where formalized programs and supporting funds are made transparent to the public. This ensures that individuals charged with program coordination are inspected upon with due knowledge of the satisfactory policy standards. In schools, the BOG, PTA, headteacher, and teachers may be held accountable for their actions by the entire school community. On the other hand, activities by a particular stakeholders' group such as BOG may be inspected upon by the PTA, or the headteacher may be inspected by the BOG or PTA, likewise, the teacher may be inspected by the headteacher or BOG/PTA. In this process, accountability is seen at all levels.

2.6.4.2 Quality of Relationships

Other perceptions are centered on the quality of relationships within the school environment and processes. Morse (2016), argued that the school environment is

determined by the quality of relationships between individuals at a school, the teaching, and learning that takes place, a collaboration between the teachers and administrative staff, and the support from stakeholders' present in a particular school (Morse, 2016).

Stakeholders recognize how interconnections and interrelated relationships are vital in ensuring the enhancement of the high standards of the school's improvement plans. This can be achieved by building trust between each stakeholder (Business Mirror, 2018). Although schools need to have quality teachers and resources, the commitment and dedication of key stakeholders and systematic collaboration between them and the school leaders are the true measures of school effectiveness (Mugenyi, 2015). It is the school principal who is responsible for leading and guaranteeing these. How principals communicate their vision and relate to stakeholders is crucial in their ability to carry out their responsibilities effectively (Business Mirror, 2018). In discovering what key stakeholders understand about effective school leadership and the roles and responsibilities they expect principals to play, principals can gain greater insight into how best to do their job.

Stakeholders' expectations view trust as vital to establishing an effective partnership. Without one, one cannot achieve the desired output. As Odhiambo and Hii (2012) put it, effective leaders constantly foster purposeful interaction. It is out of these interactions that a school can effectively develop and work towards the attainment of the set priorities geared toward the enhancement of academic achievement. Schools strive to function effectively and efficiently concerning daily operations. School personnel must work together daily to perform their greatest duty, which is to help learners learn and progress and eventually excel in their learning output or academic excellence. All stakeholders' perceptions are important elements to determine the school environment.

The perspectives from these individuals are keys to finding underlying issues within the school climate and culture. Teaching staff and parents can identify the underlying issues within a school which is an inhibitor to the school improvement plan geared towards enhancing the academic achievement of the learners (Kwatubana, 2014) (Kisembo, 2015).

2.7 Synthesis of the Related Literature

Several studies report that stakeholders' participation in school management enables wider participation, tapping the full potential of all school stakeholders as well as empowering and improving the education quality of the learners. In turn, these are likely to create a healthier school environment leading to more effective teaching and learning environments (Griffin & Steen, 2018). The global trends of stakeholders' participation in school management vary from one country to another particularly in terms of how power and authority are devolved in school governing bodies. In general, the literature demonstrates that authority and responsibility of the management processes have been shifted from the central and local government authorities to the school level. These management processes include; areas of planning (decision-making on school priorities), budgeting (for instructional material selection, allocation of resources), and Coordination (of academic activities).

The headteachers need to adjust their position from the person in charge of the total management of the school to one who creates collaborations with other school stakeholders. Since schools are learning organizations, the key school's stakeholders need to be empowered to work jointly with the school leadership to achieve the school's mission, objectives, and vision. Stakeholders' participation ensures the relevance and sustainability of innovation that will be implemented in the schools to address their

tailored needs. Stakeholders' participation focuses on strengthening the support system of the Ministry of Education and Sports through school-based management by improving educational planning and management. Research findings also show that devolution of management to school sites can increase the level of responsiveness, engagement, and empowerment of relevant school stakeholders' towards implementing better quality education which in turn, improves the learners' outcomes, (Wanzare, 2012; Opiyo, 2014; Wedam et al., 2015; Van Der Voot, 2016; OECD, 2017; Spath & Scolobig, 2017). The purpose of this chapter is to display the preliminary decisions undertaken to argue a case for a study analyzing the extent of stakeholders' participation in school management in the enhancement of academic achievement of learners and establish possible strategies that can be strengthened to affect their participation in government-aided secondary schools in Kampala district.

2.8 Gaps in Literature Reviewed

Various studies have been conducted on stakeholders' participation in school improvement planning (Philips, 2016: Butt & Rehman, 2016: Oloka, 2017). These revealed that participation was centred around information sharing, efficient and effective utilization of resources, understanding school mission. These aimed at strengthening local stakeholders' governance of education and the effects they had on service delivery. The extent of participation in form of developing developing goals and performance indicators was not addressed.

Participation in the budgeting process was reflected in form of provision of funds, motivation of human resource, physical infrastructural maintenance (Gichohi, 2015: Ocan, 2017). The extent of post budget reconciliation, allocation of funds, accountability and transparency structures were not addressed which this study focused on. Secondly the methodological approaches that these adopted were, ex-post facto research design and a case study research design respectively. This study adopted the Mixed method research design with concurrent convergent approach to answer the research question.

Participation in coordinating the academic activities was reflected in form of measures of school management quality in terms of student test scores, monitoring, and evaluation deemed as victimization. Scanty literature addressed extent of collective monitoring and evaluation of activities. (Crawfrud, 2016: Ferdaus, 2018: Nkabinde & Bipath, 2018). Using descriptive survey, and reflective journaling. This study adopted mixed methods where both quantitative and qualitative data was generated for further analysis.

All these studies were conducted in different contexts either in primary schools or higher education institutions, different natural settings as well as emphasis being placed

on the school administrators and teachers. This study considered The parents, District Local officers incharge of education, Ministry of Education and Sports officers in-charge of school boards, director basic secondary education in charge of Kampala desk.

Effective participation in school management is important in the sustainability of collaborative activity. There is a lack of insight into the extent of stakeholders' participation in school management and how the different types of participation might vary in effectiveness, sustainability, and the kind of impact they make on the learners.

There is limited research looking at the extent of how stakeholders carry out their roles in the areas of planning, budgeting, and coordinating academic activities in schools. This study, therefore, sought to fill this research gap by analyzing the extent of stakeholders' participation in the areas of school improvement planning, budgeting process, and coordinating the academic activities to enhance the learners' academic achievement in selected government-aided secondary schools in the Kampala district.

In retrospect, the stakeholders' theory is at best a description tool that is less strong in its explanatory power and less useful still in predicting learners' outcomes and providing guidance as to how stakeholders' participation in school management can be effectively established to enhance academic achievement. Its elements are based on stakeholders' who have a common interest in their relevance to existence in any organization. This theory does not address the areas of management in terms of planning, budgeting, and coordinating as managerial functions for the organization. However, this does not mean that the theory is inapplicable in this study. The theory has been supported with the use of the School-Based Management(SBM) model to bridge the gap of management in terms of school improvement planning budgeting process and coordinating the academic activities to enhance the learners' academic achievement.

Despite these limitations, the Stakeholders' Theory provided a useful roadmap for this research study. Broadly, the theory played an important role in illuminating the extent of stakeholders' participation in school management and why they participate in the way they do.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the overall approach that links methods to outcomes (Creswell, 2014; Creswell, 2018). The process stipulates how the study was conducted concerning how and where it was done to get the necessary data in response to the research question. It incorporates an introduction, the philosophy of the study, research design and its justification of the choice, study area, population and sample size determination, data collection methods, the trustworthiness measures (validity and reliability), the data analysis techniques, and the ethical considerations.

3.2 Philosophical Underpinnings of the Study

This section covers the ontology, epistemology, and axiology philosophical lens that guided the study. Research in any field of inquiry is based on some beliefs and assumptions Creswell (2013); and Eusafzali (2014) because all beliefs have their origin in curiosity. It is through inquisitiveness that researchers begin to philosophize on how and why they view the world the way they do. It is this curiosity about the nature of reality of a phenomenon that incites the inquisitiveness to search about the phenomenon to generate knowledge to answer the quest. Importantly, Creswell (2013, p.16) offers the meaning of philosophy as “the use of abstract ideas and beliefs that inform our research”. The research process starts with constructing knowledge, (ontology) followed by epistemology (how do we know the knowledge) and axiology (what values do we consider to gain knowledge) (Lincoln & Guba, 1985). These comprise the basic beliefs, norms, values that define a researchers’ philosophical orientation. Therefore, in the quest for knowledge about the reality of a given phenomenon, such philosophical assumptions offer initial beliefs and hypothetical underpinnings about the nature of being and/or reality

of knowledge, what to know and how to go about acquiring knowledge and knowing it (Gritx, 2010; Kivunja & Kuyini, 2017).

3.2.1 Ontology

Ontology refers to a system of beliefs and assumptions we hold about something or an interpretation about the nature of existence of the social phenomenon being investigated (Guba & Lincoln, 1994; Creswell, 2009; Scotland, 2012). The ontological position of this study states that there exist multiple beliefs about the reality of nature (Katie & Blackman, 2017; Lyon, 2017). The study adopted the relativist beliefs that recommend a balance between subjectivity and objectivity throughout the inquiry. This standpoint argues that what is interpreted by individuals depends on their human understanding, and is influenced by multiple realities that evolve and change depending on experiences in a context such as historical, social, and cultural settings. Relativists construct and interpret the situations as they interact (Guba & Lincoln, 1985; Katie & Blackman, 2017). The researcher constructed the interpretations of what the participants/respondents made of the extent to which stakeholders' participation in school management in terms of school improvement planning; the budgeting process for the academic activities; coordinating the academic activities, and their perceptions about their participation in school management to enhance the learners' academic achievement in government-aided secondary schools.

3.2.2 Epistemology

Epistemology is used to depict how we come to know something; that is; how we know the truth or reality. Cooksey and McDonald (2011) define it as what is considered as knowledge within the world, how knowledge can be obtained, and how it can be conveyed to other individuals. It is the nature of rules and principles by which a researcher

decides how a research phenomenon can be studied (Green & Hood, 2013; Killam, 2015; Katie & Blackman, 2017). In this study, the source of knowledge was grounded on authoritative knowledge and meaning. Data was collected from people with authority about the subject studied, and relevant documents were analyzed about stakeholders' participation in school management to the enhancement of the learners' academic achievement. The epistemological paradigm was pragmatism, which aimed at achieving a holistic understanding of the research problem (Creswell, 2014; Aliyu & Mu'awuya, 2015).

3.2.3 Axiology

Axiology indicates the ethical issues that should be considered when planning research. It considers the philosophical approach to making choices of significant worth or the right decision in all stages of the research process (Finnis, 1980; Hogue, 2011; Saunder & Thornhill, 2012). It addresses the ethical considerations regarding everyone that participates in the study. Four criteria were considered. Firstly, the findings were to result in a meaningful outcome that would satisfy as many people as possible. Secondly, intrinsic moral values were maintained during the research, for example, being honest in the translation of data. Thirdly, the researcher was fair to all participants and ensured their rights were maintained. Fourthly, all activities that were undertaken during the research, bore their consequences and were intended to benefit the participants, the researcher, the scholar community, and the public at large.

Drawing on the above philosophical standpoints, the researcher was motivated to gain insight into the realities of stakeholders' participation in school management to enhance learners' academic achievement in government-aided secondary schools. The researcher undertook a pragmatic form of inquiry owing to its appropriateness of

analyzing the extent of stakeholders' participation. The next section explains why pragmatism was used as a philosophy underpinning this study.

3.3 Research Approach

The approach positioning the study was mixed methods research. This approach uses multiple sources of evidence to warrant the claim (Tashakkori & Teddlie, 2003; Alise & Teddlie, 2010; Biesta, 2010; Creswell, 2018). According to the fundamental principle of this approach, the integration of qualitative and quantitative data aims at gaining information about the phenomena of study which is wider than using a single approach (Creswell, 2018). Secondly, this approach jointly corroborates the findings of both approaches as well as limiting the overlapping weakness of each dataset (Johnson & Turner, 2003; Flick, 2009; Creswell, 2012; Creswell, 2018).

3.4 Research Design

As indicated by Akhtar (2016), a research design can be considered as a structure of research. It is the glue that holds the entirety of the components in a research project together. Kassu (2019) contends that a research design is a blueprint that guides the researcher as he/she collects, analyses, and translates data.

The research design that guided the study was a concurrent parallel strategy. The different methodological perspectives complemented each other in the study and operated side by side (Creswell, 2014). A comparison of the qualitative and quantitative datasets was done to determine if there was convergence by jointly confirming and supporting the same conclusion or both results-focused on different aspects of an issue but are complementary to each other and leads to a fuller picture or both results were divergent or contradictory (That, 2016; Creswell, 2018).

The data collection was in one phase. Both data collection methods were given equal weight after which the collected data was merged in the discussion section. Quantitative results were transformed into qualitative results so that they could easily be compared side by side in a discussion (Teddlie & Tashakkori, 2009; Creswell, 2018).

The discussion section first provided quantitative statistical results followed by qualitative statements that either supported or disconfirmed the quantitative results. The rationale for this design was that one collection form provided qualities to counterbalance the weakness of the other form and that a more complete understanding of the research problem resulted from collecting both qualitative and quantitative data (Burke & Onwuegbuzie, 2007; Heyaert, Maes, & Onghena, 2013; Haiying, 2017). These mixed methods gave equal status to sources of information in the study (QUAL and QUAN).

In this study, quantitative data comprising the independent variables; school improvement planning, budgeting process, and coordinating function were tested to predict academic achievement in government-aided secondary schools in Kampala district. While the qualitative data comprising the perceptions of stakeholders' participation in school management concerning the three independent variables to enhance academic achievement, were explored in government-aided secondary schools. The study hypotheses were tested using the quantitative methods while the qualitative research questions were answered using the qualitative methods. The justification of this approach is that it provided an opportunity for the two variables to be measured under the same conditions, and helped to control the effects of change in conditions on the relationship between the variables and establishment of their hypotheses (Sage, 2013). Figure3.1 shows a visual model for the mixed methods data collection design.

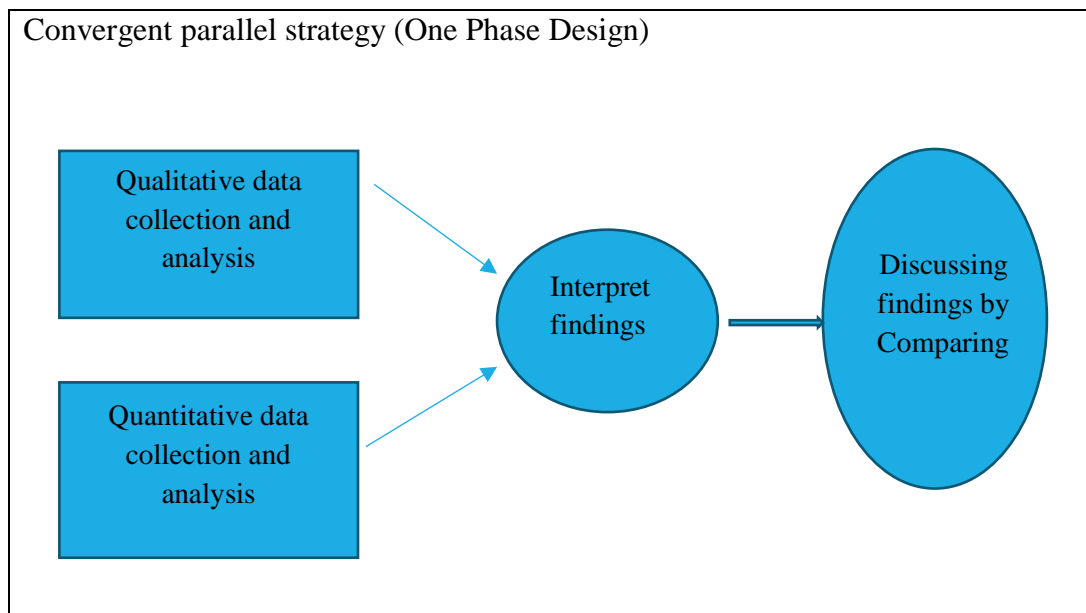


Figure 3.1: Visual Model for the Mixed-Method Data Collection Design

Source: Adapted from Creswell and Creswell (2018)

The figure 3.1 illustrates the process involved in collecting and analyzing the data. From the research question in this study, there was a need to compare the qualitative with the quantitative findings on stakeholders' perceptions about their participation in school management to enhance the learners' academic achievement

The data from the two databases were analyzed separately. Quantitative data was analysed first (see chapter 4, sub-section 4.5). Qualitative data analysis followed (see chapter 4, sub-section 4.6). Triangulation of the two data sets was done in chapter five in the discussion section. More emphasis was given to the qualitative findings, leading to the conclusion that this study favored the qualitative approach to research. Findings from the two databases were followed by a discussion section in chapter five presenting the key findings in which the results were compared for supportive and non-supportive findings. In the discussion section, the findings were merged in a side-by-side comparison.

3.5 Study Area

The study was carried out in Kampala District, central Uganda. The district is divided into five divisions that include: Kampala Central Division, Kawempe Division, Makindye Division, Rubaga Division, and Nakawa Division. At the time of the study, the district had 21 government-aided secondary schools (MoES, Statistical Abstract, 2016). Kampala District was purposively selected for three reasons, its dominance in relatively having a larger number of government-aided secondary schools than any other region in the country (MoES National Headcount Report on USE, 2016). Secondly, the key findings might be transferable to other districts with similar contexts for stakeholders' participation in school management to enhance learners' academic achievement. More so, a comparison between government and private schools indicates that private schools performed better than government schools in UCE according to the reports of UNEB (Ninsiima, 2019; Ssebwami, 2020).

The general academic achievement in the national examinations (UCE) in the Kampala district has been consistently declining the last four consecutive years according to the consecutive UNEB reports (UNEB reports, 2015, 2016, 2017, 2018). The State Minister for Higher Education refuted allegations that the Uganda National Examination Board (UNEB) undermarked some schools in Kampala. He noted that good results were not preserved for Kampala schools but rather hard work. He further emphasized that where parents actively participate in the education of their children results are visible but if they stay back things are usually not good (Kizza, 2019, p.1).

3.6 Study Population

The study population refers to a collection of all respondents who are willing and available to participate in the study. Only those stakeholders who were, directly and

indirectly, involved in the implementation of the stakeholders' participation policy in school management were purposively selected as study participants (Asiamah & Oteng-Abayie, 2017). They were mainly MOES officials and school-based stakeholders. As illustrated in Table 3.1.

3.7 Participants

The stakeholders' groups from which the researcher selected the participants included:

Ministry of Education and Sports officials from selected education departments of Education Planning and Policy Analysis, Directorate of Education Standards (DES), and the Department of Government Schools and Institutions in the MOES. They aid in the monitoring and evaluation of government strategies in schools and are legitimately accountable for government-aided school performance. They provided data concerning the government efforts to address the issues of government-aided secondary school and stakeholders' partnerships. The estimation of respondents aiming at saturation to stop data collection was three.

Headteachers: they were critical to the study since they are the strategic decision-makers, secretary to the Board of Governors, and the School administrators. In their position, they own four basic assets: influence knowledge and skills, training, information, and rewards to the teachers, stakeholder members, and learners. They, therefore, provide information on management concerns. The estimated target population was five until data saturation.

B.O.G chairpersons: they facilitated the management of the schools. They provide accountability information regarding the schools' effort to address the issues of

stakeholders' relationships. The estimation of respondents aiming at saturation to stop data collection was five.

P.T.A. Chairpersons: they are in charge of mobilizing the community of parents in the school and addressing issues about the school where they have their children. The estimation of respondents aiming at saturation to stop data collection was five.

Teachers: they execute tasks within the instructing and learning environment at the school level. They provided data about the management of the teaching and learning processes within the school and at the stakeholders' level. The target population of teachers was 500 based on the available sampling frame of the staff payroll of the respective schools.

3.8 Sampling Design and Sample Size

3.8.1 Sampling Design

The 21 government-aided secondary schools in Kampala district were divided into subgroups called strata based on their locations in the five divisions that constitute Kampala district. Once divided with each subgroup, one school was selected using simple random selection to represent the sub-group in the study.

From each school, the headteachers were purposively selected because of their typicality to the study situation. Purposive sampling a non-probability sampling technique also known as Judgmental was applied to enable the researcher to get the information from the study participants that would answer the research question. Secondly, stakeholder participation in school management to enhance academic achievement is directed by the head teachers who are also managers of the school.

The B.O.G. and P.T.A. chairpersons were accessed through the headteacher. They were also purposively selected because they constitute the stakeholders' committee that works hand in hand with the sitting Headteacher of the respective school to manage the affairs of the school. Burke & Christensen (2008) stress that purposive sampling is the technique mainly used in naturalistic inquiry research. It is a non-random sampling technique in which the researcher solicits persons with specific characteristics to participate in a research study. Teachers were determined by the available sampling frame according to the schools' payroll using a simple random technique.

3.8.2 Sample Size Determination

The sample size determination for the finite population for quantitative data was calculated using the formula by Kothari (Kothari, 2004) as shown below:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2(N - 1) + z^2 \cdot p \cdot q}$$

Where

(N) = Target population.

(z) = Z-score at confidence level 95% is 1.96.

(e) = Margin of error 5% (0.05).

(p) = Population portion assumed to be 50% (0.5)

(q) = 1 – p is (0.5)

The selection of the respondents is displayed in Table 3.1

Table 3.1: Summary of Sampled Participants, Sampling Method, and Data Collection Methods

| No | Description | Target population | Accessible population | Sampling method | Data collection method |
|--------------|---------------------------------|-------------------|-----------------------|--------------------------|------------------------|
| 1. | Ministry of Education officials | 3 | 3 | Purposive | Interview |
| 2. | BOG chairpersons. | 5 | 4 | Purposive | Interview |
| 3. | PTA chairpersons. | 5 | 4 | Purposive | Interview |
| 4. | Headteacher | 5 | 4 | Purposive | Interview |
| 5. | Teachers | 500 | 217 | Proportion Simple Random | Questionnaire |
| Total | | 518 | 232 | | |

Source: Field Notes (2020)

3.9 Data Collection Methods

To meet the objectives of the study, the researcher collected data using multiple data sources and methods including; semi-structured in-depth interviews, and. Survey questionnaire.

3.9.1 Semi-Structured In-depth Interview

Interviews are recommended for collecting qualitative data on peoples' lived experiences to gain a better understanding of the meanings attached to them (Brenner, 2006; Yin, 2011). Besides, semi-structured in-depth interviews were used to collect qualitative data. This was due to the power of language to light up and reveal meanings as well as its flexibility and appropriateness in making and constructing new knowledge. This results from probes and interactions between the interviewee and the interviewer on grounds that knowledge is not given but created and negotiated (Brenner, 2006; Yin, 2011; Owen, 2014).

Based on such views, the researcher employed semi-structured open-ended questions as a method of data collection (refer to appendix: iii, iv, and v). The interviews were conducted with purposively selected internal and external stakeholders and were audio-recorded with prior participants' consent (refer to appendix: vi, vii, and viii). The

in-depth interviews focused on understanding stakeholders' lived experiences of their participation in school management to enhance the learners' academic achievement and the meanings subjectively or socially attached to them (Crotty, 1998; Creswell, 2014). The interview lasted between 45-60 minutes.

The interviews covered issues such as experiences about their participation in school management to enhance the academic achievement of learners; challenges in participation in school management, ways to overcome the challenges experienced; the extent to which stakeholders participated in school management to enhance learners' academic achievement; strategies used by MOES to enforce stakeholders' participation, as well as the plans at a policy level that can enhance stakeholders' participation in school management to enhance learners' academic achievement in government-aided secondary schools.

The researcher adopted Steinar Kvale's seven steps in conducting the in-depth interviews as shown in Figure 3.3.

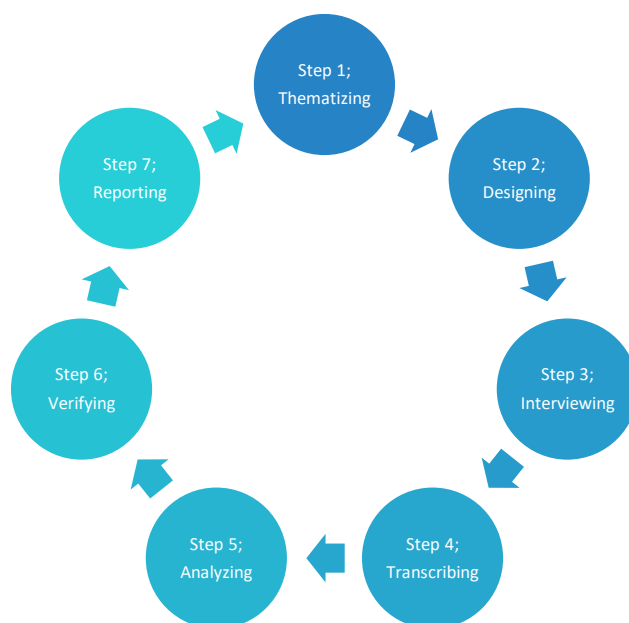


Figure 3.3: The Stages of the Interview
Source: Adapted from Kvale (2007)

Step 1: Thematizing: Kvale defines it as “the formulation of the purpose of the study and the formation of the variables to be investigated before the interview takes place” (Kvale, 2007, p. 51). Before setting off to the field, the researcher and the supervisors reviewed the purpose of the study and identified the objectives and research questions that would guide the variables in the interview guide. The researcher piloted the draft interview guides to test for validity and reliability and the comments of the pre-test helped the researcher to update the final version.

Step 2: Designing. Kvale looks at the designing stage in terms of “planning the procedures and techniques” to be followed to accomplish the proposed knowledge and considering the ethical implications of the study in conducting the interviews (p.51). The researcher developed a program for the interviews with the MoES officials, BOG/PTA chairpersons, and headteachers and wrote to the respondents introducing the researcher. The researcher and supervisors contacted the respondents to agree on the schedule for the interviews.

Step 3: Interviewing. Kvale recommends researchers conducting interviews to concentrate mainly on the interview guide and with a mindful way to deal with the information being searched for and the relational relationship of the interview situation (p 51). Using this organization, the researcher organized the interview guides, information sheets, and consent forms for respondents. An audio recorder for interviews, notebooks for taking field notes, information for briefing and debriefing participants as well as a plan for post-interview feedback. This stage helped the researcher to adequately conduct semi-structured in-depth interviews with the study participants. Well-developed interview guides were used to collect data from respondents. The researcher confirmed that the three sets of interview guides (for the MoES officials, BOG/PTA, and head

teachers) were centered on the required data to answer the research questions. These were piloted before they were administered to the respondents to check their validity and reliability (Bryman, 2008).

Step 4: Transcribing. The recorded interviews were later transcribed for analysis, interpretation, and making sense of them (Bhattacharjee, 2012; Leedy & Ormrod, 2014). The details on the transcription are in the analysis section (Refer to as in chapter four sub-section 4.5 and across the chapter).

Step 5: Analysing. This is an analysis of the interview data directly from the field during data collection. Preliminary themes were generated and these assisted with informing detailed analysis of the transcribed data. Details of the analysis are in the analysis section.

Step 6: Verifying. After analysis, the findings and related themes were confirmed to guarantee that they were consistent with raw data. Additionally, the results were approved to guarantee whether the study investigated what they were planned to study. The researcher did confirmation of findings by checking through the raw data, the meanings, and how these would influence final interpretations.

Step 7: Reporting. The findings were presented in a report with distinct sections as per the study objectives (refer to chapter 5.6.)

3.9.2 Survey questionnaire Method

A survey questionnaire is an effective means of measuring the behavior, attitudes, preferences, opinions, and intentions of a relatively large number of subjects more cheaply and quickly than other methods (Creswell, 2014). In this method, a questionnaire was given to the teachers with a request to answer the question and return them to the

principal investigator (Refer to appendix ii). The questionnaire was structured with definite, concrete, and pre-determined questions (O'Leary, 2014). The questions had limited responses from which to choose the most appropriate specified responses. The justification of the structured questionnaire is, it is simple to administer and relatively inexpensive to analyze. Secondly, the provision of alternatives helped to understand the meaning of the questions clearly.

3.10 Data Collection Tools

The data collection tools were an interview guide and a survey questionnaire.

3.10.1 Interview guide

A semi-structured in-depth interviews guide is a qualitative tool used to understand the participants' lived experiences of stakeholders' participation in school management to enhance the learners' academic achievement in government-aided secondary schools and interpret their meanings, to produce knowledge that contributes to more general understanding (Braun & Clarke, 2013). An interview guide is a list containing a set of questions that have been prepared, to serve as a guide for the interviewer, and interviewee in collecting data about a specific topic (Martin, 2016). There were 3 sets of interviews guides (refer to appendix iii, iv, and v). The interview guides were used to obtain qualitative data from the Ministry of Education officials, BOG, PTA, and headteachers about stakeholders' participation in school management to enhance the learners' academic achievement. Barnham (2015), observed that qualitative data played a key role in enabling the researcher to understand the lived experiences and the meaning they made of those experiences. The tool had grand tour questions that probed the interviewee to respond expansively (Brenner, 2006). Once started, there were follow-up questions on more specific aspects of the "grand tour," eventually getting to the desired level of detail.

Responses were recorded on spot, and used in the analysis section (refer to chapter 4 sub-section 4.6).

3.10.2 Questionnaire

A survey questionnaire is a quantitative tool to generalize stakeholders' participation in school management to enhance learners' academic achievement. A large sample was needed. Therefore it was natural to use a questionnaire to get as many respondents as possible (Creswell, 2014). A questionnaire is an instrument for collecting primary data (Cohen & Morrison, 2013). Primary data by extension is data that would not otherwise exist if it were not for the research process and is collected through the use of questionnaires or interviews. The researcher developed the questionnaire in line with the study objectives and the participants were expected to answer the questions as per the guidelines that were given (refer to appendix ii).

The questionnaires for the teachers consisted of two sections. The demographic information and the distinct roles of Stakeholders in school management to enhance learners' academic achievement in secondary schools. The questionnaire was structured, with pre-determined responses. It was be used to collect quantitative data meant for testing hypotheses and also establishing relationships between the two study variables. This technique is appropriate because large numbers of teachers were involved in the study thus making it less costly and less time-consuming. Furthermore, the respondents were literates and capable of responding to the questionnaire items easily. The duration of answering the questionnaire was 30mins (refer to appendix ii).

3.11 Data Collection Procedures

Before going to the field, the researcher structured a timetable representing actual dates and time framework for each activity in the study. Thereafter got an ethical

clearance from the School of Education Research Ethics committee, Moi University (Kenya). Further approval was secured from Gulu University Research Ethics Committee (Uganda) that recommended the researcher to be granted a research permit from Uganda National Council for Science and Technology (UNCST). This ensured conformity with national and international legislations. The researcher then sought appointments with relevant MOES officials and school administrators who were the gatekeepers to the selected schools in the district. On arrival on the appointed dates, the researcher established rapport by explaining the purpose of the study to respondents. Due to the COVID-19 pandemic, the standard operating procedures (SOPs) were observed during data collection. The questionnaires were distributed to the teachers during the staff meetings by the school administration and collected thereafter by the researcher on subsequent days from the headteacher's office. Interviews were conducted observing the SOPs. To collect credible results, the researcher employed prolonged engagement, member checking, peer debriefing, audit trail, reflexivity thick description as well as triangulation with multiple data sources from the participants. Details are in chapter four (presentation of findings section 4.6.)

3.12 Validity and Reliability of Questionnaire

This involved the measurement of validity and reliability of the questionnaires as described below.

3.12.1 Validity of questionnaire

The validity of a questionnaire denotes the ability of the instrument to measure what it is developed to measure (Kombo & Tromp, 2006). To establish the validity of the instruments used for the study, the Content Validity Index (CVI) based on the results was obtained for the questionnaires. Yusoff (2019) defines the Content Validity Index as, “the

degree to which elements of an assessment instrument are appropriate to and representative of the target attributes for a particular assessment” (pp.1-2).

The researcher adopted Yusoff’s six steps to quantify the content validity of an assessment tool using CVI, as illustrated in figure 3.4

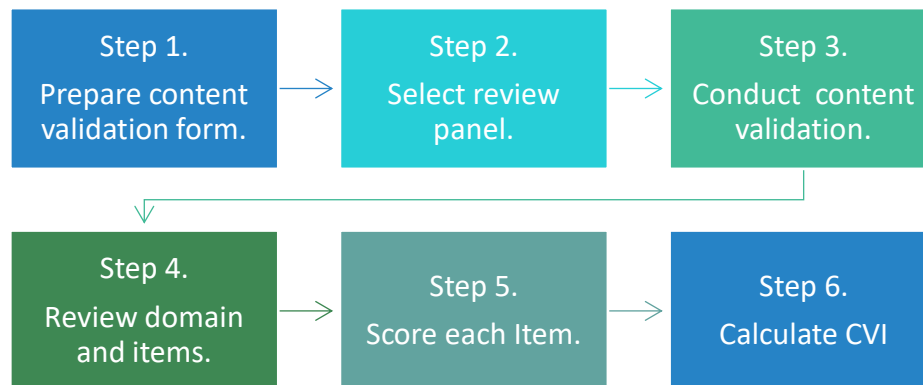


Figure 3.4: Content Validation Procedure

Source Yousff (2019)

Step 1: Preparing Content Validation Form

In this form, instructions and expectations about the task to be performed were outlined. These included the rating scale of relevance between 1-4 to score each item in the questionnaire.

Step 2: Select a Review Panel of Experts

The researcher selected two Professors in Education management, one from Nelson Mandela University (South Africa) and the second from Moi University Eldoret (Kenya) to review and critique the questionnaire based on their expertise and experience with the area studied (Yusoff, 2019). (refer to validation tool, appendix ix)

Step 3: Conducting Content Validation

This was conducted through a non-face-to-face approach. An e-mail was sent to the two experts with a content validation form that had clear instructions to facilitate the

content validation process. This approach was more efficient in terms of reduction in costs to conduct the face-to-face validation, time spent in terms of convenience of the experts, and the response rate.

Step 4: Reviewing Domain and Items

The experts were requested to critically review the domain and its items according to their definition before providing scores on each item. The experts were encouraged to provide written comments to improve the relevance of items to the target domain. All comments were taken into consideration to refine the domain and its items.

Step 5: Providing a score on each Item

Upon completion of reviewing domain and items, the experts were requested to provide scores on each item independently based on the relevant scale and they were requested to submit their responses to the researcher once they had completely provided the score on all items.

Step 6: Calculating CVI

Polit and Beck (2006) argued that there were two forms of CVI, CVI for the item (I-CVI) and CVI for scale (S-CVI). One method requires universal agreement among the experts (S-CVI/UA) but a less conservative method averages the item-level CVI (S-CVI/Ave). This study applied S-CVI/Ave. Before the calculation of CVI, the relevance rating was recorded as 1 (relevance scale of 3 or 4) or 0 (relevance scale of 1 or 2). (see validation tool appendix, ix). The researcher calculated the number of items that were rated relevant against the total number of items to obtain I-CVI.

S-CVI/Ave (Scale-level Content Validity Index based on the average method).

$S-CVI/Ave = (\text{sum of proportion relevance rating}) / (\text{number of items}).$

Score for relevant items = 81.

The number of Items = 90.

$$81/90 = 0.9$$

0.90 value for two experts can be considered as evidence of good content Validity of an instrument (Yusoff, 2019).

3.12.2 Reliability of the questionnaire

The reliability of the questionnaire refers to the ability of the questionnaire to collect the same data consistently under similar conditions (Burke & Christensen, 2008). Reliability coefficient can be used to assess the consistency of the data with Cronbach Alpha being the most widely used measure (Hair et al., 2010). The reliability coefficient was computed to test the internal consistency among the variables in a summated scale and to select how the variables correlated among themselves. The rationale for internal consistency is that the individual items or indicators of the scale should all be measuring the same construct and thus be highly inter-correlated. The general acceptable lower limit for Cronbach's alpha is .70 and above; although in exploratory studies it may decrease to .60. The test-retest reliability method was used to generate quality data. The same instrument was administered on two different well-spaced occasions of three weeks in a pilot study in Kampala district with 22 teachers who were not be included in the actual study using SPSS version 20.0. The sample size of 22 was 10th of the teachers accessible population using the Pearson Product Moment Correlation Coefficient, the collected scores were computed and a coefficient of 0.70 was achieved and was used to determine the reliability of the instrument (Kothari, 2004).

3.13 Ensuring Trustworthiness of the Interview guide

In ensuring the trustworthiness of the interview guide in collecting the qualitative data the key issues were; credibility, transferability, dependability, and confirmability discussed in detail below. The strength of a research study is to produce credible outputs in form of findings (Anney, 2014). This is influenced by its philosophical underpinnings, appropriate methodological approaches, the nature and processes of data analysis, and the credibility of the inquirer (Lincoln & Guba, 1985; Patton, 2014). This concurs with Anney's (2014, p. 172) contention that “each research approach uses distinct assessment criteria to make sure that there is rigor in the inquiry because of different philosophical and methodological assumptions that guided each approach”.

Given this, quantitative approaches adhere to the test of validity and reliability to evaluate the quality of their research findings as opposed to the qualitative approaches which employ trustworthiness of the research findings (Lincoln & Guba, 1985; Denzin & Lincoln, 1994; Schwandt, Lincoln & Guba, 2007; Anney, 2014; Patton, 2014). Therefore qualitative research is trustworthy if its study findings can be trusted by the reader to an extent that they are confident in them based on the criteria followed while investigating the phenomenon. The criterion that determines trustworthiness in qualitative research to ensure the rigor of the findings is focused on, credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985; Denzin & Lincoln, 1994; Miles & Huberman, 1994; Schwandt et al, 2007; Creswell, 2014; Patton, 2014).

To ensure the above, the researcher employed several strategies as highlighted in section 3.11 above. Included; prolonged data collection till its saturation, member checking, thick description, audit trail, reflexivity, and peer debriefing (Lincoln & Guba, 1985; Denzin & Lincoln, 1994; Creswell, 2014).

3.13.1 Credibility

Credibility is the equivalent of internal validity in quantitative research and is concerned with the aspect of truth validity. It establishes whether the results represent plausible information drawn from the participant's original data and is a correct interpretation of the participants' original views (Lincoln & Guba, 1985; Korstjens & Albine, 2018).

To ensure credible results, the researcher purposively selected key informants (stakeholders). This was followed by prolonged engagement with the respondents through semi-structured, in-depth interviews based on the research protocol till data saturation. The findings were later triangulated from multiple respondents while member checking with the selected respondents on the interview scripts and their summaries was regularly done with the respondents for clarity, verification, and feedback on the meanings and interpretation of the findings. Besides, during the data collection and analysis, the researcher carried out peer debriefing to obtain a second opinion for deeper understanding and interpretation of some findings that were emerging from the data. The findings from the study respondents were corroborated with other information gathered from related literature.

3.13.2 Transferability

Transferability means that the findings can be applied to other contexts with similarly expressed specificities (Lincoln & Guba, 1985; Cohen & Crabtree, 2006; Maree, 2012; Korstjens & Albine, 2018). Although this criterion is subject to criticisms by the positivists due to its inability to be generalized to a large population, the context in which it is applied differs from how it is statistically applied in quantitative research. Yin (2011) argues that the findings of qualitative research are generalizable to theoretical

propositions and not statistically to the population. Miles and Huberman (1994) affirm that qualitative research aims at exploring the complex phenomenon experienced by the respondent to generate new ideas, interpretations, meanings, and insights that can be applied to other contexts for analytical purposes. Therefore transferability is the generalization of ideas or theoretical knowledge generated so that they can be applied in many contexts (Devault, 2018). Given this, a new idea or theoretical knowledge from the study of stakeholders' participation in school management to enhance the learners' academic achievement in government-aided secondary schools may be broadly applied to their similar context.

To ensure transferability, the researcher used a thick description, multiple data sources through in-depth interviews and questionnaires with the stakeholders. The findings were corroborated with literature review and field notes to generate credible data in regards to the extent of stakeholders' participation in school management to enhance the learners' academic achievement in government-aided secondary schools in the Kampala district. Member checking on some findings was also undertaken soon after completing some preliminary data analysis with some Headteachers, BOG/PTA members, and MoES officials. The researcher also spent a prolonged period with some participants who had a lot to tell about their lived experiences after they had built confidence in the researcher. Follow-up interviews were done for further probing to obtain a rich thick description of the data to understand the key findings of the study.

3.13.3 Dependability

Dependability is the stability of findings over time. It involves the respondents' evaluation of the findings, interpretations, and recommendations of the study such that

all are supported by the data as received from respondents of the study (Lincoln & Guba, 1985; Vicent, 2014; Gunawan, 2015; Korstjens & Albine, 2018).

To ensure dependability, the researcher used an audit trail (set of notes on decisions made during the research process, reflective thoughts, research materials adopted, emerging findings, and information about data management). This enabled the researcher to study the transparency of the research process.

3.13.4 Confirmability

Confirmability is the degree to which the findings of the research study can be confirmed by other researchers. It is concerned with establishing that the data and interpretations of the narratives of the respondents are not different from the respondents' imaginations, but are derived from the data (Lincoln & Guba, 1985; Vicent, 2014).

The researcher piloted the interview protocol which helped to capture the correctness and accuracy of the protocol for quality and richness before collecting and analyzing the actual data. Besides, accuracy in gathering data was done through audiotaped interviews with the use of a reliable, good-quality recorder. The interview recordings were then transcribed and studied through an iterative process of comparing and cross-checking the interview data in each transcript in search of stakeholders' similar responses. The back-and-forth data reduction process is aimed at generating research codes, categories, and themes for consistent analysis and integration with other gathered databases for further analysis. This aimed at ensuring that the evidence provided analytical descriptions, inferences, and interpretations made as findings and conclusions were adequately grounded in the data to confirm their trustworthiness (Yin, 2011; Creswell, 2014).

Further, the researcher employed an audit trail, whereby a detailed process of data collection, thoughts about coding, provision of the rationale for why the codes emerged, and explanations about the themes were made (Olfert, 2017; Korstjens & Albine, 2018). This was reinforced by examining the researchers' conceptual lens, explicit assumptions, pre-conceptions, values, and how they affected research decisions in all phases of the qualitative approach.

3.14 Data Analysis Techniques

Data analysis is at the core of any research, whether qualitative or quantitative or mixed. Flick (2014) stresses that data analysis is “the central step in qualitative research. Whatever the data are, it is their analysis that in a significant way, forms the completion of the research”(p.3). Quantitative and qualitative data were analysed separately.

3.14.1 Descriptive Statistics

In this study, Univariate analysis was employed to generate the mean scores and standard deviation with the help of the computer Statistical Package for Social Science (SPSS) version 20.0. After data collection, responses from all questionnaires were cross-checked to facilitate coding and processing. The Mean which is the commonly used measure of central tendency helped to summarize the essential features of ordinal data (Kothari, 2004). The Mean was used to summarize scores on the stakeholders' participation in school improvement planning, budgeting process, and coordinating the academic activities to enhance the learners' academic achievement.

The Standard Deviation as a measure of dispersion was used to determine the homogeneity of the population from which the sample was drawn since it gives the distribution of scores around the Mean. Standard Deviation was used in the study because

the data was in the form of the ordinal scale. The findings are presented in the form of tables in chapter four.

3.14.2 Inferential Statistics

Inferential statistics, involving multivariate analysis using parametric tests such as Pearson product-moment correlation coefficient analysis was used to determine a significant relationship between the two variables. This is based on the assumption that there is a relationship between the independent and dependent variables and they are casually related (Chee, 2015). The margin of error of 5% at a confidence level of 95% which is a widespread convention among researchers in education and every other social and behavioural science was based on to reject the null hypothesis when it is true (MinitabBlogEditor., 2015). Linear regression using bootstrapping was used to determine the interacting effect of planning, budgeting, and coordinating on one hand and academic achievement on the other hand.

The following multiple regression model was adopted.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where:

- Y represents Academic Achievement.
- B₀ represents Constant.
- X₁ represents Planning.
- X₂ represents Budgeting.
- X₃ represents Coordinating,
- e represents Error term

β_1 , β_2 , and β_3 represents Regression coefficients of Independent variables.

Before running linear regression analysis, the underlying statistical assumptions including; normality, linearity, homogeneity of variance, heteroscedasticity, homoscedasticity, multivariate outliers, and independence of observations were tested.

3.14.3 Analysis of Qualitative Data

According to Cohen et al (2011, p.537) identified that qualitative data analysis involves making sense of data in terms of the participant's definitions of the experience stating patterns, themes, categories, and consistencies. This explanation highlights the processes through which qualitative data is conducted. However, as Patton (2015) noted, doing qualitative data analysis is challenging. This involves reducing the volume of raw data by examining the irrelevant from the important, identifying important patterns, and creating a framework for communicating the essence of what the data reveals (Patton, 2015, p. 65).

The researcher started by transcribing the collected data by playing the audio recordings several times to derive textual transcripts, which were then re-read to correct errors. Braun and Clarke (2014, p. 164) identified these errors as sentence structures, quotation marks, omissions, and mistaken words or phrases. Specifically, for this study, transcription of eighteen interviews was done close to seven weeks to ensure that spoken words and interjections were captured properly.

In the course of generating a quality transcript, the process can be affected by several factors. Mero-Jaffe (2011, p. 232) recognizes five factors: the researcher (subjected by his or her attitude towards the research topic); the interviewer (influenced by his or her knowledge level about the research study); the transcriber (inclined by limited professional skill in transcribing); the interviewee (persuaded by his or her spoken intonation, the insecurity, and language eloquence as well as clearness during the

interview); and the equipment and place of transcription (influenced by the quality of recording and environment of the interview).

In this study, the researcher was also the interviewer and transcriber and thus the quality was enhanced by her positive attitude towards the research, her understanding of the research, and her proficiencies in transcription. The researcher did all transcriptions of semi-structured in-depth interviews to get familiar with the data which is a requirement in data analysis (Cohen et al., 2011, p. 525). The researcher also developed transcription notations, including participant identifiers that were used to ensure anonymity. These formed part of the transcription system for the study.

Various methods can be adopted in qualitative data analysis. However, thematic analysis is widely used in qualitative research. (Braun & Clarke, 2006; Alhojailan, 2012; Javadi & Zarea, 2016). It is an iterative process that involves moving back and forth as needed throughout the phase (Braun & Clarke, 2006. p. 68). It involves organizing, reducing, and categorizing large amounts of qualitative data to find patterns or themes, which are then displayed and questioned to identify meanings as findings (Miles & Huberman, 1994; Merriam, 1998; Braun & Clarke 2006, Clarke & Braun, 2013). Thematic analysis, according to Braun and Clarke (2006, p. 2), offers a flawless approach to analyzing qualitative data thus can be used to answer the research question in this study. It offered flexibility to the researcher to generate findings based on themes.

This study adopted Braun and Clarke's (2006) six-step framework. In using thematic analysis, one needs to be clear about what counts as a theme, the type of analysis you want to do whether inductive or deductive, and the level at which your themes will be identified; that is, the latent or semantic levels. (Braun & Clarke, 2006). This study adopted the latent levels of themes to analyze the data sets. In addition, the study's

epistemological orientation and the type of research questions used were considered when using thematic analysis. The six phases are shown in Figure 3.5 below and explained thereafter

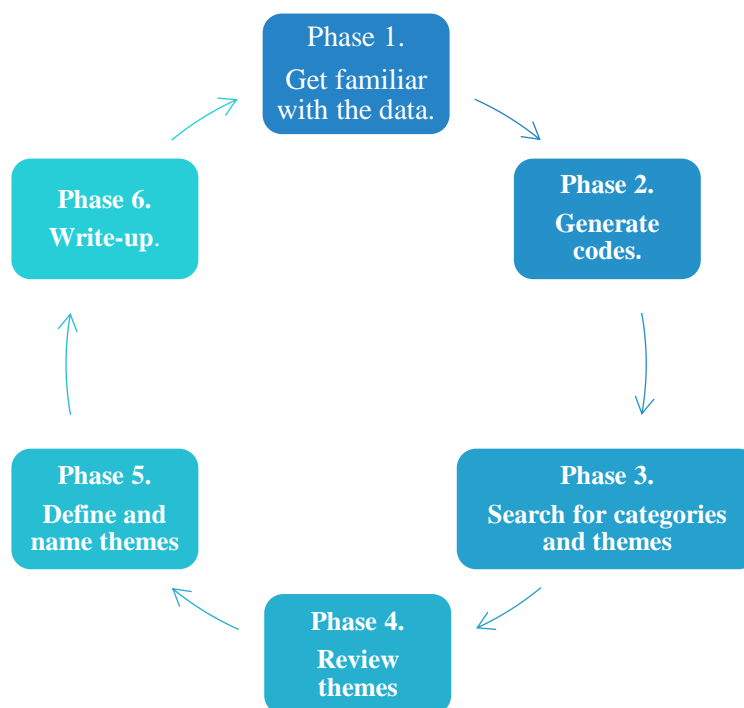


Figure 3.5: Thematic Analysis Process Used
Source: Adapted from Braun and Clarke (2006)

Phase 1: Get Familiar with the Data

Before transcription, the researcher listened several times to the audio recordings of the semi-structured in-depth interviews to get familiar with the data. Thereafter transcription was done. While reading and re-reading the transcripts, to get a thorough understanding of the respondents' experiences with the depth and breadth of the content to be analyzed, the researcher carried out active reading while writing initial ideas that came to mind (Braun & Clarke, 2006, p.16). According to Dey (2005), he contends that active reading and jotting down ideas should be done concurrently to note the observations and ideas about the data to prepare the ground for analysis (p. 93). Since the

researcher was the transcriber and the analyst it provided a good ground for familiarization with the data sets.

Phase 2: Generate Codes

Coding is defined as the process of reducing qualitative datasets into segments of text data with descriptive words or category names to answer the research questions. Henning and Smith (2004) assert that codes are attached to chunks of words or phrases, sentences, or whole paragraphs. Similarly, Braun and Clarke (2006, p. 18) opine that codes categorize a feature of the data (semantic content or latent) that appears interesting to the analyst, and refers to the most basic segment or element, of raw data that can be considered in a meaningful way regarding the phenomenon.

According to Braun and Clarke (2013, p.207), there are two types of codes: data derived codes and researcher derived codes. The former provides a summary of the plain content of the data; in other words, the code captures the meaning of what the participant is saying in the transcript. The latter are those codes that raise the researcher's conceptual and theoretical understanding of the research to make meaning of the data. Therefore, they are created by the researcher based on her deeper analysis of the transcript. For this study, the researcher chose to generate codes and later applied an interpretive lens to come up with a master list of codes as illustrated by Henning and Smith (2004, p.104) in figure 3.6 below.

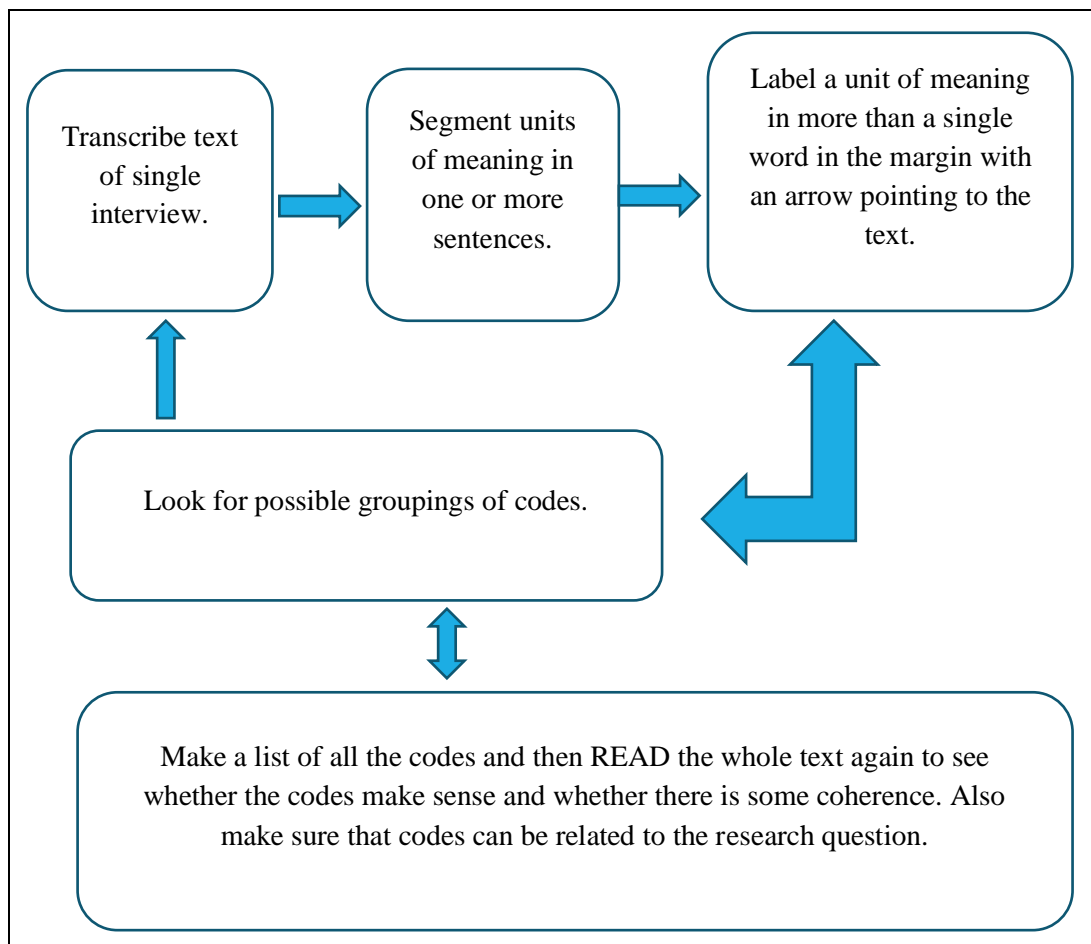


Figure 3.6: Coding from Texts - An Overview of the coding
 Source: Adapted from Henning and Smith (2004, p.104)

During the transcription stage, the researcher played the audio recordings several times to derive textual transcripts, which were then re-read to correct errors. Braun and Clarke (2013, p. 164) to identify errors as sentence structures, quotation marks, omissions, and mistaken words or phrases. The researcher used open coding by identifying segments that were significant to answering the research question (Braun & Clarke, 2013, p. 206). The researcher read and re-read the text and marked the text with codes that describe that portion of the data by labeling the segment as in figure 3.6 above. Open coding was done section per section within the chunk of data for a particular question (Cohen et al., 2011). The researcher then generated initial codes from the data by going through the entire data set looking for possible grouping of codes. The initial codes were

later interpreted with the research questions in mind as well as the theoretical framework, to produce a final codebook for analysis. The codebook supported the formulation of themes which later identified the categories (refer to chapter 4 sub-section 4.6).

Phase 3: Search for Categories and Themes

The researcher grouped the codes into related concepts and clustered these related concepts into categories (Crowe et al., 2015). Dey (2005) provides useful guidelines on creating categories and these include: creating categories must be rooted conceptually and empirically. This means they must relate to an appropriate analytic context, and be rooted in relevant empirical material. In other words, one has to consider several resources in creating categories including interpretations from the data, the research questions, the theoretical framework, and the researcher's knowledge about the research study and related literature (ibid). According to Merriam and Tisdell (2016), constructing categories is a process of grouping your open codes which other authors call axial coding (p. 206). The researcher grouped the open codes into categories and later organized these into probable themes. The original themes and their corresponding codes and data extracts were gathered to help in finding the themes for review. A theme is an idea that captures something significant about the research question. Braun and Clarke (2006) explain that there are no hard and fast rules about what makes a theme.

Phase 4: Review Themes

The researcher refined the themes by collapsing some into other themes that would support reporting the findings. The researcher critically reviewed all probable themes to ensure that they formed a coherent pattern in answering the research question. Employing a thematic map, the researcher was able to visualize the relationship between the themes. Where the probable themes were not coherent with the data extracts, they were reviewed

to check their goodness, and discarded if they were problematic. Secondly, the review involved checking for the validity of each theme in the data set. This ensured that the themes were valid and they reflected the meaning of the whole data set. In considering themes at both levels, the researcher made sure that they were discrete and made sense. The researcher did re-coding to review some themes that had not reflected the entire data set. Finally, good themes were identified to support naming and defining final themes for reporting.

Phase 5: Defining and Naming Themes

After the themes have been reviewed and a final list of themes with their corresponding categories and data extracts is put in place in a thematic map, the next step is to refine the themes more to aid analysis. The researcher analyzed each theme and its narrative to identify whether it fits into the overall narrative with the entire data. After continuous revision of the themes concerning the data, the researcher produced a final thematic map that enabled a description of each theme in a couple of sentences. The scope and content of each theme were defined and final names for each theme were given for purposes of reporting (Braun & Clarke, 2006).

Phase 6: Write-up

As illustrated in figure 3.6 the final phase is a write-up of the thematic analysis. The task was to produce a narrative that is concise, coherent, logical, and non-repetitive. The researcher ensured that evidence for each theme was extracted from the data and reported under the themes (refer to chapter 4, sub-section 4.6). Each theme and category were explained and extracts of data that captures the essence of the analyst's interpretation were considered in the report. Each theme was linked to the specific research sub-question during reporting and illustrative extracts were presented for each theme to answer the

specific research sub- questions (Braun & Clarke, 2006). (refer to chapter 4, sub-section 4.6). Triangulation of the two datasets was done in chapter 5.

Table 3.2 shows a summary of data collection methods and analysis techniques for the respective objectives of the study.

Table 3.2: Data Collection Methods and Analysis Matrix

| Task | Objective | I.V | D.V | Collection Method | Analysis technique |
|-------------|--|--------------------------------|----------------------|------------------------------|---|
| Obj.1 | Examine the extent stakeholders' participation in school improvement planning to enhance the academic achievement of government-aided secondary schools. | Planning | Academic achievement | Survey, In-depth Interviews. | Mean, Standard Deviation, Linear regression using Bootstrapping |
| Obj.2 | Evaluate the extent stakeholders' participation in budgeting to enhance the academic achievement of government-aided secondary schools | Budgeting | Academic achievement | Survey, In-depth Interviews. | Mean, Standard Deviation, Linear regression using Bootstrapping |
| Obj.3 | Analyze the extent of the relationship between stakeholders' participation in coordinating the academic activities and the enhancement of academic achievement of selected secondary schools | Coordinating | Academic achievement | Survey, In-depth Interviews. | Mean, standard deviation, Linear regression using Bootstrapping |
| Obj.4 | Explore the stakeholders' perceptions about their extent of participation in school management and the enhancement of the academic achievement in government-aided secondary schools. | Empowerment and Relationships. | Academic achievement | In-depth Interviews. | Latent Thematic Analysis. |

3.15 Ethical Considerations

The researcher also adhered to ethical issues that were reflected throughout the research process. They included issues before conducting the study, beginning a study, during data collection and data analysis, as well as in reporting, sharing, and storing the data (Creswell, 2014). They centered on the consent of participants and voluntary participation, privacy, the autonomy of subjects, and beneficence so that the project acted in the best interest of participants ensuring confidentiality, and the right to withdraw from research during or after to avoid harm to subjects. These procedures were outlined in detail in earlier sections of this Chapter.

In general, the research was conducted based on ethical standards in research practice as outlined by Braun & Clarke (2013, p. 63). A summary of ethical issues anticipated through the research process is explained in Table 3.3.

Table 3.3: Summary of Ethical Issues in this Study and they were addressed.

| Where in the process of research the ethical issue occurs | Type of ethical issue | How to address the issue |
|--|--|---|
| Before conducting the study. | Moi university approval through the Department of Educational Management and Policy Studies. | Submit the proposal for approval. |
| | Examine professional association standards. | Approval from Gulu Research Ethics Committee and Uganda National Council for Science and Technology (Uganda). |
| | Select a site without a vested interest in the outcome of the study. | Select sites that will not raise power issues with researcher. |
| | Gain local permission from site and Participants. | Will find approvals from MOES, KCCA and Headteachers, gatekeepers or key |
| | Negotiate authorship for publication | Give credit for work done on the project; decide on author order in a future publication |
| Beginning the study | Compelling participants into signing consent forms. | Contact participants, and inform them of the general purpose of the study. Obtain appropriate consent |
| | Respect norms of the society where the study will take place. | Find out about cultural, religious, gender, and other differences that need to be respected. |
| Collecting data | Give same treatment to participants. | Put into place waitlist provisions for treatment for controls. |
| | Deceiving participants. | Discuss the purpose of the study and how data will be used. Withhold sharing personal impressions. |
| | Confidentiality and anonymity. | Avoid disclosing sensitive information. Involve participants as collaborators. |
| Analyzing data | Siding with participants. | Report multiple perspectives. |
| | Disclosing only positive results. | Report contrary findings. |
| | Privacy and anonymity of participants. | Assign fictitious names or aliases; develop composite profiles of participants. |

| Where in the process of research the ethical issue occurs | Type of ethical issue | How to address the issue |
|--|--|--|
| Reporting, sharing, and storing data | <p>Plagiarism.</p> <p>Disclosing information that will harm participants. Communicate in a clear, straightforward, appropriate language.</p> <p>Sharing data with others.</p> <p>Keep raw data, other materials, and details of procedures.</p> <p>Duplication or piecemeal Publications.</p> <p>A complete proof of compliance with ethical issues and a lack of conflict of interest, if requested.</p> <p>Who owns the data from a study?</p> | <p>See APA (2010) guidelines for permissions needed to reprint or adapt the work of others.</p> <p>Use composite stories so that individuals cannot be identified.</p> <p>Use unbiased language appropriate for audiences of the research.</p> <p>Provide copies of the report to participants and stakeholders. Consider publishing the results.</p> <p>Store data and materials for 5 years (APA, 2010).</p> <p>Refrain from using the same material for more than one publication.</p> <p>Disclose who will profit from the research.</p> <p>Give credit for ownership to the researcher, participants, and advisers.</p> |

Source: Adopted and Modified from APA (2010); Creswell (2013); Lincoln (2009); Mertens and Ginsberg (2009); and Salmons (2010)

3.16 Dissemination Plan

After writing the report for examination purposes, the researcher shared the findings with the school stakeholders through an executive summary, and published the findings in international Journals, to be shared with the academia.

3.17 Chapter Summary

This chapter has outlined the research philosophy that underpinned the study, the research design and strategy adopted have been clearly explained that were followed in undertaking the study. The sampling strategy used to determine study participants, the data collection methods and instruments used, data analysis and interpretation processes, that enabled the researcher to arrive at the key findings have been exhaustively covered in this chapter. To ensure validity and reliability of findings, some measures were followed as explained above. However, the study had methodological limitations as well as ethical considerations, which affected its content and scope. The next chapter presents a description of the key findings of the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter is dedicated to the presentation and analysis of the findings of the study. Quantitative and qualitative data analysis is presented, analyzed, logically as in subsequent stages of the research process. Data were collected by the use of surveys and in-depth interviews. The triangulation of both datasets occurred in chapter 5.

The quantitative data findings are presented first followed by the qualitative data that was recorded by individual semi-structured interviews besides, it is significant to remain mindful of the fact that both quantitative and qualitative data in this study are interrelated as both are aimed at addressing the main research question. Therefore, triangulation of the findings from these approaches was covered in the discussion section (refer to chapter 5). Secondly, data presentation and analysis are closely linked such that in data presentation, the researcher describes using illustrations the collected data while analyzing involves generating themes from the data to make meaning to answer the research question.

The purpose of this study was to analyze the extent to which stakeholders' participation in school management enhanced the learners' academic achievement in the context of selected secondary schools in Kampala district. To achieve this purpose, three hypotheses and research questions were formulated as indicated in Chapter one. The quantitative data have been analyzed using descriptive, and inferential statistics, while qualitative data has been analyzed using thematic analysis in light of the literature review.

In particular, the objectives of the study sought to: examine stakeholders' participation in school improvement planning to enhance the learners' academic

achievement; evaluate stakeholders' participation in the budgeting process to enhance the learners' academic achievement; analyse the relationship between stakeholders' participation in coordinating the academic activities and the enhancement of learners' academic achievement, and to explore the stakeholders' perceptions about their participation in school management to enhance the learners' academic activities of government-aided secondary schools in Kampala district.

4.2 Response Rate

Fincham (2008) defines response rate as the percentage of questionnaires that are returned by research participants. It serves as a guide to the representativeness of the sample respondents that were included in the study. It is computed as the number of people who answered the questionnaire divided by the total number of people in the study sample that was accessible and given the questionnaire to fill. The data collection was conducted for eight weeks (from August 12th until October 12th, 2020). In conformity with survey requirements, 217 questionnaires were distributed to the respondents out of this number, only 198 were retrieved. In addition, from the retrieved questionnaires, 8 of them were discarded because they were incomplete. The total usable responses for further analysis that remained were 190, representing 87.57 % which is above 70% that is considered an acceptable rate for subsequent analysis in any research study (Draugalis et al, 2008).

4.3 Pre-data Analysis Screening

Pre-data screening is a process of certifying that the data is clean and complete for use before conducting more statistical analysis (Abdulwahab & Galadima, 2011). To warrant the quality, the collected data were screened and treated to fulfill the requirements for performing multivariate analysis. Accordingly, assessment of the

accuracy of the data file including; missing data, univariate outliers, reverse coding, or reverse scoring of negatively worded items to avoid cancellation between variables with positives and negatives was done. More so, check for incorrect entries, typos, and inconsistencies in the database, unengaged responses (respondents that were not engaged)-similarly rating all questionnaire items)-yea-sayers (answering favorably to all questions) or nay-sayers (answering unfavorably to all questions-termed response-style effects) and organizing data for analysis were carried out. The analysis was accomplished using the Statistical Package for Social Science (SPSS) version 20.0.

4.3.1 Accuracy of the Data File

The data file was checked to establish whether it was entered correctly. This was proofread against the original data on the questionnaire that was entered by the researcher.

4.3.2 Examining Missing Data

Examination of missing data is very vital as it affects the generalizability of the results in multivariate analysis. Hair et al., (2010, pp. 41-69) argue that missing data is a concern that has to be reduced by researchers, failure to which has the capacity of negatively impacting the results of any empirical research. Given the negative effects of missing data in the analysis of the study findings, preventive measures were taken. The researcher checked the questionnaires that had been submitted to ensure that they were completed appropriately. The researcher applied the four steps of processing and identifying the missing data (Hair et al. 2010).

Step 1: Determined the type of missing data

After capturing the data into SPSS, preliminary descriptive statistics were run to identify the frequency of missing data. The missing data that was not ignorable was due to the procedural factors of failure to complete the entire questionnaire due to unknown reasons related directly to the respondents.

Step 2: Determine the extent of the missing data

The researcher examined the pattern of the missing data and determined its extent for individual variables, individual cases, and overall. The aim was to determine whether the amount of missing data was low enough to allow analysis as the opposite could affect the results of the study. The researcher tabulated the extent of missing data using the percentage of variables with missing data for each variable and the number of cases with missing data for each variable. This simple process identified not only the extent of missing data but any exceptionally high levels of missing data that occurred for individual observations. The researcher then looked for any non-random patterns in the data, such as the concentration of missing data in a specific set of questions and attrition in not completing the questionnaire. The results were less than 5%, therefore, could not affect the generalizability of the results (Hair et al., 2010).

Step 3: Diagnose the randomness of the missing data

Having established the degree that warranted action, the next step was to establish the degree of randomness present in the data which determined the appropriateness of the remedy. An overall test of randomness that determines whether the missing data can be classified as missing completely at random (MCAR) was used. This test analyzed the pattern of missing data on all variables and compared it with the pattern expected for a random missing data process.

Step 4: Select the imputation method using only valid data

Imputation is the procedure of estimating the missing value based on valid values of other variables in the sample. The objective is to employ known relationships that can be identified in the valid values of the sample to assist in estimating the missing values. The imputation method was used on variables that were measured on the Likert scale. To treat the missing data, an imputation method, Complete Case Approach was used to include only those observations with complete data. This method is also known as the LISTWISE. The rationale for this method was that there was a strong relationship among the variables and also there were low levels of missing data. Figure 4.1 illustrates the summary of the four steps of processing and identifying the missing data(Hair et al., 2010).

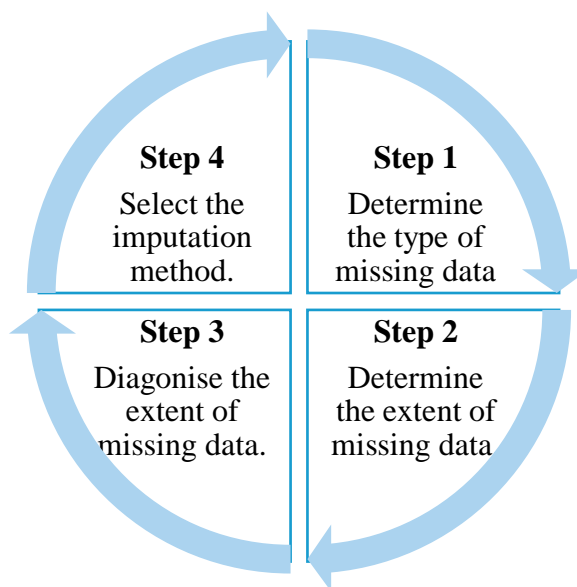


Figure 4.1: Summary of the Four Steps of Processing and Identifying the Missing Data
Source: Researcher (2020)

4.3.3 Assessment of Outliers

Outliers are data points that numerically do not fit the pattern of the rest of the points (Hair et al., 2010). They are the extremely high or extremely low values in the data set

and therefore have a much higher impact on the outcome of any statistical analysis (Coakes & Ong, 2010). Outliers in this study were identified using univariate perspectives based on a 95% confidence interval rule (Hair et al., 2010). Any items that had a standard deviation less than (-2) and above (+2) were considered outliers and therefore deleted. Therefore the data was clean for further analysis.

4.4 Respondents' demographic description

The demographic characteristics of the respondents included; gender (sex), highest education qualifications, and teaching experience since completion of tertiary education. The demographic characteristics of respondents are summarized using cross-tabulation to indicate the patterns within the raw data. The effectiveness of respondents' participation in school management is a factor of competence derived from professional training. Planning, budgeting, and utilization of the allocated instructional resources are dependent on professional development which correlates with learners' academic achievement. Table 4.1 shows the percentages of sex given the highest level of education attained.

Table 4.1: Cross-tabulation showing Sex given the highest level of education attained

| | | The highest level of education attained | | | Total |
|--------------|--------|---|--------------|-------------|--------------------|
| | | Diploma | Bachelor's | Master's | |
| Sex | Male | (f) 0 (%) 0% | 105 78.4% | 29 74.4% | 134 70.5% |
| | Female | (f) 6 (%) 100% | 40 27.6% | 10 25.6% | 56 29.5% |
| Total | | 6 | 145 | 39 | 190 100% |

Key: (f) frequency (%) percentage

Source: Field Data (2020)

Results in Table 4.1 indicate that majority of the male respondents 105 (78.4%) had attained a Bachelor's education qualification compared to the female respondents in the same category 40 (27.6%). Further, 29 (74.4%) of the males had improved their tertiary

education by acquiring a Master's qualification as compared to the female respondents (10, 25.6%). This may be attributed to the gender disparity and gender gaps in education over the past five decades, especially in developing countries (Evans & Jakiela, 2019). This high educational level was expected since the study was conducted in an academic environment. It indicates that the respondents could provide valid and relevant data regarding stakeholders' participation in school management to enhance the learners' academic achievement in the selected government-aided secondary schools in the Kampala district. Table 4.2 shows the percentage of sex of respondents against their teaching experience.

Table 4.2: Cross-tabulation showing Sex of respondents on teaching experience

| | | Teaching experience | | | Total |
|--------------|--------|---------------------|-------------|----------------|--------------|
| | | 6-10 years | 11-15 years | Above 16 years | |
| Sex | Male | 20 80% | 7 23.3% | 107 79.3% | 134 70.5% |
| | Female | 5 20% | 23 76.7% | 28 20.7% | 56 29.5% |
| Total | | 25 | 30 | 135 | 190 |
| | | | | | 100% |

Source: Field Data (2020)

The results from Table 4.2 indicate that 107 (79.3%) of the male respondents had a teaching experience of above 16 years compared to their female counterparts 28 (20.7%). The majority of female 23 (76.7%) respondents had teaching experience between 11-15 years compared to the male respondents 7(23.3%). The teaching experience of the respondents was investigated as it was an important variable in determining the ability of the respondents to understand the study concepts of stakeholders' participation in school management to enhance the learners' academic achievement (Rice, 2010). This suggests that they could make useful contributions in joint decisions making that had a bearing on quality education processes (Irvine, 2019).

4.5 Presentation and Analysis of Quantitative Data

Findings in this section were on objectives; one, two, and three which were purely quantitative and are discussed below.

4.5.1 Descriptive Analysis of Results on the Extent of Stakeholders' Participation in School Management and the Enhancement of Learners' Academic Achievement

The study sought to examine the extent of stakeholders' participation in school improvement planning, budgeting process, and coordinating academic activities to enhance the learners' academic achievement. The findings are as follow:-

4.5.1.1 Stakeholders' Perceptions on School Improvement Planning

Objective One: To examine stakeholders' participation in school improvement planning to enhance the learners' academic achievement, 14 items were tested using a five-point Likert scale, the results are illustrated in Table 4.3. Table 4.3 shows descriptive results of fourteen survey items on the perception of respondents on school improvement with Mean scores ranging from the lowest 3.0 for "Parent/ guardians assist learners with school work where possible" and the highest at 4.4 denoting, "This school has a culture of shared responsibility among stakeholders to improve academic achievement".

The respondents were most varied on five items with an SD of 1.2 respectively. Eight items scored below the Grand Mean of 3.8 implying that stakeholders' perceptions on participating in those items did not influence the learners' academic achievement in the selected government-aided secondary schools. These items were; "Parents actively participate in decision-making that improves academic achievement, Learners actively participate in decision-making that improves their academic achievement, Parent/ guardians assisting learners with school work where possible, Parents/guardians

checking on the academic progress of the learners, targets with performance indicator, as well as performance indicators, being measurable and realistic”.

Table 4.3: Descriptive Statistics showing Frequencies, Mean and Standard Deviation on Items of School Improvement Planning

| Tested item | N | Mean | SD |
|---|------------|-------------|-------------|
| This school has a culture of shared responsibility among stakeholders' to improve academic achievement. | 190 | 4.4 | .48 |
| There is mutual support from the stakeholders' to improve academic achievement. | 190 | 4.2 | .61 |
| All stakeholders actively participate in developing goals that improve academic achievement. | 190 | 3.8 | 1.2 |
| Parents actively participate in decision-making that improves academic achievement. | 190 | 3.7 | 1.0 |
| Learners actively participate in decision-making that improves their academic achievement. | 190 | 3.6 | 1.2 |
| Parent/ guardians assist learners with school work where possible. | 190 | 3.0 | 1.2 |
| Parents/guardians pay class to check on the academic progress of the learners. | 190 | 3.7 | 1.2 |
| The school mission and objectives are related to academic improvement. | 190 | 4.4 | .79 |
| The academic targets to be achieved are well documented. | 190 | 4.2 | .91 |
| Performance indicators are attached to each target. | 190 | 3.7 | 1.1 |
| Performance indicators are measurable. | 190 | 3.4 | 1.0 |
| Performance indicators are realistic. | 190 | 3.4 | 1.2 |
| Standards of achievement are attached for each measurable indicator. | 190 | 3.6 | .80 |
| Stakeholders' are given the responsibility to achieve the goals of the school | 190 | 3.8 | 1.0 |
| Grand mean | 190 | 3.78 | 0.98 |

Note: This table demonstrates the frequency (N), Mean and Standard deviation (SD) for the items on school improvement planning.

Source: Filed Data (2020)

Their mean score was 3.4. Six(6) items with a Grand Mean score of 3.8 and above which was close to code 4 on the Likert scale and a low Standard Deviation = 0.98, which suggest the least deviation of the data points from the Mean score indicated that their perceptions were high and agreed that stakeholders' participation in those items enhanced the learners' academic achievement. In conclusion, the respondents' perception of stakeholders' participating in school improvement planning based on the Grand Mean of

3.8 was high indicating a positive influence on the learners' academic achievement. Therefore, stakeholders' participation in school improvement planning highly enhanced the learners' academic achievement in government-aided secondary schools in the Kampala district.

4.5.1.2 Stakeholders' Perceptions on the Budgeting Process

Objective two: To evaluate stakeholders' participation in the budgeting process to enhance the learners' academic achievement, 12 items were tested using a five-point Likert, and the results obtained are given in Table 4.4 below.

Table 4.4: Descriptive Statistics showing Frequencies, Mean and Standard Deviation on Items of the Budgeting Process

| Tested Item | N | Mean | S.D |
|---|------------|-------------|------------|
| Academic activity inventory is done by the teaching staff as a basis for resource allocation and mobilization. | 190 | 3.6 | 1.1 |
| Stakeholders are aware that regular academic inventory is used as a basis for resource allocation. | 190 | 3.6 | .92 |
| Academic inventory is communicated to the stakeholders and is used as a basis for resource allocation and mobilization. | 190 | 3.5 | 1.1 |
| Stakeholders participate in joint decision-making on resource allocation and mobilization. | 190 | 3.3 | 1.1 |
| All stakeholders meet once a term to participate in the budgeting process. | 190 | 2.2 | .71 |
| Only the BOG meets termly in the budgeting process and actively participate in its implementation | 190 | 3.4 | 1.1 |
| All stakeholders meet once a year to participate in the budgeting process | 190 | 2.4 | .91 |
| There are accounting and auditing systems that drive the effective use of resources. | 190 | 3.9 | 1.1 |
| The accounting and auditing procedures enable stakeholders to track resource allocation and implementation. | 190 | 3.8 | 1.1 |
| Stakeholders use the accounted and audited reports as a basis to adjust resource allocations. | 190 | 3.8 | .94 |
| An established system of monitoring and evaluation of the implementation of the budget is in place. | 190 | 3.8 | 1.1 |
| Monitoring and evaluation of the budgeting process are jointly done by the stakeholders | 190 | 3.5 | 1.2 |
| Grand Mean | 190 | 3.40 | 1.0 |

Note: This table demonstrates the frequency (N), Mean and Standard deviation (SD) for the items on the budgeting process.

Source: Field Data (2020)

Table 4.4 shows descriptive results of twelve survey items on the perceptions of budgeting process with a Mean score ranging from the lowest 2.2 for "All stakeholders

meet once a term to participate in the budgeting process” and the highest at 3.9 for “There are accounting and auditing systems that drive the effective use of resources”. The respondents were most varied on seven items with an SD of 1.1 and a Mean moderately high indicating that their perception of those items to some extent contributed to some extent the enhancement of the learners’ academic achievement. However, two (2) items scored below the Grand Mean of 3.4., implying that stakeholders’ participation in those items had a low influence on the learners’ academic achievement in the selected government-aided secondary schools. These items were; “All stakeholders meet once a term to participate in the budgeting process”, and “All stakeholders meet once a year to participate in the budgeting process”. Eight items with a Grand Mean score above 3.4 which was below code 4 on the Likert scale, a low Standard Deviation = 0.98, which suggests the least deviation of the data points from the mean score indicated that the respondents had a high positive perception that if stakeholders participated in those items they would enhance the learners’ academic achievement. In conclusion, stakeholders’ participation in the budgeting process highly contributed to the enhancement of the learners’ academic achievement in government-aided secondary schools in the Kampala district.

4.5.1.3 Stakeholders’ Perceptions on Coordinating the Academic Activities

Objective three: To analyze the relationship between stakeholders’ participation in coordinating the academic activities and the enhancement of learners’ academic achievement, sixteen items were tested using the five-point Likert scale, and the results are obtained are in Table 4.5.

Table 4.5: Descriptive Statistics showing Frequencies, Mean and Standard Deviation on Items of Coordinating the Academic Activities

| Tested Items | N | Mean | SD |
|--------------|---|------|----|
|--------------|---|------|----|

| | | | |
|--|------------|-------------|-------------|
| There are academic interventions to improve the learners' academic achievement. | 190 | 4.3 | .91 |
| There are monitoring systems to check on the implementation of academic interventions. | 190 | 4.1 | .91 |
| There are tools with indicators used to monitor the intervention implementation. | 190 | 4.1 | .74 |
| The monitoring systems are jointly supervised by the Headteacher and HOD using appropriate tools to ensure effective intervention implementation | 190 | 4.1 | .75 |
| Reports on the implementation of the intervention are periodically generated | 190 | 3.8 | .98 |
| The reports on the implementation of the intervention are jointly shared with all school stakeholders' periodically | 190 | 3.5 | 1.2 |
| The stakeholders' use these reports to inform decision-making on the intervention | 190 | 3.8 | 1.1 |
| Formative evaluation of the implementation of the intervention is done against the performance indicators | 190 | 3.6 | .92 |
| Summative evaluation of the implementation of the intervention is done against the performance indicators | 190 | 3.5 | 1.0 |
| The evaluation of the intervention implementation is done by the school's external stakeholders' | 190 | 2.4 | .97 |
| The evaluation reports are typically compliance-driven based on the Education Standards Agency less on institution uniqueness | 190 | 3.1 | 1.0 |
| Timely feedback from the evaluation is given to me | 190 | 3.2 | 1.2 |
| Recommendations at points of action to improve performance are made | 190 | 3.7 | 1.0 |
| I am held accountable for the learner's performance | 190 | 4.0 | 1.1 |
| The majority of stakeholders visit the school to ensure quality performance is achieved | 190 | 3.1 | 1.0 |
| Its good practice to involve external stakeholders to improve the quality of academic performance in my school | 190 | 4.4 | .67 |
| Grand mean | 190 | 3.67 | 0.97 |

Note: This table demonstrates the frequency (N), Mean and Standard deviation (SD) for the items on coordinating the academic activities.

Source: Field Data (2020)

Table 4.5 shows descriptive results of sixteen survey items on the perceptions of coordinating the academic activities with a Mean score ranging from the lowest 2.4 “The evaluation of the intervention implementation is done by the school's external stakeholders’ and the highest at 4.4 “It is good practice to involve external stakeholders to improve the quality of academic performance in my school”. The respondents were most varied on four items with an SD of 1.0 and a mean of 3.4 indicating that the perceptions on those items were moderate hence they had less influence on the

enhancement of the learners' academic achievement. Seven items scored below the grand mean of 3.7, implying that the respondents' perceptions of stakeholders participating in those items had less influence on the enhancement of the learners' academic achievement. These items include; "The evaluation of the intervention implementation is done by the school's external stakeholders", "The evaluation reports are typically compliance-driven based on the Education Standards Agency less on institution uniqueness", "Timely feedback from the evaluation is given to me, the majority of stakeholders' visit the school to ensure quality performance is achieved", "The reports on the implementation of the intervention are jointly shared with all school stakeholders' periodically", and "The majority of stakeholders' visit the school to ensure quality performance is achieved did not contribute to the enhancement of the learners' academic achievement". Only six items had a Grand Mean score above 4.0 which is above code 4 on the Likert scale and standard deviation close to 1.0 meaning a low dispersion of the data points from the mean score indicating respondents' perceptions on those items were high that they positively influenced the learners' academic achievement. In conclusion, stakeholders' participation in coordinating the academic activities slightly enhanced the learners' academic achievement in government-aided secondary schools in the Kampala district.

4.5.2 Description of the Dependent Variable: Academic Achievement

On this perspective of academic achievement, the respondents were asked the extent to which the stakeholders' participation in school management enhanced the academic achievement with the emphasis on the Uganda Certificate of Education (UCE) in terms of grades attained and the quality of grades. Using 19 items, respondents were asked to perform a self-rating on views of learners' academic achievement as per section E of the questionnaire. Items measuring the variable were scaled using the five-point Likert scale ranging from strongly disagree(1), disagree(2), none committal(3), agree(4),

and strongly agree(5). All responses were aggregated into one index of academic achievement. Table 4.6 illustrates pertinent descriptive statistics showing the frequencies, mean, and standard deviation of the responses on academic achievement.

The results in Table 4.6 indicated thirteen items that scored above the grand mean of 3.62 had a low standard deviation of 0.75 indicating that when stakeholders participated in those items, they would highly influence the learners' academic achievement. On the other hand, four items including; "Parents/ guardians participate in allocating financial resources that influence academic achievement", "Learners are given performance targets by their parents/ guardians", "I discuss the performance of the learners with their parents", "External stakeholders visits in school can ensure quality academic performance" scored a Grand Mean of **2.7** a moderate influence on the learners' academic achievement. In conclusion, stakeholders' participation in the instructional process had a slight influence on the enhancement of the learners' academic achievement in the government-aided secondary school in the Kampala district.

Table 4.6: Descriptive Statistics showing the Frequencies, Mean, and Standard Deviation of Learners' Academic Achievement

| Item tested | N | Mean | S.D |
|--|------------|-------------|-------------|
| Stakeholders' involvement in school management can improve learner's academic achievement. | 190 | 4.1 | 1.0 |
| Parents/guardians attending all meetings whenever they are called to the school | 190 | 3.6 | 1.0 |
| Parents/guardians assisting their children with school work whenever possible | 190 | 3.7 | 1.0 |
| Parents/guardians regularly checking on their children's academic progress | 190 | 3.7 | 1.1 |
| Parents/guardians participate in joint decision-making towards academic improvement | 190 | 3.6 | 1.0 |
| Parents/ guardians participate in allocating financial resources that influence academic achievement | 190 | 2.8 | 1.0 |
| Adequate equipment and learning materials are provided at school. | 190 | 4.0 | 1.0 |
| Learners are given performance targets by their parents/ guardians. | 190 | 2.6 | 1.0 |
| Performance targets are set by the school administration. | 190 | 4.1 | .60 |
| Performance targets are realistic. | 190 | 3.9 | .50 |
| Performance targets are achievable. | 190 | 4.0 | .60 |
| I check regularly on the notes written by the learners. | 190 | 4.0 | .70 |
| Adequate. exercises are given to the learners | 190 | 3.8 | .80 |
| Timely feedback is given after the assessment of learners' performance. | 190 | 3.8 | .70 |
| Action points for academic improvement are made. | 190 | 3.8 | .70 |
| Learners' are held accountable for their performance. | 190 | 3.7 | .80 |
| I discuss the performance of the learners with their parents. | 190 | 2.6 | .90 |
| External stakeholders visits in school can ensure quality academic performance | 190 | 2.6 | 1.1 |
| Its' good practice to involve external stakeholders to improve the quality of academic performance. | 190 | 4.4 | .60 |
| Grand Mean | 190 | 3.62 | 0.85 |

Note: This table demonstrates the frequency (N), Mean and Standard deviation (S.D) for the items on learners' academic achievement

Source: Field Data (2020)

4.5.3 Data Reduction and Test for Statistical Assumptions

To perform multivariate analysis one has to warrant the quality of data. This is done by performing factor analysis, reliability analysis and regression analysis. The quality and output of any multivariate analysis are dependent on the quality of initial data screening and treatment (Hair et al., 2010). This entails reducing the original data or variables into a new composite smaller grouping of components or factors that highly correlate with each other and develops new labels or naming of each group of variables

(Hair et al., 2010, pp. 69-104). Furthermore, their study indicated that executing data screening and treatment has two essential benefits, the researcher is furnished with the information of the interrelationships within the variables and as a result, interpretation of results will be well expressed. This section required the analysis of both the independent and dependent variables. It involved the use of factor analysis, reliability analysis, and inferential statistics. Given this, the data obtained in this study was explored with Principal Components Analysis (PCA). The original independent variable stakeholder participation measured with factors; school improvement planning, budgeting process, and coordination of academic activities are discussed and the dependant variable is learners' academic achievement.

4.5.4 Data Reduction using Factor Analysis

Factor analysis (FA) is a multivariate statistical technique used to examine the structure of the interrelationships among a large number of items in a variable and condensed them into a smaller set of factors that are highly interrelated and are presumed to represent the dimension within the data (Hair et al., 2010; Cavana & Sekeran, 2001). To perform data reduction using FA there are three basic decisions applied. These are discussed below.

4.5.4.1 Calculating the Input Data

Calculating the input data (Correlation Matrix) using R-Factor Analysis to meet the specified objective of grouping variables, the researcher performed the following.

- (i) Designed the study variable in terms of the number of tested items. Key variables items were identified that were closely related and reflected the hypothesized underlying factors. The validated variables derived were used in assessing whether the results had practical significance.

- (ii) The sample size valid for FA had to be greater than 100. The acceptable sample size had to have a 10:1 ratio. In this study, the sample size was 190 and 3 variables so the ratio of 63:1 was above the threshold to conduct FA (Hair et al., 2010).

4.5.4.2 Assumptions for Factor Analysis

The critical assumptions for conducting FA are more conceptual than statistical. In FA, the overriding concern focuses on the character and composition of the variables. The conceptual issue assumption states that there should be some underlying structure existing in the set of the selected variables. Secondly, the sample is homogeneous to the underlying factor structure.

4.5.4.3 Overall Measure of Inter-Correlation

To ensure that the data had sufficient correlation to justify the application of FA, testing Kaiser-Meyer-Olkin(KMO) Measure of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity was computed to provide statistical significance that the correlation matrix had significant correlations among at least some of the variables (Yong & Pearce, 2013). The significance $< .05$ indicates that sufficient correlation exists among the variables. Thereafter, the researcher can proceed to the next step.

The (KMO) Measures of Sampling Adequacy provides an index between 0 and 1 of the percentage of variance among the variables that might be mutual variance. Kaiser (1974) recommends that a KMO near 1.0 is suitable for FA and that anything below 0.5 is not recommended for FA. Values closer to 1 show that the patterns of correlations are somewhat condensed and that FA will derive a more discrete and reliable factor (Kaiser, 1974). A value above the least threshold of 0.5 is acceptable.

Snedecor and Cochran (1983) suggested Bartlett's Test be used to determine if the items have equal variances across samples. The items are called homogeneity of

variances. Bartlett's Test of Sphericity examines the null hypothesis when the correlation matrix is an identity matrix. If there is no correlation between variables, FA cannot work. To establish if there was a correlation, a threshold value was chosen, called the significant level at $p < 0.05$. Values below .05 significance indicate a high chance that there were significant correlations between variables, whereas higher values > 0.1 indicate the data is unsuitable for FA. The KMO and Bartlett tests are shown in Table 4.7.

Table 4.7: KMO and Bartlett's Test Result

| Variables | Kaiser-Meyer-Olkin of sampling adequacy | Bartlett's test of Sphericity approx Chi-square | df | Sig. |
|----------------------|---|---|-----|-------|
| Planning | 0.638 | 1164.40 | 91 | 0.001 |
| Budgeting | 0.723 | 964.46 | 66 | 0.001 |
| Coordinating | 0.652 | 1417.64 | 91 | 0.000 |
| Academic achievement | 0.600 | 2901.48 | 703 | 0.000 |

Source: Field Data (2020)

As shown in Table 4.7, the test on KMO of sampling adequacy and Bartlett's Test of Sphericity tests were suitable and viable for all the variables since KMO measures of sampling had reached the values of above 0.6 and Bartlett's Test of Sphericity was significant at $p < 0.05$ meaning that the correlation matrix was not an identity matrix and therefore able to constitute factors. This test, therefore, concludes that the Kaiser-Meyer-Olkin measure of Sampling Adequacy (KMO) and Bartlett's measure were suitable for the FA of variables to be executed.

4.5.4.4 The Criterion for the Number of Factors to be extracted

Once the variables were specified and the correlation matrix was prepared, the researcher had to select a method of extracting the factors and the number of factors to be extracted. Extraction began with the latent root criterion. The rationale for this criterion is that any individual factor should account for the variance of at least a single variable if

it is to be retained for interpretation. Thus, only the factors having latent roots or eigenvalues greater than 1 were significant (Yong & Pearce, 2013).

4.5.4.5 Interpreting the Factor

Initially, the researcher computed the initial un-rotated factor matrix containing the factor loadings for each variable on each factor. Factor loadings are the correlation of each factor variable and the factor. Loadings indicate the degree of correspondence between the variable and the factor with higher loadings making the variable representative of the factor (Hair et al., 2010). Factor loadings are the means of interpreting the role of each variable in defining a factor.

4.5.4.6 Factor Rotation

Next, the researcher employed a rotational method to achieve a simpler and theoretically more important factor solution. This improved the interpretation by reducing some vagueness that often goes with initial un-rotated factor solutions. Using orthogonal factor rotation, the VARIMAX approach was used. VARIMAX criterion centers on simplifying the columns of the factor matrix. VARIMAX method maximizes the sum of the variance of required loadings of the factor matrix. With this approach, in the current study, some high loadings (close to -1 or +1) indicated a clear positive or negative association between the variable and factor. The factor loading of .40 was considered a significant threshold for interpretation purposes since the sample size for the study was 190 (Hair et al., 2010, p. 116).

4.5.5 Factor Analysis for School Improvement Planning

According to Hair et al. (2010, P. 116), given the sample size of 190 respondents, and a threshold factor loading of .40 and higher was considered significant for interpreting purposes. The dimension had fourteen (14) items initially from the original questionnaire, these items were subjected to extraction and only two (2) items were dropped as they did not meet the recommended threshold of 0.4 and above (Hair et al., 2010). The items deleted are indicated with (*) were not considered for further analysis. As shown in Table 4.8 factor loading scores ranged from .438 to .850 (absolute values). This indicates a good correlation between the items and the factor they belong to, that is the dimension of School improvement planning. The result of this dimension is illustrated in Table 4.8.

Table 4.8: Rotated Factor Analysis for Planning

| Component matrix | Component |
|--|-----------|
| This school has a culture of shared responsibility among stakeholders to improve academic achievement. | 0.724 |
| There is mutual support from the stakeholders to improve academic achievement. | 0.720 |
| All stakeholders actively participate in developing goals that improve academic achievement. | 0.764 |
| Parents actively participate in decision-making that improves academic achievement. | 0.602 |
| Learners actively participate in decision-making that improves their academic achievement. | 0.666 |
| Parent/ guardians assist learners with school work where possible. | ** |
| Parents/guardians check on the academic progress of the learners. | 0.638 |
| The school mission and objectives are related to academic improvement. | ** |
| The academic targets to be achieved are well documented. | 0.438 |
| Performance indicators are attached to each target. | 0.824 |
| Performance indicators are achievable. | 0.816 |
| Performance indicators are realistic. | 0.850 |
| Standards of achievement are attached for each measurable indicator. | 0.485 |
| Stakeholders are given the responsibility to achieve the goals of the school | 0.724 |

* *Item deleted*

Source: Field Data (2020)

The items with higher loading are considered more important and have a greater influence on the label selected to represent a factor. The first factor is viewed as the single

best summary of linear relationships exhibited in the data. The second factor is defined as the second-best linear combination of the items, subject to the construct that it is orthogonal to the first factor.

To be orthogonal to the first factor, the second factor must be derived from the variance remaining after the first factor has been extracted. Thus, the second factor may be defined as the linear combination of items that accounts for the most variance that is still unexplained after the effect of the first factor has been removed from the data. The researcher examined all the significant factors emphasizing those that had high loadings and assigned a label to a factor that accurately reflected the dimension loading. That factor acts as a surrogate dimension that is representative of one factor (Hair et al, 2010. pp 119-122).

Items that had cross-loading were deleted and further orthogonal rotation using the VARIMAX approach to improve the structure and distinct groups of variables were derived for further analysis. Two (2) predictor factors or dimensions were extracted from the original school improvement planning dimension. The labels were instinctively developed by the researcher based on their suitability for demonstrating the underlying dimensions of a specific factor. This procedure was followed for each extracted factor. The final results were the label that represented each of the derived factors as precisely as possible. One factor was labeled Performance Indicator with six items loading onto it with a score ranging between .438 and .850. The second factor or dimension was labeled School Culture with also six items with factor loading scores ranging between .602 and .764. It is recommended that for a factor to be identified at least four items must load on a factor (Hair et al., 2010). Factor loadings are indicated in Table 4.9.

Table 4.9: Rotated Component Matrix

| Performance Predictor. | Factor Loading | |
|--|----------------|----------|
| | <u>1</u> | <u>2</u> |
| Performance indicators are realistic | 0.850 | |
| Performance indicators are attached to each target | 0.824 | |
| Performance indicators are achievable | 0.816 | |
| Learners actively participate in decision-making that improves their academic achievement. | 0.666 | |
| Standards of achievement are attached for each measurable indicator. | 0.485 | |
| The academic targets to be achieved are well documented. | 0.438 | |
| <u>School Culture Predictor</u> | | |
| All stakeholders actively participate in developing goals that improve academic achievement | | 0.764 |
| This school has a culture of shared responsibility among stakeholders to improve academic achievement. | | 0.724 |
| Stakeholders are given the responsibility to achieve the goals of the school | | 0.724 |
| There is mutual support from the stakeholders to improve academic achievement. | | 0.720 |
| Parents/guardians check on the academic progress of the learners. | | 0.638 |
| Parents actively participate in decision-making that improves academic achievement | | 0.602 |

Extraction Method: Principal Component Analysis.
Rotational Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.
Source: Field Data (2020)

4.5.6 Factor Analysis for Budgeting Process

The dimension had twelve (12) items from the original questionnaire, these items were subjected to rotation and four (4) items were dropped as they did not meet the recommended threshold of 0.4 and above according to Hair et al., (2010) and therefore were not considered for further analysis. The items that were therefore deleted are indicated by (*). The eight items that were retained had a loading ranging between .539 and .860 as indicated in Table 4.10.

Table 4.10: Rotated Factor Analysis for the Budgeting Process

| Component Matrix. | Component |
|---|------------------|
| Academic activity inventory is done by the teaching staff as a basis for resource allocation and mobilization. | 0.860 |
| Stakeholders are aware that regular academic inventory is used as a basis for resource allocation. | 0.711 |
| Academic inventory is communicated to the stakeholders and is used as a basis for resource allocation and mobilization. | 0.546 |
| Stakeholders participate in joint decision-making on resource allocation and mobilization. | 0.635 |
| All stakeholders meet once a term to participate in the budgeting process. | ** |
| Only the BOG meets termly in the budgeting process and actively participate in its implementation | ** |
| All stakeholders meet once a year to participate in the budgeting process | ** |
| There are accounting and auditing systems that drive the effective use of resources. | 0.539 |
| The accounting and auditing procedures enable stakeholders to track resource allocation and implementation. | ** |
| Stakeholders use the accounted and audited reports as a basis to adjust resource allocations. | 0.715 |
| An established system of monitoring and evaluation of the implementation of the budget is in place. | 0.779 |
| Monitoring and evaluation of the budgeting process are jointly done by the stakeholders. | 0.736 |

** Item deleted.*

Source: Field Data (2020)

One (1) factor was derived after extraction and eight (8) items from the original questionnaire under the construct budgeting process which constituted twelve (12) items. The factor was labeled budgeting and the eight (8) items were considered for further analysis as indicated in Table 4.11.

Table 4.11: Rotated Component Matrix

| Budgeting | Factor Loading 1 |
|---|-----------------------------|
| Academic activity inventory is done by the teaching staff as a basis for resource allocation and mobilization. | 0.860 |
| An established system of monitoring and evaluation of the implementation of the budget is in place. | 0.779 |
| Monitoring and evaluation of the budgeting process are jointly done by the stakeholders. | 0.736 |
| Stakeholders use the accounted and audited reports as a basis to adjust resource allocations | 0.715 |
| Stakeholders are aware that regular academic inventory is used as a basis for resource allocation. | 0.711 |
| Stakeholders participate in joint decision-making on resource allocation and mobilization | 0.635 |
| Academic inventory is communicated to the stakeholders and is used as a basis for resource allocation and mobilization. | 0.546 |
| There are accounting and auditing systems that drive the effective use of resources. | 0.539 |

Extraction Method: Principal Component Analysis.

Rotational Method: Varimax with Kaiser Normalization.

a. Rotation converged in 2 iterations

Source: Field Data (2020)

4.5.7 Factor Analysis for Coordinating the Academic Activities

The dimension had sixteen (16) items from the original questionnaire, these items were subjected to orthogonal rotation using the VARIMAX approach and four (4) items were dropped and deleted as they did not meet the recommended threshold of 0.4 and above (Hair et al., 2010). The items that were therefore deleted are indicated by (*). These items were not considered for further analysis as indicated in Table 4.12.

Table 4.12: Rotated Factor Analysis for Coordinating the Academic Activities

| Component Matrix | Component |
|--|------------------|
| There are academic interventions to improve the learners' academic achievement. | 0.820 |
| There are monitoring systems to check on the implementation of academic interventions. | 0.826 |
| There are tools with indicators used to monitor the intervention implementation. | 0.612 |
| The monitoring systems are jointly supervised by the Headteacher and HOD using appropriate tools to ensure effective intervention implementation | ** |
| Reports on the implementation of the intervention are periodically generated | 0.803 |
| The reports on the implementation of the intervention are jointly shared with all school stakeholders periodically | 0.639 |
| The stakeholders use these reports to inform decision-making on the intervention | 0.765 |
| Formative evaluation of the implementation of the intervention is done against the performance indicators | 0.753 |
| Summative evaluation of the implementation of the intervention is done against the performance indicators | 0.681 |
| The evaluation of the intervention implementation is done by the school's external stakeholders | ** |
| The evaluation reports are typically compliance-driven based on the Education Standards Agency less on institution uniqueness | ** |
| Timely feedback from the evaluation is given to me | ** |
| Recommendations at points of action to improve performance are made | 0.681 |
| I am held accountable for the learner's performance | 0.695 |
| The majority of stakeholders visit the school to ensure quality performance is achieved | 0.586 |
| Its good practice to involve external stakeholders to improve the quality of academic performance in my school | 0.409 |

** Item deleted*

Source: Field Data (2020)

Out of the sixteen (16) items, two (2) factors were extracted resulting in two factors solutions. Factor one (1) was labeled Monitoring using the highest loading item .826 and the low loading item of .490. The second factor was labeled Evaluation with high loading item .765 and low loading item .612 whose findings are indicated in Table 4.13.

Table 4.13: Rotated Component Matrix

| | Monitoring | |
|---|-----------------------|----------|
| | Factor Loading | |
| | 1 | 2 |
| There are monitoring systems to check on the implementation of academic interventions | 0.826 | |
| There are academic interventions to improve the learners' academic achievement. | 0.820 | |
| Reports on the implementation of the intervention are periodically generated | 0.803 | |
| I am held accountable for the learner's performance. | 0.695 | |
| Recommendations at points of action to improve performance are made. | 0.681 | |
| The reports on the implementation of the intervention are jointly shared with all school stakeholders periodically. | 0.639 | |
| The majority of stakeholders visit the school to ensure quality performance is achieved. | 0.586 | |
| Its good practice to involve external stakeholders to improve the quality of academic performance in my school. | 0.49 | |
| <u>Evaluation</u> | | |
| The stakeholders use these reports to inform decision-making on the intervention | | 0.765 |
| Formative evaluation of the implementation of the intervention is done against the performance indicators. | | 0.753 |
| A summative evaluation of the implementation of the intervention is done against the performance indicators. | | 0.681 |
| There are tools with indicators used to monitor the intervention implementation. | | 0.612 |

Extraction Method: Principal Component Analysis.
Rotational Method: Varimax with Kaiser Normalization.
a. Rotation converged in 2 iterations.
Source: Field Data (2020)

4.5.8 Factor Analysis for Academic Achievement

The dependent variable had nineteen (19) items from the original questionnaire, these items were subjected to extraction, and six (6) items were dropped and deleted as they did not meet the recommended threshold of 0.4 and above (Hair et al., 2010). The items that were therefore deleted are indicated by (*). The items were not considered for further analysis indicated in Table 4.14.

Table 4.14: Rotated Factor Analysis for Academic Achievement

| Component matrix | Component |
|--|-----------|
| Stakeholders' involvement in school management can improve learner's academic achievement. | ** |
| Parents/guardians attending all meetings whenever they are called to the school | ** |
| Parents/guardians assisting their children with school work whenever possible | 0.592 |
| Parents/guardians regularly checking on their children's academic progress | 0.779 |
| Parents/guardians participate in joint decision-making towards academic improvement | 0.726 |
| Parents/ guardians participate in allocating financial resources that influence academic achievement | 0.662 |
| Adequate equipment and learning materials are provided at school. | 0.472 |
| Learners are given performance targets by their parents/ guardians. | ** |
| Performance targets are set by the school administration. | 0.526 |
| Performance targets are realistic. | 0.810 |
| Performance targets are achievable. | 0.789 |
| I check regularly on the notes written by the learners. | 0.672 |
| Adequate exercises are given to the learners | 0.839 |
| Timely feedback is given after the assessment of learners' performance. | 0.747 |
| Action points for academic improvement are made. | 0.736 |
| Learners' are held accountable for their performance. | 0.440 |
| I discuss the performance of the learners with their parents. | ** |
| External stakeholders visits in school can ensure quality academic performance | ** |
| Its' good practice to involve external stakeholders to improve the quality of academic performance. | ** |

*** Item dropped**

Source: Field Data (2020)

A unidimensional factor was derived comprising thirteen (13) items with loading ranging between 0.440 and 0.839 as indicated in Table 4.15.

Table 4.15: Rotated Component Matrix

| Academic Achievement | Factor loadings 1 |
|--|----------------------|
| Adequate exercises are given to the learners. | 0.839 |
| Performance targets are realistic. | 0.810 |
| Performance targets are achievable. | 0.789 |
| Parents/guardians regularly checking on their children's academic progress | 0.779 |
| Timely feedback is given after the assessment of learners' performance. | 0.747 |
| Action points for academic improvement are made. | 0.736 |
| Parents/guardians participate in joint decision-making towards academic improvement. | 0.726 |
| I check regularly on the notes written by the learners. | 0.672 |
| Parents/guardians participate in allocating financial resources that influence academic achievement. | 0.662 |
| Parents/guardians assisting their children with school work whenever possible. | 0.592 |
| Performance targets are set by the school administration. | 0.526 |
| Adequate equipment and learning materials are provided at school. | 0.472 |
| Learners are held accountable for their performance. | 0.440 |

Extraction Method: Principal Component Analysis. 1 component extracted.

Source: Field Data (2020)

4.5.9 Construct Validity using Cronbach Alpha

Construct validity is an evaluation of the degree of consistency between several measurements of a construct (Cronbach, 1951). Reliability coefficient can be used to assess the consistency of the data with Cronbach Alpha being the most widely used measure (Hair et al., 2010). The reliability coefficient was computed to test the internal consistency among the variables in a summated scale and select how the variables correlated among themselves. The rationale for internal consistency is that the individual items or indicators of the scale should all be measuring the same construct and thus be highly inter-correlated (ibid). The general acceptable lower limit for Cronbach's alpha is .70 and above; although in exploratory studies it may decrease to .60. Results of Cronbach Alpha for the extracted variables are indicated in Table 4.16.

Table 4.16: The Reliability Coefficient for the Extracted Variables

| Variables | Cronbach alpha | Number of items after elimination |
|-----------------------|-----------------------|--|
| Performance Indicator | 0.802 | 6 |
| School Culture | 0.778 | 6 |
| Budgeting | 0.847 | 8 |
| Monitoring | 0.858 | 8 |
| Evaluation | 0.706 | 4 |
| Academic achievement | 0.809 | 13 |

Source: Field Data (2020)

4.5.10 Test for Statistical Assumption

The underlying assumptions for analyzing hypotheses in testing are; participants are randomly selected, the dependent variable is assessed using a scale measure and the distribution of the population must be approximately normal (Emmert-Streib & Delumer, 2019). In this study, after generating a sampling frame for teachers from the target population of the respective schools where the research took place, the researcher drew a sample of the teachers for the study using the simple random technique as every participant had an equal opportunity to participate in the study. This ensured that biases

in selection did not occur. Secondly, the dependent variable was measured using the Likert scale. The next step was to test for the normality of the population distribution.

4.5.10.1 Tests of Normality

To ensure that data on objectives one, two, and three was normally distributed, normality tests were conducted. Shapiro-Wilk test which is normally used to satisfy the assumption of parametric statistics was used to detect departures from normality for small sample sizes less than 300 with the help of the SPSS 20.0 version (Gissane, 2016). If the significant value of the Shapiro-Wilk is greater than 0.05 then the data is normal (Rozali & Wah, 2011). The results for the tests of Shapiro-Wilk are indicated in Table 4.17.

The hypotheses under consideration were:

H₀: Data is not normally distributed

H₁: Data is normally distributed

Table 4.17: Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Achievement | .168 | 190 | .000 | .923 | 190 | .000 |
| Performance in | .127 | 190 | .000 | .971 | 190 | .001 |
| Culture | .156 | 190 | .000 | .947 | 190 | .000 |
| Budgeting | .126 | 190 | .000 | .936 | 190 | .000 |
| Monitoring | .188 | 190 | .000 | .903 | 190 | .000 |
| Evaluation | .201 | 190 | .000 | .914 | 190 | .000 |

Note: Achievement (Academic Achievement).

Source: Field Data (2020)

The findings in Table 4.17 above indicate that all dimensions, academic achievement, performance indicators, culture, budgeting monitoring, and evaluation were statistically significant, $p < 0.05$. There was a statistically significant difference between the dimensions and the normal distribution so we failed to reject the null hypothesis. The data was not normally distributed therefore hypothesis testing could not be performed

since the data was not reliable. According to Gissane (2016), the normal distribution is the underpinning of many statistical analysis techniques of parametric statistics.

Data were checked for the causes of non-normality and remedial actions were taken as follows;

1. Extreme values were checked for what caused the non-normality distribution. Using Mahalanobis D^2 with a cut-off of 0.001 any items that had a $p < 0.001$ were considered outliers and therefore deleted from the data file (Hair, et al, 2010). The analysis for normal distribution was re-run but still violated the normality.
2. Next, non-normal distribution data was transformed using transformation techniques such as, “Lg10”, square root, inverse, and rank transformation. However, the data still violated the assumption of normality. It was difficult to proceed with the analysis of hypothesis testing. Consequently, an inferential statistical technique “bootstrap” that does not require normality was adopted for analysis in this study (Wilcox, 2017).

4.5.11 Linear Regression using Bootstrap Technique

In this study, the linear regression bootstrapping method was adopted to make inferences about the study population, because the data violated the assumptions for a normal distribution (Demiralp & Perez, 2008). Bootstrapping procedure is a method used to estimate the statistical accuracy from the data in a single sample with potential bias in the sample data (Ikpotokim & Edokpa, 2013; Wilcox, 2017). The sample data may have outliers which skew the data. This creates problems if we want to use a parametric test such as the Pearson Correlation Coefficient that conforms to the assumption of the linear model (Efron, 1979; Wilcox, 2017). Bootstrapping violates the assumptions of linearity. Bootstrapping works by resampling with the replacement of the original sample data, via

the drawing of a large number of smaller samples; each of which is the sample size (Efron, 1982; Wilcox, 2017). Samples are selected randomly and the test statistic is calculated for each sample (Sideridis & Simos, 2010). The distribution for the bootstrap sample can be treated as though it were a distribution constructed from the real sample. To conclude, it is usual to assume that the error of measurement associated with the observation comes from a normal distribution. To ensure that the probability of type 1 error is approximately α in analyzing the linear relationship for a paired observation, procedures for obtaining the bootstrap distribution of paired observation are presented.

The essential feature of this method is that a large number of bootstrap samples of the observation are considered with the property that each bootstrap is equally alike under the hypothesis to be tested (Ikpotokim & Edokpa, 2013). Bootstrap methods are used because the distribution of the observation under the null hypotheses need not be known to obtain a p-value. Sideridis and Simos (2010) stress that the bootstrap method is as powerful as the best parametric test when based on the same statistics. In this study, bootstrap procedures were applied to measure the linear association between the independent and the dependent variables.

Consideration was given to the bootstrap distribution of paired observation on which the correlation coefficient was computed. Since the dimensions in this study were measured on an interval or ratio scale, Pearson Correlation Coefficient was applied to test the null hypotheses of no correlation. In this study, 1000 times were selected from the original sample of 190 respondents to repeat the independent times and obtained the bootstrap replication (Efron, 1982). The bootstrap sample was used to compute the bootstrap Pearson Correlation Coefficient with the aid of the SPSS software version 20.0.

After conducting Factor Analysis, five (5) predictor variables were derived from the three (3) initial predictor variables of school improvement planning, budgeting process, and coordinating the academic activities. The five (5) predictor variables included; Performance Indicators, School culture, Budgeting, Monitoring, and Evaluation. These variables explained the statistical variance in the criterion variable, academic performance. Testing the null hypotheses on individual variables the bootstrap method was applied, the findings are presented and analyzed below.

4.5.12 Regression Analysis Results on Performance Indicators and Academic Achievement

H_0 = There is no statistically significant relationship between the performance indicators and academic achievement in the enhancement of learners' academic achievement in government-aided secondary schools in the Kampala district

A simple linear regression was performed at a Bias Corrected Accelerated (BCA) 95% confidence level. To determine how well performance indicators can predict academic achievement, a regression equation was established as follows: $Y = \alpha_1 + \beta_1 X_1 + \epsilon$.

Where Y is academic achievement, X_1 is performance indicators, β_1 is the coefficient of correlation, and ϵ is the residual. Table 4.18 indicates the best fit of performance indicators.

Table 4.18: Model Summary

| <i>Model Summary</i> | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .243 ^a | .059 | .054 | .44149 |

a. Predictors: (Constant), Performance indicator.

Based on the results in Table 4.18, the R square indicates the coefficient determination: meaning it explains how much academic achievement can be explained by performance indicators attached to the set targets. In this case, 6% of the total variation in academic performance can be explained by the linear relationship between performance indicators and academic achievement. However, Hair et al. (2010) recommended the use of Adjusted R Square given that R square exaggerate, in this case, 5% explains the relationship between performance indicators and academic achievement while the remaining therefore implies that 95% of the variance in academic performance can be explained by other variables not in the model, but outside the model.

To test the hypothesis that there is no statistically significant relationship between the performance indicators and academic achievement, an F-test was done as shown in Table 4.19.

Table 4.19: ANOVA

| <i>ANOVA</i> | | | | | | |
|--------------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 2.290 | 1 | 2.937 | 11.750 | .001 ^b |
| | Residual | 36.644 | 188 | .195 | | |
| | Total | 38.934 | 189 | | | |

a. Dependent Variable: Achievement

b. Predictors: (Constant), Performance indicator

Table 4.19 indicates the test of significance of the model in predicting the dependent variable. The regression model was significant at an $F(1,188) = 11.750$, $p < 0.05$ to predict the criterion variable. The hypothesis tested was, performance indicator in the

regression model is not statistically fit to predict the criterion variable of academic achievement. Considering the findings, the F-test is statistically significant at $p < 0.05$. This, therefore, indicates that performance indicators predict academic achievement hence we reject the null hypothesis and conclude that performance indicator has a positive significant influence on academic achievement.

To determine the regression equation, the bootstrap coefficient was performed as shown in Table 4.20 below.

Table 4.20: Bootstrap for Coefficients

| | | <i>Bootstrap for Coefficients</i> | | | | | |
|-------|-----------------|-----------------------------------|-------|------------|---------------------------|-----------------------------|-------|
| Model | | B | Bias | Std. Error | Bootstrap Sig. (2-tailed) | BCa 95% Confidence Interval | |
| | | | | | | Lower | Upper |
| 1 | (Constant) | 3.237 | .004 | .194 | .001 | 2.844 | 3.602 |
| | Performance ind | .148 | -.002 | .051 | .005 | .040 | .259 |

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Interpreting the confidence interval for the intercept using Bias Corrected Accelerated (BCA), we are 95% confident that the data is statistically significant because the lower bound and upper bound are not intercepted by zero (0.040 and 0.259) respectively. For every 1 unit increase in performance indicators, we expect academic achievement to increase by .148. We conclude that there is a statistically significant correlation between performance indicators and academic achievement.

4.5.13 Regression Analysis Results on School Culture and Academic Achievement

H_{02} = There is no statistically significant relationship between the school culture and academic achievement in the enhancement of learners' academic achievement in government-aided secondary schools in the Kampala district. A simple linear regression was performed at BCA 95% confidence level. To determine how well school culture can

predict academic achievement, a regression equation was established as follows: $Y = \alpha_2 + \beta_2 X_2 + \varepsilon$

Where Y is academic achievement, X_2 is school culture, β_2 is the coefficient of correlation, and ε is the residual. Table 4.21 indicates the best fit of performance indicators.

Table 4.21: Model Summary

| <i>Model Summary</i> | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .248 ^a | .062 | .057 | .49772 |

a. Predictors: (Constant), culture

Results in Table 4.21, R square indicates the coefficient determination: meaning it explains how much academic achievement can be explained by the school culture. In this case, 6 % of the total variation in academic performance can be explained by the linear relationship between school culture and academic achievement. However, Hair et al. (2010) recommended the use of Adjusted R Square given that R square exaggerate, in this case, there is a small variation between the two Rs'5% explains the relationship between school culture and academic achievement while the remaining therefore implies that 95% of the variance in academic performance can be explained by other variables not in the model, but outside the model.

To test the hypothesis that there is no statistically significant relationship between the school culture and academic achievement, an F-test was done as shown in Table 4.22.

Table 4.22: ANOVA

| | | <i>ANOVA</i> | | | | |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 2.214 | 1 | 2.214 | 11.337 | .001 ^b |
| | Residual | 36.720 | 188 | .195 | | |
| | Total | 38.934 | 189 | | | |

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), culture

Table 4.22 indicates the test of significance of the model in predicting the dependent variable. The regression model was significant at an $F(1,188) = 11.337$, $p < 0.05$ to predict the criterion variable. The hypothesis tested was, school culture in the regression model is not statistically fit to predict the criterion variable of academic achievement. Considering the findings, the F-test is statistically significant at $p < 0.05$, this, therefore, indicates that school culture predicts academic achievement hence we reject the null hypothesis and conclude that school culture has a positive significant influence on academic achievement.

To determine the regression equation, the bootstrap coefficient was performed as shown in Table 4.23.

Table 4.23: Bootstrap for Coefficients

| | | <i>Bootstrap for Coefficients</i> | | | | | |
|-------|------------|-----------------------------------|------------|-----------------|-----------------------------|-------|-------|
| Model | B | Bootstrap | | Sig. (2-tailed) | BCa 95% Confidence Interval | | |
| | | Bias | Std. Error | | Lower | Upper | |
| 1 | (Constant) | 3.053 | -.010 | .320 | .001 | 2.463 | 3.684 |
| | culture | .203 | .003 | .079 | .009 | .040 | .367 |

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Interpreting the confidence interval for the intercept using Bias Corrected Accelerated (BCA), we are 95% confident that the data is statistically significant because the lower bound and upper bound are not intercepted by zero (0.040 and 0.367) respectively. This implies that for every 1 unit improvement in school culture, we expect academic

achievement to increase by 0.203. The conclusion was, there is a statistically significant correlation between performance indicators and academic achievement.

4.5.14 Regression Analysis Results on Budgeting Process and Academic Achievement

H_{03} = There is no statistically significant relationship between the budgeting process and academic achievement in the enhancement of learners' academic achievement in government-aided secondary schools in Kampala district. A simple linear regression was performed at BCA 95% confidence level. To determine how well the budgeting process can predict academic achievement, a regression equation was established as follows: $Y = \alpha_3 + \beta_3 X_3 + \epsilon$

Where Y is academic achievement, X_3 budgeting process, β_3 is the coefficient of correlation, and ϵ is the residual. Table 4.24 indicates the best fit of performance indicators.

Table 4.24: Model Summary

| <i>Model Summary</i> | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .371 ^a | .138 | .133 | .42260 |

a. Predictors: (Constant), Budgeting

Following the results in Table 4.24, the R square indicates the coefficient determination, meaning it explains how much academic achievement can be explained by the budgeting process. In this case, 14 % of the total variation in academic performance can be explained by the linear relationship between the budgeting process and academic achievement. However, Hair et al. (2010) recommended the use of Adjusted R Square given that R square exaggerate, in this case, there is a variation of 13% which explains the relationship between the budgeting process and academic achievement while the

remaining therefore implies that 87% of the variance in academic performance can be explained by other variables not in the model but outside the model.

To test the hypothesis that there is no statistically significant relationship between the budgeting process and academic achievement, an F-test was done as shown in Table 4.25.

Table 4.25: ANOVA

| | | <i>ANOVA</i> | | | | |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 5.360 | 1 | 5.360 | 30.013 | .000 ^b |
| | Residual | 33.574 | 188 | .179 | | |
| | Total | 38.934 | 189 | | | |

a. Dependent Variable: Academic Achievement

a. Predictors: (Constant), Budgeting

Table 4.25 indicates the test of significance of the model in predicting the dependent variable. The regression model was significant at an $F(1,188) = 30.013$, $p < 0.05$ to predict the criterion variable. The hypothesis tested was, budgeting process in the regression model is not statistically fit to predict the criterion variable of academic achievement. Considering the findings, the F-test is statistically significant at $p < 0.05$, this, therefore, indicates that the budgeting process predicts academic achievement hence we reject the null hypothesis and conclude that the budgeting process has a positive significant influence on academic achievement. To determine the regression equation, the bootstrap coefficient was performed as shown in Table 4.26.

Table 4.26: Bootstrap for Coefficients

| <i>Bootstrap for Coefficients</i> | | | | | | | | |
|-----------------------------------|------------|-----------|------------|-----------------|-----------------------------|-------|-------|--|
| Model | B | Bootstrap | | | | | | |
| | | Bias | Std. Error | Sig. (2-tailed) | BCA 95% Confidence Interval | | | |
| | | | | | Lower | Upper | | |
| 1 | (Constant) | 2.948 | .009 | .221 | .001 | 2.494 | 3.338 | |
| | Budgeting | .228 | .005 | .056 | .001 | .122 | .353 | |

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Interpreting the confidence interval for the intercept using (BCA), we are 95% confident that the data is statistically significant because the lower bound and upper bound are not intercepted by zero (0.122 and 0.353) respectively. This implies that for every 1 unit increase in the budgeting process, we expect academic achievement to increase by 0.228. We conclude that there is a statistically significant correlation between the budgeting process and academic achievement.

4.5.15 Regression Analysis Results on Monitoring and Academic Achievement

H₀₄ = There is no statistically significant relationship between monitoring the academic activities and the enhancement of learners' academic achievement in government-aided secondary schools in Kampala district. A simple linear regression was performed at BCA 95% confidence level. To determine how well the monitoring can predict academic achievement, a regression equation was established as follows:

$$Y = \alpha_4 + \beta_4 X_4 + \epsilon$$

Where **Y** is academic achievement, **X₄** is monitoring, **β₄** is the coefficient of correlation and **ε** is the residual. Table 4.27 indicates the best fit of performance indicators.

Table 4.27: Model Summary

| <i>Model Summary</i> | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .144 ^a | .021 | .016 | .45034 |

a. Predictors: (Constant), monitoring

Results in Table 4.27 indicate R square indicates the coefficient determination: meaning it explains how much academic achievement can be explained by monitoring the academic activities. In this case, 1 % of the total variation in academic performance can be explained by the linear relationship between monitoring academic activities and academic achievement. Nonetheless, Hair et al. (2010) recommended the use of Adjusted R Square given that R square exaggerate, in this case, the variation is 1% which explains a minimal relationship between monitoring the academic activities and academic achievement while the remaining 99% of the variance in academic performance can be explained by other variables not in the model, but outside the model. To test the hypothesis that there is no statistically significant relationship between monitoring the academic activities and academic achievement, an F-test was done as shown in Table 4.28.

Table 4.28: ANOVA

| <i>ANOVA</i> | | | | | | |
|--------------|------------|----------------|-----|-------------|-------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | .807 | 1 | .807 | 3.977 | .048 ^b |
| | Residual | 38.128 | 188 | .203 | | |
| | Total | 38.934 | 189 | | | |

a. Dependent Variable: Achievement
b. Predictors: (Constant), monitoring

Table 4.28 indicates the test of significance of the model in predicting the dependent variable. The regression model was significant at an $F(1,188) = 3.977$, $p < 0.05$ to predict the criterion variable. The hypothesis tested was, monitoring the academic activities in the regression model is not statistically fit to predict the criterion variable of academic achievement. Considering the findings, the F-test is not statistically significant at $p < 0.05$,

this, therefore, monitoring the academic activities does not predict academic achievement.

4.5.16 Regression Analysis Results on Evaluation and Academic Achievement

H_{05} = There is no statistically significant relationship between the evaluation of the academic activities and academic achievement in the enhancement of the learners' academic achievement in government-aided secondary schools in Kampala district. A simple linear regression was performed at BCA 95% confidence level. To determine how well the evaluation can predict academic achievement, a regression equation was established as follows: $Y = \alpha_5 + \beta_5 X_5 + \epsilon$

Where Y is academic achievement, X_5 is evaluation, β_5 is the coefficient of correlation and ϵ is the residual. Table 4.29 indicates the best fit of performance indicators.

Table 4.29: Model Summary

| <i>Model Summary</i> | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .389 ^a | .151 | .146 | .41932 |

a. Predictors: (Constant), Evaluation

Results in Table 4.29, R square indicates the coefficient determination: meaning it explains how much academic achievement can be explained by evaluation of the academic activities. In this case, 15 % of the total variation in academic performance can be explained by the linear relationship between the evaluation of academic activities and academic achievement. However, Hair et al (2010) recommended the use of Adjusted R Square given that R square exaggerate, in this case, the variation is 15% which explains a relationship between the evaluation of the academic activities and academic achievement while the remaining 85% of the variance in academic performance can be explained by other variables not in the model, outside the model. To test the hypothesis that there is no statistically significant relationship between the evaluation of the

academic activities and academic achievement, an F-test was done as shown in Table 4.30.

Table 4.30: ANOVA

| | | <i>ANOVA</i> | | | | |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 6.878 | 1 | 5.878 | 33.341 | .000 ^b |
| | Residual | 33.056 | 188 | .176 | | |
| | Total | 38.934 | 189 | | | |

a. Dependent Variable: Achievement

b. Predictors: (Constant), Evaluation

Table 4.30 indicates the test of significance of the model in predicting the dependent variable. The regression model was significant at an $F(1,188) = 33.431$, $p < 0.05$ to predict the criterion variable. The hypothesis tested was, evaluation in the regression model is not statistically fit to predict the criterion variable of academic achievement. Considering the findings, the F-test is statistically significant at $p < 0.05$ this, therefore, indicates that evaluation of the academic activities predicted academic achievement hence the null hypothesis was rejected and we concluded that evaluation of the academic activities has a significant positive influence on academic achievement.

To determine the regression equation, the bootstrap coefficient was performed as shown in Table 4.31 below:

Table 4.31: Bootstrap for Coefficients

| | | <i>Bootstrap for Coefficients</i> | | | | | |
|-------|------------|-----------------------------------|------------|-----------------|-----------------------------|-------|-------|
| Model | B | Bias | Std. Error | Sig. (2-tailed) | BCa 95% Confidence Interval | | |
| | | | | | Lower | Upper | |
| 1 | (Constant) | 2.820 | -.003 | .214 | .001 | 2.342 | 3.211 |
| | Evaluation | .256 | .001 | .055 | .001 | .156 | .372 |

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Interpreting the confidence interval for the intercept using BCA, we are **95%** confident that the data is statistically significant because the lower bound and upper bound are not intercepted by zero (0.156 and 0.372) respectively. This implies that for every 1 unit increase in the evaluation, we expect academic achievement to increase by 0.256. We conclude that there is a statistically significant correlation between the evaluation of academic activities and academic achievement. The summary of the results of hypothesis testing using bootstrapping technique are indicated in Table 4.32

Table 4.32: Summary of the Results of Hypothesis Testing using Bootstrapping Technique

| Null hypotheses | Confidence Interval | | Conclusion |
|---|---------------------|-------------|---------------------|
| | Upper | lower | |
| H₀₁ = There is no significant relationship between the performance indicators and academic achievement in the enhancement of learners' academic achievement in government-aided secondary schools in the Kampala district. | .040 | .259 | Rejected. |
| H₀₂ = There is no significant relationship between the school culture and academic achievement in the enhancement of learners' academic achievement in government-aided secondary schools in the Kampala district | .040 | .367 | Rejected |
| H₀₃ = There is no significant relationship between the budgeting process and academic achievement in the enhancement of learners' academic achievement in government-aided secondary schools in the Kampala district. | .122 | .353 | Rejected |
| H₀₄ = There is no significant relationship between monitoring the academic activities and the enhancement of learners' academic achievement in government-aided secondary schools in the Kampala district. | -0.025 | .264 | Not Rejected |
| H₀₅ = There is no significant relationship between the evaluation of the academic activities and academic achievement in the enhancement of the learners' academic achievement in government-aided secondary schools in the Kampala district. | .156 | .372 | Rejected |

Source: Primary data (2020)

4.6 Presentation and Analysis of Qualitative Data

Findings under this section were on objective four which was purely qualitative and are discussed below.

4.6.1 Introduction

The objective “to explore stakeholders’ perceptions about their extent of participation in school management in enhancing the learners’ academic achievement in selected government-aided secondary schools in Kampala district was analyzed using qualitative data. The main research question was “What are the stakeholders’ perceptions about their extent of participation in school management in enhancing the learners’ academic achievement in government-aided secondary schools in the Kampala district?”

To answer this question, four sub-questions were formulated and these included:

- a) Describe the stakeholders’ perceptions about their participation in school improvement planning to enhance the learners’ academic achievement in government-aided secondary schools in the Kampala district?
- b) Describe the stakeholders’ experiences about their participation in the budgeting process to enhance the learners’ academic achievement in government-aided secondary schools in the Kampala district?
- c) What do stakeholders’ experience as challenges to their participation in coordinating the academic activities to enhance the learners’ academic achievement in government-aided secondary schools in the Kampala district?
- d) How can stakeholder participation be supported to enhance the learners’ academic achievement in government-aided secondary schools in the Kampala district?

In this section, therefore, the researcher presents and analyses the findings of the four sub-question as generated from the data. Key findings to the research questions are thematically presented. The qualitative findings of the study were therefore based on the analysis of interview data following the procedure outlined in chapter three (3.13.3). Each theme explores the experiences and perspectives of the study participants.

4.6.2 Findings and Discussion

A summary of the findings of all four sub-questions is presented in Table 4.33 after which the researcher delves into the details of the findings.

Table 4.33: Summary of the Findings

| Exploring Stakeholders' perceptions about their participation in school management in enhancing learners' academic achievement | | |
|---|-------------------------------|---|
| Stakeholders' participation in school improvement planning. | Theme 1: Categories | Harmonious Relationship. Teamwork. Consultation. Joint-decision making. |
| | Theme 2: Categories | Barriers to participation. Limited stakeholders' engagement. Miss-conception of role. The conflict between stakeholders'. |
| Stakeholders' participation in the budgeting process. | Theme 1: Categories | Collaborative experience. Joint budgeting. Cooperation in committees. Pre-budget consultations. |
| | Theme 2: Categories | Divergent experiences. Disengaged participation. Discontent feelings. Lack of transparency and accountability |
| Stakeholders' participation in coordinating academic activities. | Theme 1: Categories | Leadership role. Communication gap. Attitude towards participation Monitoring and evaluation. |
| | Theme 2: Category | Policy related. Policy implementation. |
| | Theme 3: Categories | Nature of stakeholders. Knowledge about stakeholders' roles. Self-esteem. |
| How stakeholders' participation can be supported. | Theme 1: Categories | Capacity building. Human. Organization. Structural. |
| | Theme 2: Categories | Engaging stakeholders. Creating forums for participation. Motivating strategies for participation. |

4.6.2.1 Research sub-question 1: What are the stakeholders' experiences about their participation in school improvement planning in government-aided secondary schools in the Kampala district?

Participants were asked to share their views and perspectives regarding their experiences as stakeholders in government-aided secondary schools who participated in school improvement planning to enhance academic achievement in the school. Thematic

analysis of data revealed the code structure shown in Figure 4.2 which entails a summary of findings showing themes and their categories

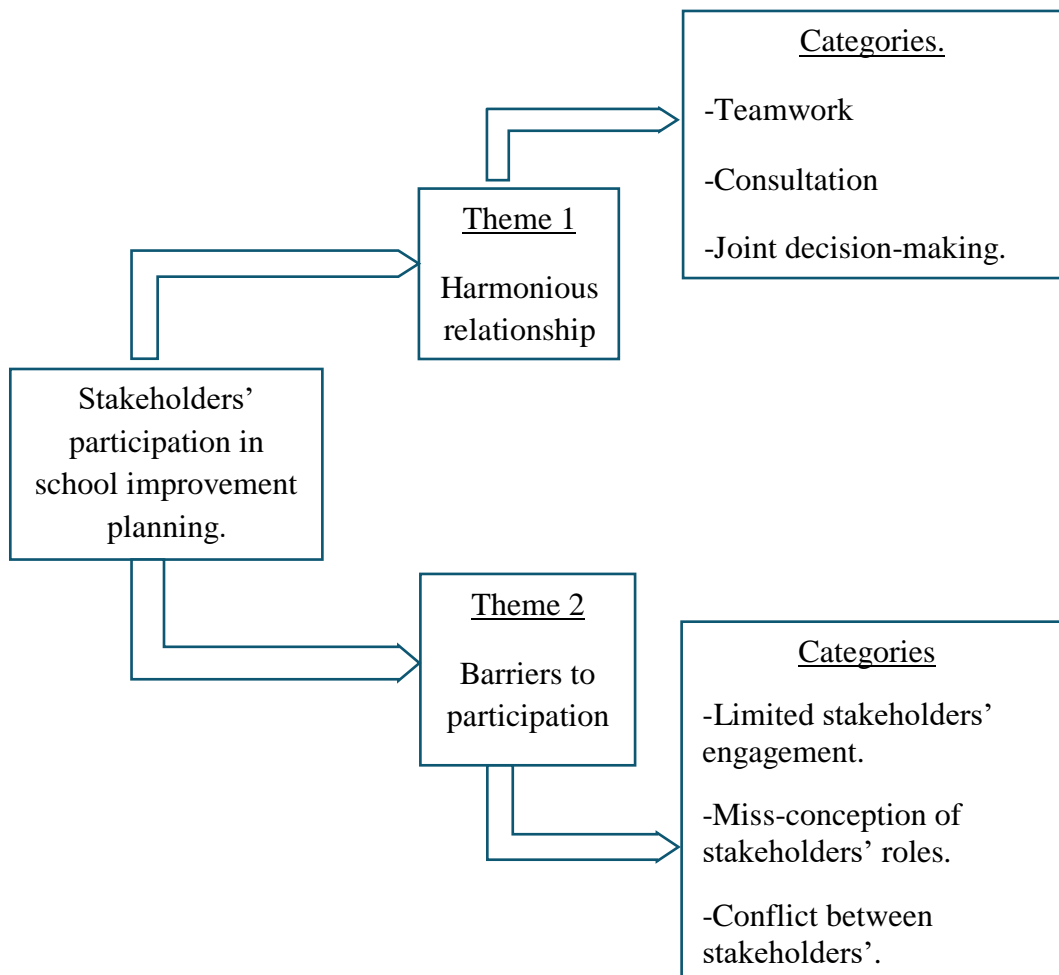


Figure 4.2: Diagrammatic Representation of Qualitative Findings on Stakeholders' Participation in School Improvement Planning
Source: Field Data (2020)

The findings above focus on two themes in response to what the stakeholders perceived about their participation in school improvement and which are discussed in this section. These are harmonious relationships and barriers to participation.

Theme 1: Harmonious relationship

Figure 4.2 shows that the study participants reported that they experienced harmonious relationships with other stakeholders during their participation in school improvement planning. They worked together with a common interest which led to increased efficiency in terms of the plans generated. It was reported that the plans

developed aimed at improving the instructional processes in their respective schools which, would influence the academic achievement of the learners. The harmonious relationship was characterized by teamwork, consultations, and joint-decision making. Each of these activities is explored in detail below:

a) Teamwork

In this study, the participants revealed that there was teamwork among the stakeholders in generating plans that had a bearing on the instructional process in the school. According to them, all stakeholders worked together during the improvement planning process. One of them said:

“There are several ways, the internal stakeholders especially the staff and the students are engaged at different levels in the various meetings held. For example, the staff at different levels, we have the Top management team which sits every Monday morning to plan for the week. Thereafter whatever deliberations generated are communicated in the staff meeting on that same day. Issues to be implemented are discussed in these meetings” (Interview, line, 28-32{2020-10-14}).

In the excerpt above, the participant reports that internal stakeholders within the school are engaged at different levels and whatever is deliberated on is communicated to staff and management for implementation. This signifies the teamwork between the internal and external stakeholders during planning and how the staff and management work together to implement the decisions or deliberations reached during planning meetings with various stakeholders. Another participant reported:

“Student leaders have frequent meetings with their patrons and school administration to discuss various issues that pertain to the school activities” (Interview, line 39-40{2020-10-14}).

The participant highlights the team exhibited at the school where student leaders, patrons, and school administrators frequently meet to discuss issues of school activities. The teamwork within the school would enhance the ability to effectively plan and develop strategies for academic improvement among learners.

As shown above, the participants showed that it is important to build quality relationships in a workplace. The above views were corroborated by the guidelines on Policy, planning, roles, and responsibilities of stakeholders in the implementation of universal education for district urban councils in UPE. Team work is paramount in the implementation of the stakeholders' participation policy.

b) Consultation

Participants reported that one of the characteristics of the harmonious relationships they experienced was the high level of consultation. They indicated that in many of the engagements, they were always consulted on virtually everything regarding the school as key stakeholders. Some of them said:

“For example, when you talk about BOG and PTA they participate in planning and budgeting. We have committees where we share our plans. When we generate our plans for instance when we are budgeting we start from the user departments then the head teacher presents the budget to the finance committee. The budget will further be sent to the general plenary. So when we talk of budgeting our stakeholders are involved in planning for the school. They can tell you this one is exaggerated or this one can wait” (Interview, line 14-20{2020-10-15}).

“There isn't any much of a challenging reason being that we have different committees which sit and plan according to their areas of jurisdictions for example if it is finance committee they handle areas in that direction if it is academic committee they handle academic-related activities so when it comes to the plenary Board all committees present their resolutions”. (Interview, line 46-51{2020-10-11}).

As seen above, participants illustrate that there are consultative meetings related to the school improvement plans. The participants highlighted the level of consultation within the school ranging from the members of BOG, PTA, and the various committees that are consulted during planning and other school events.

c) Joint decision-making

Another characteristic of harmonious relationship that the participant noted was Joint decision-making which aimed at improving the academic achievement of learners. Most of the participants affirmed that there was some joint decision-making in the school. Two of them said:

“The staff initiates the planning for example during the staff meetings, we discuss how we are going to manage these classes, what other activities we are going to engage in rather than the academics. We agree on the way forward” (Interview, line, 23-26{2020-10-14}).

“There is a correlation between good stakeholders’ participation in joint decision making and the students’ performance holding other factors constant. It means they understand, you plan together and you move together as a team”. (Interview, line 241-245{2020-10-12}).

In the excerpt above, the participants identified the contributions the different stakeholders made towards the school improvement planning

Theme 2. Barriers to participation

Findings in Figure 4.2 show that the study participants reported that they experienced barriers that hindered their participation in school improvement planning hence prevented them from enhancing the learners' academic achievement. The barriers to participation were characterized by; limited stakeholders’ engagement, misunderstanding of stakeholders’ roles, and conflict between stakeholders. Findings of these barriers are further presented and analyzed below.

a) Limited stakeholders’ engagement

In this study, participants revealed that there was a difference between consultation and engagement. Academic enhancement requires all school stakeholders to play their role and complement each other through engagement rather than consultation. Two of them said:

“We as parents are not engaged to bring in ideas for improvement. The Head teacher works with some BOG and for us when we come for these meetings, we are just endorsing what has been proposed by the Head teacher” (Interview, line 34-36{2020-10-28}).

“We as parents sit on the academic committee of BOG but we make fewer contributions in terms of school improvements. Even though you make suggestions, they are less considered because they know whatever they have proposed for the improvement planning is a final decision”. (Interview, line 30-34{2020-10-28}).

In the excerpt above, the participant reported that the external stakeholders (parents) within the school are not engaged to make deliberations on school improvement planning. This signifies a lack of constructive contributions in terms of decisions making that have a bearing effect on the academic achievement of learners in schools. Another participant reported:

“When you don't hold annual general meetings then there is a gap between this association (PTA) and school management” (Interview, line16-17{2020-10-31}).

The participant highlights the lack of engagement between the parents, head teachers, Teachers, and PTA in making deliberations on the school activities. There is an indicator that one group is disinterested and unwilling to engage another. This confirms what TeyeBuertey et al. (2016) found, that stakeholders' participation in education management has been elusive. Stakeholders have been unable to contribute meaningfully in discussion and this has created non-acknowledgment of the value of stakeholders. In all these discussions, it is evident that barriers to participation hinder effective discussions that would enhance the ability to effectively plan and develop strategies for academic improvement among the learners.

a) Miss-conception of stakeholders' roles

Participants reported that one of the characteristics of the barriers to participation they experienced was the miss-conception of the roles of the stakeholders. They indicated

that some stakeholders were not performing their duties in the context of school improvement planning. One of them said:

“At times we have challenges of the external stakeholders... umm. These members of Board and PTA... Umm. They go beyond their boundaries. Some of them think they are full-time workers in an institution and yet being a member of the Board, you are a part-time worker. You come to school when you are invited. Others want to micromanage the school and you know micromanagement is a very big challenge” (Interview, line, 196-201{2020-10-24}).

In the excerpt above, the participant reports that external stakeholders’ within the school miss-conceive their roles in participation in school improvement planning. Poor understanding of the roles pauses an obstacle to effective stakeholders’ participation in school in the enhancement of the learners' academic achievement. Another participant reported:

“With the parents, their involvement I would say, it may not be so direct. It's by the contribution of school fees we get from them and their participation in school meetings. During these meetings, we tell them this is what we intend to do. They endorse what we have presented. They don't challenge us” (Interview, line 22-25{2020-10-14}).

The participant highlights the misconception about parents' roles in participating in school improvement planning. This miss- conception is two ways; from the school administrators as well as from the parents. Another participant reported;

“If you are representing a foundation body e.g. a catholic body, you are expected to give a brief to the constituent that nominated you not waiting for problems to emerge. If you are representing the local government and you are a councilor, in one of your District Executive council and technical planning committee meetings, you are supposed to request a slot as one of the agenda items to present either an information brief or audited report on the school you are representing because council nominated you to represent them. For the teachers during one of the ordinary meetings, you are supposed to request a slot to brief their colleagues. It's not the Headteacher who has to give the brief because he is not a member of the board, he is a secretary to the board. He doesn't vote either does he decide on any matter. His work is only to provide technical guidance to the board and take minutes” (Interview, line 54-63{2020-10-11}).

As seen above, several participants illustrate that the misconceptions about the roles of stakeholders' participation in school improvement planning hinder their effective contribution towards developing strategies for the academic improvement of learners.

School administrators have a vital role to play to enable stakeholders' participation to generate effective strategies for school improvement in terms of academic outcomes for the learners' academic achievement.

b) Conflict between stakeholders

In this study, the participants revealed that there were conflicts among the stakeholders in generating plans that had a bearing on the instructional process in the school. Two of them said:

“Our inactivity is due to the legal framework of PTA's existence. The actual participation in planning doesn't happen especially as regards planning for academics. We give in our views but they are never taken seriously because the Headteacher may not be happy with them or he may think you are going a bit too far in his management”. (Interview, line 61-64{2020-10-11}).

“To have effective stakeholders' participation the system must be transparent, the system must be able to provide a conducive environment for stakeholders' views to be aired, and the system must provide a feedback mechanism. Currently, the operating system right from the BOG, PTA, the committees even the staff meetings, do not provide such environment due to several reasons” (Interview, line 113-117{2020-10-11}).

As seen above, participants illustrate that there are conflicts right from the legal framework that supports their participation, the attitude of the headteacher towards stakeholders' participation in school improvement planning, as well as the conducive environment that enables the participation in finance, academics, and welfare in school. The level of conflict existing in school management has significant repercussions for the overall learners' academic achievement.

4.6.2.2 Research sub-question 2: What are the stakeholders' experiences about their participation in the budgeting process in government-aided secondary schools in Kampala district?

Participants were asked to share their views and perspectives regarding their experiences as stakeholders in government-aided secondary schools who participated in the budgeting process to enhance academic achievement in the school. Thematic analysis of data revealed the code structure in Figure 4.3.

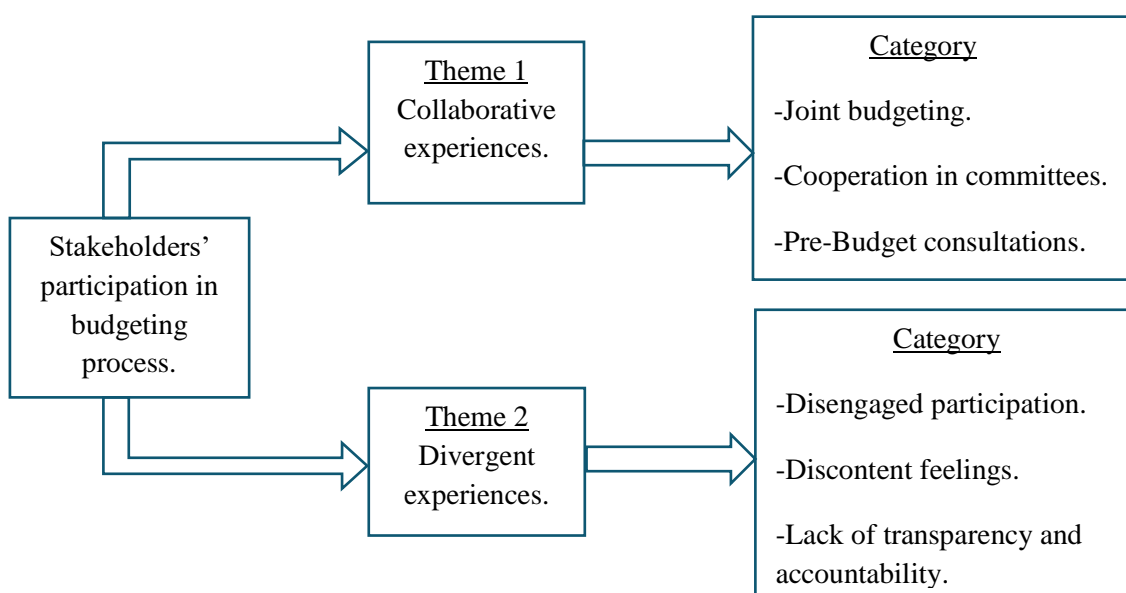


Figure 4.3: Diagrammatic Representation of the Findings on Stakeholders' Participation in Budgeting Process
Source: Field Data (2020)

Theme 1: Collaborative experience

As illustrated in Figure 4.3, the study participants reported that they had collaborative experiences in the budgeting process with other stakeholders. Joint decision-making in the budgeting process led to increased efficiency in terms of allocating adequate instructional resources that enhanced the academic outcomes for the learners. It was reported that the budgets developed aimed at improving the effectiveness and efficiency of the instructional processes in the school which would influence the

academic achievement of the learners. The collaborative experience was characterized by; joint-budgeting, cooperation in committees, and pre-budget consultations. Each of these is explored in detail in the following sub-section.

a) Joint budgeting

In this study, the participants revealed that there was collective joint- budgeting for the instructional processes among the stakeholders. According to them, the process followed a bottom-up approach where items for budgeting were generated by the user departments. One of them said:

“When the budgeting process starts, the user departments such as biology or physics or any department engage the departmental staff even the students at times can be engaged to come up with the budgets” (Interview, line 66-68 {2020-10-9}).

In the excerpt above, the participant reports that internal stakeholders within the school are engaged in different departments to generate the activities and resources that would enhance the instructional process in the respective departments. This involves the allocation of funds in such a way as to avoid unnecessary expenditures on resources that would lie redundant throughout the instructional process or interruption in the instruction process due to insufficient instructional resources. One participant reported:

“All user departments are encouraged to draw their budgets. These are submitted to the deputy administrator, who forwards them to the bursars' department for compilation. The bursar and Headteacher work together to produce the final copy. Thereafter the Headteacher gets back to Top administration to discuss the outcomes of all the user departments and we make projections, additions, and some adjustments if there is a need. Then the accounts department makes the draft which is presented to the finance committee of the BOG. Recommendations are made then it is sent to BOG plenary for approval thereafter it is taken to MoES for further approval” (Interview, line 99-106{2020-10-12}).

The participant in the above excerpt highlights the joint budgeting exhibited at the school where user departmental members and school administrators jointly develop the budget that is used to develop strategies for academic improvement among learners.

However, although joint budgeting consultations are conducted within the school, none of the participants talked about; the nature of the joint budgeting process in terms of availability of information about the proposed budget expenditures, the cost of the academic interventions, how the stakeholders would assess the impact of the expenditures in the enhancement of the learners' academic achievement, and how the strategic priorities and instructional priorities would enhance the learning outcomes.

If given sufficient information, stakeholders can meaningfully participate in budgeting processes and work collaboratively. This participation can strengthen these processes to achieve better financial management outcomes for all. Several core features and principles of effective transparent and accountable participation practices are instilled. It is important to decide whether stakeholders' participation in the budgeting process is to inform them, get their feedback, obtain their input, collaborate with them, or empower them to make decisions.

b) Cooperation in committees

Another characteristic of collaborative experiences that the participant noted was cooperation in committees which aimed at improving the academic achievement of learners. Most of the participants affirmed that there was cooperation within these committees. One of them said:

“For example when you talk about BOG and PTA they can come in planning through budgeting because we have committees where we share our plans. When we generate our plans, for instance, we budget for them starting from the user departments then the Headteacher presents the budget to the finance committee”.(Interview, line 97-101{2020-10-12}).

In the excerpt above, the participant reports that internal stakeholders within the school are engaged in different departments to generate the activities and resources that will enhance the instructional process in the respective departments. This signifies

cooperation among the internal stakeholders as they are developing the intended expenditures that will contribute to the enhancement of the learners' academic achievement. Another participant reported:

“Internal stakeholders are more involved in the budgeting process because they know what it takes to implement the instructional process as compared to the parents” (Interview, line 101-102{2020-10-13}).

The participant highlights the cooperation exhibited during the budgeting process that enables them to generate strategic priorities and instructional priorities that will have a bearing on the improvement of learners' academic achievement. The above quotations explain that without cooperation within the committees among the stakeholders, it is not possible to generate academic activities that have a bearing on the school budgetary allocations.

c) Pre-budget consultations

The participants recommended the pre-budget consultations that take place in secondary schools. Pre-budget consultations mean Headteachers involving their stakeholders in financial management to plan for adequate instructional resources that have a bearing on the teaching and learning process. Some of them said:

“In our meetings, parents give their ideas, exchange views and also provide suggestions concerning their experiences from other schools. They compare if we are doing it this way and the other school is doing it that way, how can we merge to come up with the better academic environment to help the students perform better” (Interview, line 52-55{2020-10-12}).

“The budget process starts with the end-users or departmental users. The bursary tells the various departments to generate their budgets, so it is these budgets that are harmonized by the school bursar and she comes up with the budget which is forwarded to the BOG for approval” (Interview, line 33-36{2020-10-19}).

As seen above, participants illustrate that there were pre-budget consultations that aimed at gathering the information that would aid in the development of strategic

activities that would contribute to the generation of effective instructional priorities which would enhance the learners' academic achievement. Stakeholders' participation in the budgeting process promotes knowledge sharing, transparency, and accountability, ownership of the joint decisions, teamwork as well as democratic governance in school-based management.

Theme 2. Divergent Experience

Findings in Figure 4.3 show that the study participants had divergent views on the budgeting process. It was reported that stakeholders felt frustrated when their decisions were not incorporated in the budgets developed, aimed at improving the effectiveness and efficiency of the instructional processes in the school. The divergent experiences were characterized by; disengaged participation, discontent feelings, and lack of transparency and accountability. Each of these experiences is explored in detail under the following sub-themes.

(a) Disengaged participation

Disengaged participation refers to stakeholders having less engagement or active role in a program or activity in school management concerning shared decision making related to the budget formation and implementation. Parents and teachers complained that they are not given any real influence on the outcome of decisions in the budgeting process. Their participation was not genuine. Some of the participants said:

“We are just informed about the budgeted activities. We do not participate in the allocation of resources. Our work is to endorse the proposals which have been made by the Headteacher and the finance committee to the BOG for approval” (Interview, line 36-38{2020-10-14}).

“I think the lack of our parents' participation in budgeting comes from the top where the leadership doesn't encourage it due to minimal trust in them and lack of budgeting knowledge. Headteachers think parents and teachers in this school are not knowledgeable on financial

management issues so why bother them” (Interview, line 47-51{2020-10-13}).

In the excerpts above, it is clear that the minimal participation in the budgeting process may be a result of the lack of understanding of the reasons for stakeholders’ participation by the school administration. Another participant said:

“During the budget plenary meeting, I find that some of the areas are presented to me for the first time in this meeting. I might not have a lot of input to change to suit my desires or desires of my constituent” (Interview, line 42-44{2020-10-11}).

As seen above, participants indicate the less engagement in the budgeting process may be due to mistrust from the school administration, and lack of synchronization of the stakeholders’ participation policy in school management, with the budgetary and educational outcomes as perceived by the school administration. An effective budget process should have the joint participation of all stakeholders. Some categories of stakeholders are not brought on board. According to the stakeholders’ participation policy of secondary education through the Education Act 2008, teachers and learners are principal stakeholders in school management although the Act is silent about the critical roles of these stakeholders in school management. According to the stakeholders’ guidelines, student representatives are supposed to be part of the BOG committees so that they participate in the joint decision-making issues of their instruction. This is not the case as it was echoed by one participant in the quotation below:

“In 2008 we incorporated a provision in the statutory instrument requiring students to be members of the committees. For example in the finance committee, those discussions within this committee are supposed to relate to the students’ body through their administrative structures by their representatives. They should not get issues of the budget from the third party. That one was meant to widen the scope of stakeholders’ participation” (Interview, line, 50-55{2020-10-15}).

Lack of effective structures for stakeholders’ participation hinders their commitment and devotion to their roles in the budgeting process. One participant articulated as follows:

“This school lacks structures for effective participation of all stakeholders. There should be an inter-link for their participation not only involving them in social events and paying their obligations of paying school dues. We should have a platform of dialogue, in case of a problem they can generate solutions together. In our case the different elements are working independently, am not sure at which point we can have a common linkage” (Interview, line, 45-50{2020-10-15}).

From the above views, there is an indication of challenges encountered with the involvement of some categories of stakeholders in the budgeting process. Most budgets are compliance-driven and do not follow accounting procedures.

(b) Discontent feelings

Another characteristic of divergent experience is discontent feelings. In this study, participants were dissatisfied with their extent of participation in the budgeting process. Participants felt that the pre-budget consultations were for formality thus time-wasting because their contributions were never put into consideration. Some participants said:

“Why should budget development in school be determined by the bursar and the Headteacher because you cannot improve the performance without looking at how resources are allocated, and the area best known for improving the performance is best known by the teacher, the parent, and the learners, ie these are the people who are delivering the service” (Interview, line, 230-234{2020-10-18}).

“Decisions are made without me first getting back to my constituent of parents regarding budgeting. We just see circulars from the school that school fees have been increased by this amount but remember we are development partners. So why does our committee exist?”(Interview, line, 102-105{2020-10-24})

As seen from the above, participants were discontented about their participation in the budgeting process due to the non-inclusive of the marginalized yet critical stakeholders

From the quotations above, stakeholders’ participation in budgeting is either very minimal or non-existence. It was also revealed that while the people appreciate the significance of budgeting, the platform necessary to engage effective participation in the budgeting process was lacking. Budgeting practices that involve all stakeholders and

incorporate their concerns can have a positive significant influence in sustaining good association with school management and enhance the instructional process of the school.

(c) Lack of transparency and accountability

Another characteristic of divergent experiences that the participant noted was a lack of transparency and accountability by the school administration. The assumption of holding schools accountable for quality educational outcomes motivates schools to enhance the learners' academic performance. Participants' perception of transparency and accountability was broad. Some perceived it in terms of academic performance while others referred it to budget expenditures. In terms of academic performance some categories of stakeholders were not happy as seen in the quotation below:

“The Headteacher is accountable to BOG only. He does not come back to the constituent to account for the performance of the learners. PTA can exist even not exist because it has no major function in school management. This is also reflected in the politics that exist in school management” (Interview, line, 274-277{2020-10-26}).

“The lack of accountability and transparency is a very big issue that has affected our schools and has killed stakeholders’ participation. You don't want to be held accountable but you want to hold others accountable. Headteachers demand accountability from parents, from learners but they don't want to be held accountable” (Interview, line 150-154{2020-10-15}).

In terms of financial matters, some categories of stakeholders pointed out that they had never seen any audited report of the school expenditure. For instance, during the Annual General Meetings budget reports are usually given out to the stakeholders to establish the performance of the budget. A participant said:

“Schools do not have PTA. In my school, I strongly believe we have never had one but we have a PTA executive. You find that the PTA is supposed to meet annually but in this school, it has never happened the last 8years I have been in this school”. (Interview, line, 15-17 {2020-10- 9}).

In the excerpt above, the lack of practical accountability structures is the key barrier to stakeholders’ participation in the budgeting process. This fear has weakened the

stakeholders' participation, that's why they cannot stand up to demand their rights, they can't demand accountability. However, another participant said:

“As BOG we always approve school budget plans and this enables us to ensure that the school spends according to the budget allocations that were approved by the MoES. I think this has promoted transparency and accountability” (Interview, line, 109-113 {2020-10-25}).

From the above views concerning the budgeting process, it was established that stakeholders participated in the budget planning which included; identification of activities, planning for them, developing the budget, implementing it but what lacked was their participation in monitoring and evaluation of the budget performance. Participation in the budgeting process promotes accountability of how resources are used effectively for the intended purpose. The lack of accountability may result in the misuse of resources that are required to facilitate the instructional process. Without transparency, stakeholder partnerships cannot be sustained (Hernandez, 2013). On the contrary in the selected government-aided secondary schools partnerships seems to be hindered because of the challenges of transparency and accountability of how resources are used.

4.6.2.3 Research sub-question 3: What are the stakeholders' experiences in participating in coordinating the academic activities to enhance the learners' academic achievement in selected government-aided secondary schools in Kampala district?

Participants were asked to share their views and perspectives regarding their experiences as stakeholders in government-aided secondary schools who participated in coordinating the academic activities. Thematic analysis of data revealed the code structure in Figure 4.4.

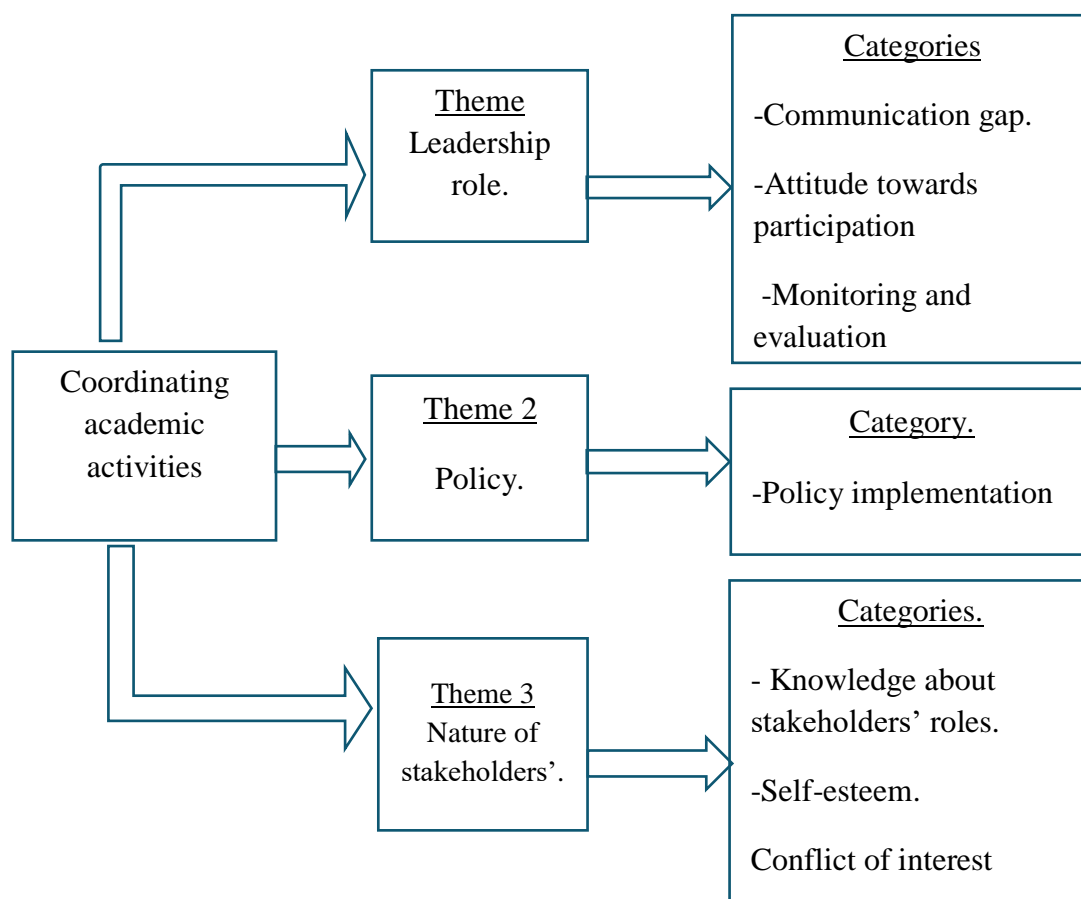


Figure 4.4: Diagrammatic Representation of findings: Coordinating Academic Activities

Theme 1: Leadership

In Figure 4.4 findings show that institutional leadership is a driver of school improvement. Leadership plays a crucial role in the involvement of key stakeholders in coordinating the academic activities that enhance the instructional processes. The aim is to attain quality educational outcomes. Good leadership provided; effective decision making, problem-solving, direction toward the instructional processes, as well as creating a conducive environment for key stakeholders' participation in coordinating the academic activities which would enhance the attainment of quality learning outcomes. The leadership role was characterized by communication gap, attitude towards participation, and monitoring and evaluation. Each of these is explored in detail as follows.

a) Communication gap

In this study, participants revealed that there was a communication gap among the key stakeholders in the education process in schools. Academic enhancement requires all school key stakeholders to be availed with information regarding their role in participating in school management. The communication gap between the BOG and PTA, the Headteacher, and the parents was a major challenge to effective stakeholders' participation in the education process. Some of them said:

“By the way, PTA is mainly welfare committee. It looks at the welfare of the students such as food, accommodation, hygiene, even the academic as well as teacher's motivation” (Interview, line, 27-28{2020-10-12}).

“You find that the PTA is supposed to meet annually but in this school, it has never happened the last 8years I have been in this school (Interview, line” 16-17{2020-10-20}).

“PTA is not vibrant in this school because, in the past, we used to have annual meetings. It has taken more than 20 years to hold one. This means that there is a gap between the association and school management” (Interview, line 94-96{2020-10- 13}).

In the excerpts above, it is evident that the non-involvement of key stakeholders in coordinating the academic activities is a result of the complacency of school management accompanied by unawareness of the effects of non-participation of key stakeholders.

These findings were corroborated with the findings of the MoES official who stated:

“Guidelines on stakeholders’ participation do exist but the subject is least understood right from the Ministry level and therefore somebody does not feel it is a critical ingredient in determining the performance of an institution. The moment you don't engage stakeholders in service improvement, in performance improvement, you will always go wrong. In our schools by the end of the day, we will have issued 15 circulars but none is guiding our BOG and Head of schools the importance of stakeholders’ participation”.(Interview, line 219- 224{2020-10-15}).

As seen above, the lack of proper information sharing about the education policies between the MoES and the school administrators influences the non-participation of the key stakeholders in coordinating the academic activities. Stakeholders’ participation in coordinating the academic activities has a great contribution to the enhancement of the service delivery thus improve the instructional processes with the aim of attainment of quality educational outcomes.

b) Attitude towards participation

In this study, participants revealed that school leadership attitude toward stakeholders’ participation in coordinating the academic activities had a great influence on the enhancement of learning outcomes. Enabling the teachers and parents in actively coordinating the academic activities through monitoring the curriculum development and instruction has the potential to increase a sense of buy-in, contribute to higher motivation of both the teachers and parents to work towards the improvement of the teaching and learning process. However, it was revealed that Headteachers were hesitant to welcome ideas, suggestions, and criticisms made by the external stakeholders especially the parents. Secondly, considering the selection of Board members and PTA executive the

Headteachers has the control of who should get on these committees, therefore, the decision-making process is not democratic. This is evident in the quotations below:

“When you choose properly the board and have a good board, your school will perform well because they have interest for the school. Schools that are performing very well, have very good stakeholders who understand the objectives why the school is there, who understand the policy of the government, who understand the running of the business, who understand the welfare and motivation of staff and students” (Interview, line 243-247{2020-10-26}).

“You think your critical stakeholder is Chairman BOG, you think your critical stakeholder is this officer seated in the Ministry, you come with an envelope give him 500,000/= or 1,000,000/= to transfer five teachers away. He will take the money and will transfer the five teachers but the problems of the school will not go away” (Interview, line 186-190{2020-10-26}).

“Every decision in a secondary school is decided upon at the institution level by the BOG and Headteacher but mainly the Headteacher. So what defines the over decentralized nature of service delivery is everything is in the powers of one person. He decides which direction the school would take, he decides who will perform and who will fail” (Interview, line 194-198{2020-10-26}).

In the excerpts above there is a clear indication that the Headteachers have the overall powers to decide which decisions from which stakeholders can be accepted and incorporated in school management to improve the instructional process. Therefore participatory decision-making process does not exist. On the contrary, the internal stakeholders participated greatly in decision-making that had influenced in providing a conducive teaching and learning environment that enhanced the learners' academic achievement. One participant said:

“When the parents are called to school like on a class day, they should not be gathered in one place but be let to engage teachers for half a day to discuss the academics of the learners thoroughly”. (Interview, line 148-150{2020-10-18}).

In the excerpt above there is a clear indication that when the parent visits the school there has been minimal interaction between them and the teachers as to issues concerning the academic performance of the learners. School administrators are responsible for

providing a conducive environment for parents' interaction with the teachers as to matters related to the academic performance of their children.

c) **Monitoring and Evaluation**

Monitoring and Evaluation (M&E) are two discrete but complementary processes that jointly support each other. M&E is considered to monitor the development of program activities, compared to the overall goals, objectives, and targets. Participants in the study had variant perceptions about M&E in the instructional process. This is depicted in the quotations below.

“...without any of these stakeholders the parents, Board and PTA, teachers, students and administration in monitoring the academic process, we cannot achieve our good results” (Interview, line 9-10{2020-10-14})

“M&E involves the school administration to organize class meetings every term with the parents and discuss how we can improve the performance of learners” (Interview, line 20-21{2020-10-15}).

“M&E involves making analysis reports for the evaluation of the students' performance in the test score and this has helped me know how to help my students” (Interview, Line 21-23{2020-10-15}).

In all these excerpts there is a clear indication of miss-conception of the terms monitoring and evaluation. None of the participants made any reference to monitoring the development of the academic activities, about the developed interventions, objectives as well as performance indicators. There were no checks and balances on the said of the teachers. However, on the other hand, school administrators had a deviant perception. Some of them said:

“We also have what we call, support supervision where we attend a teachers' lesson. We use a support supervision tool. This tool has scores eg one should have a lesson plan, there should be evidence of notes checking and exercises given which are marked”. (Interview, Line 124-126{2020-10-26}).

“MoES designed some tools for monitoring, which we use and we have to physically sit in the classes of the teachers and ensure that the teachers have a scheme of work, a lesson plan, they have lesson notes

and then you follow the lesson. How does someone introduce a lesson, develop a lesson, and how does someone deliver?” (Interview-line 150-154{2020-10-26}).

“In this school, we have the directorate of studies which constitutes the deputy in charge of academics, DOS' office, the deans, a team which does the monitoring and evaluation of activities, then the academic committee. All these are responsible for the day-to-day running of the school. Of course with top management. For instance, the academic committee is in charge of monitoring the academics of individual classes. Likewise, top management has respective classes that we supervise. I handle S2, by checking their books, record the test done, check on their teacher attendance in class as well as student attendance and manage all issues that influence their academics. More management is done by HODs of the respective subjects who have a grip on their respective classes. Every class has a subject head who coordinates the subjects in all streams. Finally, we go down to the subject teachers, then the class monitor and assistant monitor who also ensure that the teaching and learning process goes on well. It is a real organized process” (Interview, Line 43-56{2020-10-27}).

As seen above monitoring the academic process is more of internal management and the school administration, as well as the teachers and learners, play a big role in monitoring the instructional process to assess the outcome relevance of the teaching and learning process as well as its efficiency and sustainability. What is failing most poorly performing schools is the failure to conceptualize the typologies of monitoring and evaluation in school systems. Such typologies include:

(i) Compliance Monitoring – focusing on inputs

This is an administrative type of monitoring that makes sure that the schools comply with predetermined standards and norms set by rules and regulations. It is mainly focused on instructional processes as well as instructional materials.

(ii) Diagnostic Monitoring – focusing on processes

This type of monitoring focuses on the instructional processes relating to what transpires in the classroom and whether the learners are learning what they are supposed to learn. Since the teaching-learning process is a significant input variable in education, having such monitoring would give good information on enlightening the quality of education provided by the schools.

(iii) Performance Monitoring – focusing on outputs

The stress of this kind of monitoring is on the academic achievement of the students through testing to see what results have been yielded by the instructional process. In a school, the different typologies can co-exist serving different purposes but aiming at delivering quality educational outcomes for the learners. An operative M&E provides a reliable base for effecting improvements to the quality of service delivery so it necessitates the participation of the key stakeholders in the school management system to enhance the learners' academic achievement.

Theme 2: Policy

The findings in Figure 4.4 further revealed that the stakeholders' participation policy had a great influence on the nature of their participation in coordinating the academic activities in the schools. Stakeholders' participation policy is a public policy. A policy is a course of action adopted by an organization. It is a statement of what an organization wants to do, what it is doing, and what it should not do. The policy had limitations to the inclusion of the key stakeholders to participate in coordinating the academic activities. Some of them said:

“The Education Act 2008 defines stakeholders in education and it somehow provides a brief of what is expected of the stakeholders but falls short to identify teachers and learners as principle stakeholders

but it also looks at the community as the principal stakeholders” (Interview, line 3-3{2020-10-28}).

“When you go through the guidelines for primary the pillars were well defined when they were designing the quality enhancement strategy for districts that were performing so poorly. But we are finding a very big disparity in secondary. Secondary uses the primary guidelines but these two levels are unique. Much as there is a stakeholders’ participation framework under UPE, in USE the framework is almost non-existent. It only looks at parents, their role, the Headteacher and his role that is it” (Interview, line 28-33{2020-10-28}).

In the excerpt above, there is a clear indication that the policy formulation process was haphazardly developed. The steps for policy formulation were not followed which is why there are gaps when it comes to implementation. There is a big disparity in the contextualization of primary and secondary needs. Policy evaluation before implementation enables the assessment of the impact of the role out of a policy. It appears this stage of the formulation was not done when crafting the secondary school stakeholders’ participation policy that’s why there are challenges in the implementation of the policy at this level. The non-involvement of stakeholders due to the legal framework has hampered effective participation as regards coordinating the academic activities. Some participants said that:

“There is no much work but we exist on these committees by the legal framework of the statutory requirement of the Education Act 2008. PTA is mainly welfare committee”.(Interview, line 27-28{2020-10-20}).

“The first problem we have in the Ministry is undertaking a comprehensive mapping of secondary school stakeholders. Who they are? What expectations do we have from them and what are their expectation from the Ministry? The moment you don't do that, your stakeholders’ participation arrangement will not have any positive impact. This is because one side is at the receiving end all the time” (Interview, line 37-41{2020-10-28}).

In the excerpt above there is clear evidence that the challenges surrounding stakeholders’ participation in coordinating the academic activities eminent from the MoES level. They

have failed to map out the stakeholders at the secondary school level. One participant said:

“The BOGs' guidelines, in the 3rd schedule, the first part talks about the constituencies or major components of the BOG, PTA, and alumni. The other portfolio that is not represented on BOG but is indirectly represented is the learners. When you read the third schedule, it provides for the participation of learners' in the BOG activities under the committees. That one was meant to widen the scope of stakeholders' participation. But who monitors this implementation?”

These findings are corroborated with another participants' revelation that:

“To some extent, the Ministry is to blame for not implementing the guidelines for stakeholders' participation in school management. The stakeholders themselves have more solutions to their problems than we at the Ministry which matter is not being highly recognized in the decision-making hierarchy. What is killing the policy is the new era of politicization of the policy” (Interview, line 215-219{2020-10-28}).

In the excerpt above there is an indication that the policymakers are not empowering the school stakeholders to make their own binding decisions. There is a big gulf between the policymakers and the implementation of the policy.

Theme 3: Nature of stakeholders

The findings in Figure 4.4 show that the nature of the stakeholders had a great influence on their participation in coordinating the academic activities. In coordinating the academic activities, the main stakeholders are the teachers, school administrators, and parents/guardians. There is a perception that stakeholders with reactive approaches in participatory coordination of academic activities have poor relations between the school administration and other school stakeholders. The nature of Stakeholders was characterized by knowledge about stakeholders' roles, and self-esteem. Each of the categories is discussed in detail below:

a) Knowledge about stakeholders' roles

Knowledge refers to having an understanding of what stakeholders' participation is, the role, and the implication for enhancing the learners' academic achievement in government-aided secondary schools. This knowledge is to be used to benefit the management of schools within the context of improving the quality of education among learners. Limited communication channels contribute to poorly defined stakeholders' roles and responsibilities such that external stakeholders like the parents/guardians are often not sure of how they can support the learners and the teachers to enhance the instructional process. Some of the participants said:

“PTA activities in school should not only concentrate around paying fees or increasing the fees. We have the BOG but the chairman rarely supports the PTA to convene. PTA is not vibrant because they are not supported to do so. The reason being PTA requests for accountability of the finances but the Board is not willing to do so because monies are diverted in other things which are not pro- parents wish which centers around academics of their children for example they can ask "how much are you giving our teachers?" the Headteacher is not willing to explain that” (Interview, line 41-47{2020-10-17}).

“Some students are supported by the organization. Their role is to pay fees, no participation in any activity apart from paying school fees” (Interview, line 150-151{2020-10-16}).

“There is this incidence that we had recently when the Headteacher was trying to engage the parents in the academic discussion. He was telling them the expectations from school to talk to their children. Unanimously they said, "It's the work of the teachers to teach and also talk to our children." For us, we pay the school fees so don't expect us to do your work. We pay you to do that". When our children come to school, it is you to contribute to their passing” (Interview, line 129-135{2020-10-13}).

In the excerpts above it is clear that the internal stakeholders, the teachers are perceived to have the sole responsibility of coordinating the academic activities. Teachers were critical of the parents' role and pointed to how their lack of knowledge of participating in the coordination of the academic activities was a barrier to enhance the academic activities of the learners. On the other hand, Headteachers were faced with the

challenge of involving the parents. When parents are invited to participate in coordinating the academics activities they don't turn up. This is evident in the quotations below:

“When we have meetings, parents are supposed to attend these meetings but you find a percentage of them do not turn up. This becomes a problem because whatever program you implement, they are not aware of it so there will be some resistance. The challenge is to see to it that at least 90% of them attend the meetings so that you move as a team” (Interview, line 278-201{2020-10-26}).

The above quotations show that most of the stakeholders lack knowledge of their participation roles in coordinating the academic activities that would enhance the learners' academic achievement. This ignorance on matters of involvement in academic activities seemed to make them fail in fulfilling their responsibilities and performing their roles appropriately. Parents/ guardians lack knowledge of how to take part in these activities. Lack of knowledge can lead to uninformed decision-making that influences the deliberations of the educational process. There is a need to understand the basic concept of stakeholders' participation in coordinating the academic activities to enhance the improvement in the academics of learners. Findings have revealed that while the internal stakeholders understood their roles in coordinating the academic activities, external stakeholders' perceptions especially the parents did not understand their roles in coordinating the academic activities in school management. This meant that they were not involved. In the implementation of school-based management, the parents' role in participation was minimal. So this influenced negatively the enhancement of the academic interventions thus the quality of teaching and learning was compromised.

b) Self- Esteem

Self-esteem is a person's overall subjective sense of personal worth or value. Self-esteem is important because it influences how you think, the way you behave, as well as the choices and decisions you make. On the other hand people with low self-esteem feel

less sure of their abilities. They don't feel motivated to try things because they do not believe they are worthy of success. Participants revealed that to a great extent self-esteem of stakeholders influenced their level of participation in coordinating the academic activities that enhanced the learners' academic achievement. One of them said:

“Issues to do with academics we don't have any challenges with our parents. They are very cooperative. For example, it is our practice in the 2nd and 3rd term to charge some extra fees that support the academic activities such as external mock facilitation, with consultants. The majority of parents support the program because at the end of the day they are looking at what they are going to get. With the BOG and PTA, they are very supportive”. (Interview, line 99-103{2020-10-25}).

In the excerpt above, there is a clear indication that parents of this school know the value of their worth in terms of contribution towards the enhancement of the academic interventions that have been generated by the school administration. Findings reveal there is a deliberate effort to involve the key stakeholders in school programs. Cherry and Gans (2021) assert that self-esteem plays an important role in the participation of any activity.

Another participant said:

“Majority of our parents/guardians did not go far in their education. Some are market vendors, others are low-income earners so they have low self-esteem when it comes to participating in decision making” (Interview, line 152-154{2020-10-14}).

“The parent of this school do not push their children to set high academic targets. At times we get to hear parents tell their children, you just read as long as you get two principal passes at A-Level that's what I want from you. So the student who has been given such a low target, you don't expect him/her to put in extra effort to excel after all they are working to get what their parents requested them” (Interview, line 202-206{2020-10-12}).

In the excerpts above, the low self-esteem of the parents negatively impacted their participation in coordinating the academic activities hence this category of stakeholders was not included in the enhancement of the academic interventions of the learners. So the objective of inclusion of key stakeholders in school management to ensure quality education out-put of the learners will not be attained. This concurs with Siafwa et al.

(2019), findings that lack of involvement of all stakeholders in the instructional process would affect the realization of quality learning out-puts among the learners. Secondly, the objective of implementation of School-based management, ie inclusion of all stakeholders in school management will not be realized hence failure to attain quality educational output.

4.6.2.4 Research sub- question 4: How can stakeholders’ participation be supported to enhance the learners’ academic achievement in government-aided secondary schools in the Kampala district?

Participants were asked to share their views and perspectives on how stakeholders’ participation can be supported in school management to enhance the learners' academic achievement in government-aided secondary schools. Thematic analysis of data revealed the code structure in Figure 4.5:

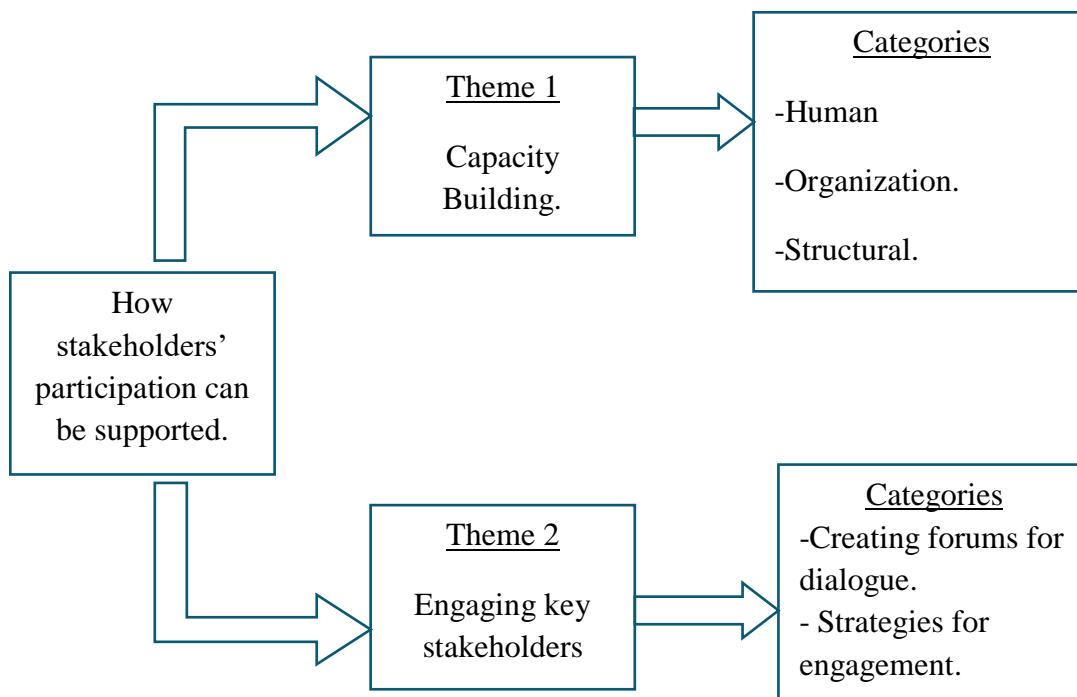


Figure 4.5: Diagrammatic Representation of Findings of how Stakeholders' Participation can be supported

Theme 1: Capacity building

Findings in Figure 4.5 below show that stakeholders' participation can be supported through capacity building to strengthen their participation. Capacity building on the roles of stakeholders' participation in school management right from the Ministry of Education and Sports to the school level to strengthen the aim of school-based management (SBM) which is the inclusion of all key stakeholders in school management. SBM framework a form of governance in school management transfers powers, authority as well as provision of resources to the school level basing on the assumption that the key stakeholders including; school administration, teachers, parents, and the school community know the solutions to the existing problems. This framework provides an effective mechanism to provide a quality education through the inclusion of all key stakeholders in decision-making processes. Capacity building in terms of human,

organizational, and structural, need to take place if stakeholders' participation will be improved in school management. Each of these is explored in detail below.

a) Human Capacity building

Human capacity building is the process by which institutions and individuals change their capacities to execute roles, solve challenges, set and achieve institutional goals. Human capacity building centers on sensitization about the roles and responsibilities of all key stakeholders' in the school management process. This sensitization will help to build a strong basis for associations among the stakeholders. Secondly, it will empower individuals in school-based management with knowledge that influences the ability to initiate and sustain change within school management. There is a need for the Ministry of Education and Sports to create awareness about the stakeholders' participation policy through media so that education matters reach every stakeholder in education for them to appreciate their role in school-based management. This will enable them to know how their participation in school management can contribute towards the attainment of quality educational outcomes. One of the participants said:

“The moment you don't visualize that stakeholders' engagement matters, the delivery of results in service improvement, and performance improvement you will always go wrong and will focus on different things” (Interview, line 234-236{2020-10-28}).

“When you go back to another area which is a problem is the tool that school manager has to use in assessing their decisions and programs responds to stakeholders' principles. Does the school manager know the tool? Do they know the stakeholders' principles? Do the decisions they make respond to stakeholders' engagement principles?” (Interview, line 264-268{2020-10-28}).

In the excerpts above, it is evident that through human capacity building all key stakeholders in school-based management will be empowered with knowledge about their respective duties in school management. This knowledge will contribute to the

transformation of their mindset, and attitude towards participation in school management with the focus on enhancing the quality of educational outcomes for the learners. This implies that capacity building is a comprehensive process that should not stop at the human level but the organization as well as structural processes.

b) Organizational Capacity Building

Organization capacity building requires an institution having appropriate numbers of staff who have the essential knowledge and skills as well as having appropriate and adequate technical and management systems that aids in the smoothing management of the institution to deliberate on the mandate of the institution. Thus, capacity building is not limited to mentoring and coaching the key stakeholders in school management but also improving the efficiency of the use of existing resources. One of the participants said:

“The truth of the matter is Head teachers do submit the minutes. The other issue is, do they submit periodically? The answer is yes and no. Yes, they submit but are the minutes reviewed? What happens thereafter? At the Ministry, we have desk officers who monitor the annual reports of every school. They are supposed to pick the most salient issues how decisions are conducted in the school. But is it possible for you to know? Do the structures of the minutes help you to know that all members representing the various portfolios are actively participating?” (Interview, line 93-99{2020-10-26}).

This excerpt indicates that even within the Ministry of Education and Sports, there are technical issues that need to be addressed. The management information system that would alleviate Information management needs to be checked so that salient issues can be easily identified and managed before issues go out of hand. Through organizational capacity building, collective leadership and responsibility will be created among the stakeholders hence the creation of a conducive teaching and learning environment that enhances the instructional process. One of the participants said:

“I want to take you back to the continuum of participation. This is where we have a problem, the whole of government. We take of participation, involvement, or consultation. But what is ideal is engagement. Engagement is on the right-hand side. Nowhere in government systems do we have engagement. We consult when we have already taken decisions, we just come for endorsement. We operate on the lower ebb of the continuum and this is what is happening in our schools.”(Interview, line 141-146{2020-10-26}).

The above excerpt indicates that the lack of understanding of the terminology, participation, informing, involvement and engagement has led to the misconception of the term participation. Through organizational capacity building, stakeholders will be equipped with the different meanings and practical deliberations on the selection of either engaging stakeholders through dialogue/debates or through informing rather than encouraging effective participation in school management.

c) Structural capacity building

Structural capacity building includes elements like policies, processes, and practices. The educational policy of stakeholders’ participation in school management needs to be revisited in terms of its design to conceptualize secondary school needs, as well as its implementation, be strengthened. Findings indicate that stakeholders’ participation policy was tailored to meet primary school needs. When borrowed for secondary schools, it failed to be implemented because the secondary context is not similar to the primary context. One participant said:

“There are Guidelines on policy, planning, roles and responsibilities of stakeholders in the Implementation of UPE for district and urban councils. But under USE the operational guidelines also identify the stakeholders under that major reform at secondary which comes from the primary. However, when you go through the guidelines for primary, there is a deviation. For primary, the pillars were well defined. The expectation was that when you do a very good program for primary, you are also bound to the same at secondary. But we are finding a very big disparity even with the guidelines for secondary. As much as there is stakeholders’ participation framework under UPE, under USE, the stakeholders’ framework is almost non-existence” (Interview, line 25-33{2020-10-26}).

In the excerpt above, there is a clear indication that the context of UPE is different from USE therefore the policy design for primary schools ought to be different from that of secondary schools. Apart from contextualizing the policy for the different levels, participants said the Ministry of Education and Sports was responsible for the poor performance of government-aided secondary schools in the Kampala district. This is evident in the quotations below:

“In government schools, we are challenged to maintain non-performing teachers as compared with the private schools. If a teacher misses teaching two to three times the next day the school administrator fires you and recruits other teachers which is not the case with government schools. In government schools, the best they can do is to transfer you to another station so you carry your problems to the new station. You as a Head teacher you are told to mentor this non-performing teacher, give a report about him/her at the end of the term to the BOG but remember the learner is being affected by not studying. When this teacher fails to perform then BOG writes to the MoES. The process is so bureaucratic by the time the issue is handled, the learner has lost in terms of curriculum coverage”. (Interview, line 345-353).

“The policy needs to change starting from recruitment, engagement, and retention of teachers in a school. We must change because times have changed so we need to institute Result-Based Management if we are to improve the performance in the government-aided secondary schools. When education was liberalized, many things changed so there is no need of operating within the old policy”. (Interview, Line 366-370{2020-10-28}).

In the excerpts above, there is a clear indication that the MoES has the mandate to revisits the Educational policies and practices since they have a bearing on the quality of educational processes. Another participant said:

“The MoES should look into the matter of helping schools to stabilize. In the last 9 years, this school has had 3 Head teachers who have 2 to 3 years to retire. They are transferred from the "Big" schools. They feel like they have been damped in this school. How do you expect them to deliver? Such Head teachers have no value addition to these schools. Remember school performance starts from the headship and it trickles down to the classroom teacher”. (Interview, line 186-190{2020-10-24}).

As seen above, participants illustrate the role that MoES has to play to revitalize the existing rules and procedures which guide the practices within the sector. According to Lammert and Fiore (2015), structural capacity building, the organization as well as human capacity building are co-dependent and progress in one area is reliant on development in another.

Theme 2: Engaging key stakeholders

Findings in Figure 4.5 further revealed that engaging key stakeholders in this study referred to involving both internal and external stakeholders to contribute in joint decision-making that aims at generating effective strategies that would enhance the learners' academic achievement. Through the identification of specific activities based on their strengths and knowledge, stakeholders will see the value of their perspectives and get motivated to participate in school management. Engagement of stakeholders is characterized by; creating forums for dialogue and motivating strategies for participation. These are thematically explored in detail below.

a) Creating Forums for dialogue

In this study, the participants revealed that with the creation of forums for dialogue, stakeholders would be allowed to air out their views, dissatisfaction and also ensure their rights to participation in decision-making as regards matters on school-based management. According to them, there was a need to develop communication mediums that would be used to send information to stakeholders about the importance of school improvement and forthcoming events and sessions about participation in improvement efforts. This would enable the individuals to reflect on the information relayed and provide multiple opportunities to ask questions and share feedback to help refine efforts. One of them said:

“Creation of vibrant parents committees that are for academics, discipline, and welfare so that there is a good relationship between the staff and the parents. Secondly, the school administration ought to open up a free line for parents whereby they can call any time to find out about the developments in the school. Although the information is passed on in meetings some parents may not attend these meetings and also meetings take long to be conducted. Also when you look at the statistics of parents who turn up it could be 50% but we need the other 50% ideas too” (Interview, line 25-31{2020-10-29}).

“The school administration should support the parents' involvement ie, have a vibrant PTA. We have the BOG but the chairman rarely supports the PTA to convene” (Interview, line 40-43 {2020-10-29}).

In the excerpts above, there is a clear indication of the need to create platforms for dialogue to promote the exchange of ideas about the enhancement of the learners' academic achievement. Participants acknowledged that through the different forums created for dialogue, effective strategies for enhancing the instructional process would be generated to attain quality learning outcomes. A genuine change in school management rests on the human factor, how teachers, parents, students, and the wider community think about and respond to change.

b) Strategies for participation

Motivating strategies for participation among stakeholders refers to multiple opportunities they can exploit to engage in school activities to enhance the learners' academic achievement. Communicating the benefits and responsibilities of participation to key stakeholders will enable them to identify their desired level of participation. Participants, therefore, suggested that every stakeholder needs to accommodate each other in the decision-making process and should be engaged in the same way. This is portrayed in the quotations below:

“Some Head teachers are very adamant at organizing the AGM because they are fearful that the stakeholders will challenge them” (Interview, line 119-120 {2020-10-29}).

All participants saw that sharing information gathered from stakeholders through meetings and online forums to the extensive community was a necessity, as well as applying the information gathered from stakeholders into school management processes, would motivate them to continue to participate. One participant said:

“School administration should have a comprehensive plan of involving all stakeholders in meetings and whatever fruitful deliberations unanimously agreed upon should be implemented and feedback given on the progress of implementation” (Interview, line 211-213 {2020-10-19}).

The excerpt above indicates the need to provide the key stakeholders with ongoing progress so that they can appreciate that their contributions were effected. Providing feedback is a very crucial aspect of partnerships. This would encourage them to continue to participate as their time would not have been wasted by participating in the decision-making process. Learners are key stakeholders in schools. Participants in this study observed that learners through their representatives should be incorporated on school management committees as stipulated in the Educational Act 2008 since they have a constituent they represent and should be in the know of all matters of the decisions made as regards academic progress. One participant said:

“The 3rd schedule of the Educational Act 2008 that guides the BOGs requires that on each of the committees there should be a student. For example, in the finance committee, those discussions are supposed to be related to the students' body through their administrative structures by their representatives. They should not get the issues of the budget from the third party. That one was meant to widen the scope of stakeholders' participation” (Interview, line 73-77 {2020-10-26}).

In the excerpt above, there is a clear indication that student leaders have a stake in the school management process. They can influence the decisions that pertain to their constituency as well as use a language of motivation to their fellow students on why and how they can improve their reading culture to enhance their academic performance. Pedersen and Yager (2012) assert that student-led roles within a school community had

an impact on the school environment and a positive influence on their peers. As seen from the above, best practices to strengthen stakeholders' participation should be incorporated in school-based management if the educational SDG goal 4 is to be attained.

CHAPTER FIVE

INTERPRETATION AND DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

This chapter provides a discussion and interpretation of the findings of the study presented in chapter four. As part of the discussion process, the researcher corroborates the major findings of the study with those of similar seminal works from the literature reviewed in chapter two using the Stakeholders' Theory and School-Based Management (SBM) model. This was to establish and describe their point of convergence and divergence. Sections are arranged in a logical sequence concerning the study objectives. The discussion in this chapter is about stakeholders' participation in; school improvement planning, budgeting process, coordinating the academic activities, and perception towards their participation in school management.

5.2 Extent of stakeholders' participation in school improvement planning to enhance learners' academic achievement in government-aided secondary schools in Kampala District

H₀₁= The extent of stakeholders' participation in school improvement planning and the enhancement of learners' academic achievement in selected government-aided secondary schools in Kampala district was positively significant. Through the school-based management model, stakeholders' participation in school improvement planning was the basis for the enhancement of learners' academic achievement. This model requires schools to enhance school autonomy and to share decision-making with BOG, PTA, teachers, and sometimes students. According to the SBM model if all key stakeholders were to participate in decision-making in school management there would be an improvement in the instructional process hence enhance the quality of learning outcomes

thus contribute to the educational goal (SDG 4) “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The findings showed a positive significant relationship between stakeholders’ participation in school improvement planning and the enhancement of the learners’ academic achievement. It was found that the practices were proven high in terms of stakeholders’ participation. Considering the model summary, ANOVA, and Correlation coefficient, there was a significant relationship between stakeholders’ participation in school improvement planning and the enhancement of the learners’ academic achievement. It was found that stakeholders’ participation in formulating performance indicators contributed significantly to the enhancement of the learners’ academic achievement, compared with school culture.

These findings were corroborated with the thematic analysis and the observations were; there were harmonious relationships with other stakeholders during their participation in improvement planning. These were characterized by; teamwork, consultations, and joint-decision making. Bossart and Bharti (2017) assert that the development of teamwork in the school builds the morale of the stakeholders. Teamwork motivates unity in the workplace. It aligns the stakeholders’ to work harder, cooperate and be supportive to one another (Alkemi, 2019). Stakeholders have diverse skills and strengths, therefore when a teamwork environment is not encouraged it can pose many challenges toward achieving the overall goals and objectives of the school. Lack of teamwork could lead to an unhealthy and inefficient working environment (Vantage, 2021).

On the contrary Goodman (2021) argues that, while teams can be very effective, they have some negative impact on the operations of collaborations in an institution.

Some individuals are far better at working independently and their work tends to be of high quality. However, Wehbe (2017) asserts that teamwork offers differing perspectives and feedback in terms of creativity, and problem-solving approaches. Effective teams also allow the initiate to innovate, in turn, create a competitive edge to accomplish the goals and objectives of an institution. Sharing differing opinions and experiences strengthens accountability and can help make effective decisions faster than when we work independently. Therefore, through teamwork, there is mutual support, cooperation, and workplace synergy. With this stakeholders can feel a great sense of accomplishment, are collectively responsible for the outcomes achieved, and stir individuals with the incentive to perform at higher levels (Wehbe, 2017).

However, Vijayendra (2013), Kibugi, et al, (2016), and Kvam (2017) assert that the nature of participation matters. It has to be transparent, inclusive free from manipulation, intimidation, compulsion, duress, and directed based on timely, significant, logical, and accessible information, in an appropriate format. By its very nature, stakeholders' participation requires effective engagement in school management if the goals of quality educational outcomes are to be realized.

The study revealed that various consultations were made relating to finance, academics, and other aspects of the school. However, even though consultations were conducted within the school, none of the participants talked about the nature of consultations in terms of transparency and inclusiveness of the process. Kvam (2017) asserts that meaningful stakeholders' consultation should be transparent and inclusive. There should be a deliberate effort to promote decision-making, and involved stakeholders should be provided with feedback about how their input has been addressed (Kibugi et al., 2016).

Relatedly, Ghazala and Vijayendra (2013) argue that stakeholders' consultation should be free of manipulation, intimidation, compulsion, duress, and directed based on timely, significant, logical, and accessible information, in an appropriate format. Well-instituted stakeholders' consultation involves interactions between both the internal and external school stakeholders with an opportunity to raise their concerns and opinions (for example, by way of meetings, surveys, interviews, and/or focus groups), and ensures that this information is taken into consideration when making school decisions. Effective stakeholder consultations develop a "social license" to operate and depends on mutual trust, respect, and transparent communication between a school and its stakeholders.

The study revealed limited stakeholder participation leads to the non-acknowledgment of the value of stakeholders. This is related in terms of constructive contributions towards decisions making that have a bearing effect on the academic achievement of learners in schools. Retfalvi (2016) asserted that lack of periodic meetings, lack of clear demarcation of the levels of authorities between stakeholders contributes to limited stakeholder engagement hence poor decision-making will be concluded. Increased engagement between the stakeholders, particularly through joint meetings provides a dialogue between professionals (parents), teachers, and school administration.

On the other hand, Chinyio and Olomolaiye (2015), and Molwus (2015) asserted that poor stakeholders' engagement is a result of; mistrust on the part of both the parents, BOG as well as the teachers, and school administrators and the non-existence of communication process. Failure to consider wider engagement and lack of transparency on an ongoing process in schools negatively impact the attainment of the institutional

goals. The limited engagement of some stakeholders hinders the opportunity to derive useful deliberations.

The study further revealed that, although there was a misconception about the role of stakeholders participating in designing effective strategies for the academic improvement of learners, it was evident that the school administrators were not willing to embrace all key stakeholders to participate in school improvement planning. These findings were found to be similar as in the case of Kenya, where the Ministry of Education needed to organize capacity building for all Board of Management (BOM) and parents' representatives in terms of strategic planning, strategy formulation, implementation, and control to alleviate the impediments of service delivery reflected in learners' academic achievement (Mwingi, 2017). Curriculum development requires the input of different school stakeholders such as parents, teachers, school boards as well as Head teachers (Waris, 2018).

Different people bring a variety of ideas, and viewpoints, creative and innovative solutions to the problems through participation in joint decision-making. However, not startlingly, in reality, the nature and extent of PTA, BOG participation in joint-decision making vary across schools (Elmelegy, 2015). Besides, the changes in school management have also resulted in major challenges for school administrators to involve stakeholders in the participation of joint decision-making with PTA and BOG.

This concurs with Gemechu (2014) who asserts that School administrators who decide on important school issues without adequate information do not attain school goals and frequently demotivate the stakeholders of the school. Carr-Hill et al. (2016) argued that joint decision-making had a positive impact in schools that were performing well in academics due to the economic status of the parents as well as their level of education.

However, he noted that joint decision-making seems to be less effective in poor-performing schools, particularly if the stakeholders had low levels of education and were of low social status relative to school personnel. In this case, these stakeholders could choose not to actively participate in decision-making processes. Participative decision-making has been identified as an important contributor to successful educational management. This underpinned the extent and significance of strengthening stakeholders' participation in decision-making.

The expected hypothesis was that stakeholders' participation in school improvement planning would improve the learner's academic achievement. In the study done by Wanjala and Rarieya (2014), it was found that in some schools, headteachers do not engage PTA and learners in the planning processes, instead, they identify a few individuals of stakeholders from the school management committees to benchmark good practices from other schools and borrow ideas for adoption. It can be argued that the desire to improve the instructional processes in schools is central to the idea of key stakeholders' participation in school management. The purpose of the SBM model is to show the suitable engagement of stakeholders; BOG, PTA, and students in school improvement planning (goal setting and needs identification, policy-making, planning, budgeting, implementing, and evaluating) to enhance the quality of educational outcomes (Tatang, 2016).

The study revealed the level of conflict existing in school management has significant repercussions for the overall learners' academic achievement. On the contrary, Mullins (2016) suggested that when an organization has an ideal level of conflict, the organizational efficacy is expected to increase. Administrators are likely to welcome a range of viewpoints to improve organizational effectiveness as well as new debates and

disagreements that are a necessary component for effective decision-making (Mullins, 2016). However, Chetty (2013) points out that engagement can be used to forge relationships among the stakeholders, and in this case, the dialogue could offer answers to stakeholders' conflicts instead of conflicting being an interference to stakeholders' participation (Chetty, 2013). School administrators have a vital role to play in resolving conflict among both internal and external stakeholders' to bring on board all school stakeholders to effectively plan and develop strategies for academic improvement among learners. In all these discussions, it is evident that barriers to participation hinder effective discussions that would enhance the ability to effectively plan and develop strategies for academic improvement among the learners.

Collectively, the interpretation and discussion about the stakeholders' participation in school improvement planning and their perceptions about their participation indicate that stakeholder participation is critical in enhancing the learners' academic achievement. In the next section, I discuss the findings of the second sub-research question.

5.3 Extent of stakeholders' participation in the budgeting process to enhance the learners' academic achievement

H₀₂= The extent of stakeholders' participation in the budgeting process to enhance the learners' academic achievement in selected government-aided secondary schools in Kampala district was highly significant. Considering the model summary, ANOVA, and Correlation coefficient, there was a significant relationship between stakeholders' participation in the budgeting process and the enhancement of the learners' academic achievement. Budget information is necessary to establish and maintain effective strong partnerships among stakeholders to enhance the instructional process (CASBO, 2014).

As shown in the thematic analysis, the participants indicated that it is important to jointly develop budgets in schools. To enhance the quality of education, proper budgeting for instructional resources is essential. Money needs to be set aside to facilitate the implementation of the activities generated to enhance the instructional process. In support of this argument, Oyier and Oundo (2017) noted that adequate budgetary allocation for science instructional resource needs joint participation of science teachers in decisions and mainly in the budgeting process at secondary schools. Fung (2016) asserts that there should be a natural action of participation, co-responsibility with the school management, and there must be an opportunity to instants of dialogue, consideration, and sharing of problem-solving among the school board, school administrators, teachers, school students, and the parents. Joint budgeting guarantees adequate instructional resources generated that will influence the delivery of desired academic achievement.

The value proposition underlying stakeholders' participation in budgeting processes is that disclosure and participation are mutually reinforcing drivers of accountability (Marchessault, 2016). Oyier and Oundo (2017) assert that adequate budget allocations require collective participation of school stakeholders in joint decision-making during the budgeting processes so that priorities are set right which has a bearing on the learners' academic outcome. DeBruin (2014) concurs with this assertion that pre-budget consultations aim at allocating financial resources adequately to avoid allocation of resources to redundant activities which negatively impact the learners' academic achievement as well as under allocation of resources that would interrupt the instructional process due to insufficient teaching material.

Gashugi (2015) asserts that participatory budgeting strengthens the community governess as well as benefiting the marginalized group in the society, in this case, the parents. The

above findings corroborate the scholarly work of DeBruin, who revealed that an effective budget process should be transparent to disclose information to the interested stakeholders upon request, although school budgets are developed just for compliance since most times what is budgeted for is never implemented due to financial constraints (DeBruin, 2014).

Although budgets are drawn following a policy framework for school management, most budgets are compliance-driven and do not follow the good accounting procedures of inclusiveness of all stakeholders in an institution (Onyango, 2012). Stakeholders' participation budgeting processes have been viewed as a routine exercise by officials to fulfill constitutional obligations rather than use it as an avenue for getting input and feedback on service delivery (Public Policy Research Team., 2018).

According to Junge and Kamau (2014) opined that school administrators make little effort to create awareness of the role of the salient stakeholders' in the budgeting process. However, Munge and Ngugi (2016) emphasized that a well-integration of school stakeholders in the budgeting development could provide effective strategies and better financial decisions that can influence quality educational outcomes thus enhance the academic performance in schools. Budget monitoring helps in keeping track of the budget execution process which helps to find gaps and find solutions during the budget process (Bruin, 2014).

From the thematic analysis, it is evident that the nature of stakeholders' participation in the budgeting process is limited to some categories of stakeholders especially the teaching staff, school administration, and BOG. The findings revealed that stakeholders' collaborations played an important role in the budgeting process. Some stakeholders appeared to have divergent experiences in terms of participating in the

budgeting process. These divergent experiences seemed to be brought about by non-participation in the budgeting process. The parents should have a vested interest in the budgeting process because all activities are geared towards the instructional process for their children are not included in the budgeting process (joint decision making) rather than contributing their fees dues. This was due to the inconsistencies in the contextualization of the guidelines for the roles of the key stakeholders participating in school management in government-aided secondary education. The Education Act 2008 has salient features of the teachers and learners but does not explicitly pronounce them as stakeholders in the management of schools. Secondly, the Act does not explicitly highlight the role of all key stakeholders in the budgeting process.

The results from this objective seem to be consistent with previous studies done on a similar subject. In the study done by Mupenzi (2015) about budgeting as a management tool for the effective performance of public institutions in Rwanda, it was revealed that there was a significant relationship between budgeting and performance of the university in Rwanda in terms of staff offering quality services, facilitated an improvement in academic research and innovation at the university, and increased scholarly publications.

The recent study by Oyier and Oundo (2017), about the participation of science teachers in budgeting for instructional resources in secondary schools in Kenya, revealed that science teachers participated in the budgeting process for sourcing of instructional resources in Kenyan secondary schools in terms of strategic planning, departmental meetings, and budgeting committee and pre-budget consultations and post-budget consultations.

However, the difference with my study is, emphasis is placed on the inclusion of all key stakeholders in the budget cycle process including activities from budget

preparation, budget approval budget execution, and evaluation. The budgeting process-related challenges were; a few stakeholders participated in its formulation. After approval from the MoES, there were no post-budget consultations to align the approved budget with what was initially generated. Thirdly, audited reports of the budget performance were not shared among all key stakeholders. This posed a challenge in terms of transparency and accountability of the budget performance. The institutional challenges related to the budgeting process were; school-based management requires collaborative management skills. Secondary Headteachers need to incorporate these skills in their leadership style to improve the participation of stakeholders as stipulated in the stakeholders' participation principles which include; (1) stakeholders should have a say in decisions that affect them; (2) stakeholders' participation includes the promise that their contributions will influence decisions and they are told how; (3) stakeholders' engagement seeks out those potentially affected by or interested in a decision; (4) stakeholders' engagement seeks input on how they may wish to participate; (5) stakeholders' engagement provides information, time and space to allow stakeholders to participate in a meaningful way; (6) It never hurts to be polite. Once all stakeholders are allowed to participate in the budgeting process, academic activities that are critical to the instructional process will be prioritized. Secondly, a culture of transparency and accountability will be developed as a result of the engagement of all key stakeholders from their respective constituencies. The negative perceptions that teachers, learners, and parents do not know about financial management will be averted.

5.4 Extent of stakeholders' participation in coordination of the academic activities to enhance learners' academic achievement

H₀₃= The extent of stakeholders' participation in coordinating the academic activities to enhance the learners' academic achievement in selected government-aided

secondary schools in Kampala district was moderately significant. This variable had two-factor loadings, monitoring and evaluating the academic activities. There was no evidence of a statistically significant effect of stakeholders' participation in monitoring the academic activities on the enhancement of learners' academic achievement in the selected government-aided secondary schools.

Nonetheless, there was a pronounced trend for the stakeholders to participate in monitoring the academic activities including; (1) monitoring systems to check on the implementation of academic interventions (2) generating academic interventions to improve the learners' academic achievement (3) Periodically generating reports on the performance (5) points of action for improvements are made (6) joint periodical meetings on the implementation of the interventions. (7) Academic visitation by stakeholders to ensure quality service delivery (8) involving external stakeholders to improve the quality of academic performance in school. Somewhat surprisingly evaluation of the academic activities was more significant to the enhancement of the learners' academic achievement.

Previous research suggests that monitoring and evaluation may have beneficial effects on service delivery (Ndungu et al., 2015; Ferdaus, 2016). Quite surprisingly respondents in this study pointed out that school leadership, the policy framework, and the nature of stakeholders played a critical role in the promotion of participatory monitoring and evaluation to enhance the learners' academic achievement in secondary schools. This highlights the importance of participatory monitoring and evaluation of instructional processes to deliver the intended goals of education.

This is supported by Onyango (2018) and Mayanja (2020) who contended that participatory monitoring and evaluation ensured the achievement of the intended targets, objectives, and goals of an institution. Participatory monitoring and evaluation involve

engaging all key stakeholders in the institution in the activities or interventions, share control over the content of the process, and the results of monitoring and evaluation as well as engaging in taking corrective actions (World Bank, 2013). By its very nature, stakeholders' participation in coordinating the academic activities requires effective engagement in school management if the goals of quality educational outcomes are to be realized. This concurs with Yongmeni and Pounder (2018) assertion that, while school leadership is in the hands of the Head teacher, there are stakeholders within and outside schools who provide recognized or informal leadership and provide direction in school activities, influence decisions and increase the awareness to the demands of the school. Hernandez (2013) argues that strong cooperation in the school environment is a requisite for collaborative engagement between teachers and parents. In the qualitative findings, it was evident that there was limited interaction between the parents and the teachers because parents do not visit regularly the school and when they visit their interest is mainly to check on their children, not academic visits. This concurs with Kearney (2011) who claims that a poor relationship between the parents and the teachers inhibits the enhancement of the learning process. The lack of interaction between the stakeholders was linked to the attitude they held against each other. High-performing schools tend to have collective leadership from both the parents, teachers as well as school administration as compared to the poor-performing schools.

Findings from Arachchi and Edirisinghe's (2015) study proved that school administrators were not willing to incorporate the ideas from the external stakeholders because they had been given supreme powers to manage the schools through the school-based management model. Wanzare (2012) suggests that the inclusion of all key stakeholders' in the instructional coordination in secondary schools in Kenya aided in the improvement in service delivery and loyalty to higher authorities is maintained.

Supervision improved the teaching and learning process, thus facilitated learners' academic performance. On the contrary, Yaro and Salleh (2016) differ in that public schools, school administrators, teachers as well as parents are not conversant with the stakeholders' participation roles related to monitoring the academic activities in educational management due to a lack of awareness of this role and as such cannot contribute towards the monitoring implementation.

According to OECD (2013), monitoring and evaluation are referred to Result-Based Management. It is a management approach by which all stakeholders in an institution, contributing directly or indirectly to realizing a set of results, make sure that their processes, contribute to the preferred results and use facts and evidence on actual results to inform decision-making on the activities, resourcing, and delivery of programs and activities as well as for accountability and reporting (UNESCO., 2016). M&E is an ongoing activity. What is failing most poorly performing schools is the failure to conceptualize the typologies of monitoring and evaluation in the school system (UNESCO, 2016).

The failure of stakeholders' participation in monitoring and evaluation could also be attributed to the lack of clear guidelines about the roles of each stakeholder in perceiving their responsibilities in coordinating the academic activities. The failure of the implementation of the various roles could have been caused by the non- involvement of all key stakeholders in secondary school during the policy formulation stage. According to Jordan and Turnpenny (2015) and, Goddey and Alafuro (2018), lack of a comprehensive procedure for policy development and approval leads to failure in the implementation of the policy. On the contrary, Anisur and Mizanur (2017) affirm that policy evaluation is more critical in the stages of policy formulation because it determines

whether the policy should change, be improved, or be terminated. At the root of poor policy, implementation is the failure to build a robust mechanism of implementation being influenced by patronage politics, widespread corruption which have significantly compromised institutional capacity to implement the policy (Khisra, 2014).

On the other hand, the non- involvement of the stakeholders in the coordination of the academic activities could be a result of the nature of stakeholders and their self-esteem. They think education matters be left to those that have education experiences. This concurs with Marzuki's (2015) assertion that sometimes stakeholders are excluded from public participation due to a lack of knowledge about public participation as well as low levels of education among stakeholders.

Pelayo (2018) asserts that Parents/guardians have the responsibility to initiate and maintain constructive communication and relationships with schools and other involved providers to achieve the best educational, social, and emotional outcomes for the learners, actively participate in the planning, implementation, and review of education adjustment plans, designed to assist the student to achieve optimum educational outcomes. On the other hand, Mwingi (2017) points out that lack of stakeholders' participation knowledge could hinder the objective of providing a conducive teaching and learning environment as well as inclusion in decision making in school management.

In all the debates it was evident monitoring the academic interventions had less influence on the academic improvement while evaluation of the academic activities had greater importance in the enhancement of the learners' academic achievement. Evaluation identifies the effectiveness and improvement in any intervention generated, by judging the quality and impact of the intervention to learning or identify ways of improving intervention.

5.5 Stakeholders' Perceptions about their extent of participation in school management to enhance learners' academic achievement

From the thematic analysis, three themes were generated to answer the fourth sub-research question: “How can stakeholders’ participation be supported to enhance the learners’ academic achievement in government-aided secondary schools in Kampala district”?

Stakeholders’ participation in school management in government-aided secondary schools needs to be supported to enhance the learners’ academic achievement. Participants in the study suggested that stakeholders’ participation could be supported through capacity building that involves; sensitization, mentoring, and coaching of all key stakeholders about their roles and responsibilities in the school management process. These stakeholders include; the learners, teachers, parents, school administrators, BOG, and MoES officials. This sensitization will help to build a strong basis for associations among the stakeholders. Secondly, it will empower individuals in school-based management with knowledge that influences the ability to initiate and sustain change within school management. Harsh (2010) asserts that when institutions embrace human capacity building, transformational outcomes are attained in terms of a change in viewpoint and attitudes among members of the organization. This results in important alterations in organizational structures and processes.

Malyan and Jindal (2014) concur with this notion that capacity building should percolate to all concerned people in the institution if the change is to be attained. Human capacity building can be achieved through workshops, seminars, reforming existing systems as well as improving governance.

Secondly, capacity building is not limited to sensitization, mentoring, and coaching the key stakeholders in school management but also improving the efficiency of the use of existing resources. Having an effective management information system in place will identify salient information needs that need to be addressed before issues go out of hand. Through organizational capacity building, collective leadership and responsibility will be created among the stakeholders hence the creation of a conducive teaching and learning environment that enhances the instructional process.

Thirdly, structural capacity building including elements like; policies, processes, and practices will be necessary to address the gap in the educational policy for stakeholders' participation in government-aided secondary school management. The structural capacity building needs to address the policy design to conceptualize government-aided secondary school needs, as well as strengthening its implementation. Sausman et al (2016) concur with this assertion that policies ought to be tailored to fit into the local context and legislated within practices. Allcock et al. (2015) and Braithwaite et al. (2018) emphasize that policy guidelines designed for a particular local context do not necessarily suit another context to provide identical results.

Finally, participants advocated for engaging key stakeholders through the creation of forums for dialogue to contribute to joint decision-making that aims at generating effective strategies that would enhance the learners' academic achievement. Stakeholders would be allowed to air out their views, dissatisfaction and also ensure their rights to participation in decision-making as regards matters on school-based management. That notwithstanding, they also advocated for the development of communication mediums that would be used to send information to stakeholders' about the importance of school improvement and forthcoming events and sessions about participation in improvement

efforts. This would enable the individuals to reflect on the information relayed and provide multiple opportunities to ask questions and share feedback to help refine efforts. This is reflected in the works of the Welsh Government (2015) which noted that constructive dialogue creates good working relations which is an ingredient to partnerships. Through dialogue, the school community can solve problems that are inherent within the school. Johnson (2014), asserts that in this 21st century, the model of leadership extends the responsibility for leadership into the relationship and interaction of multiple stakeholders in school management.

The actualization of SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, requires some modification of the existing educational policies and guidelines (Suleiman et al., 2017). This calls for the participation of all key education stakeholders' to re-examine the Educational Act 2008 to address the glaring gaps within the secondary school stakeholders' participation policy. UNICEF (2014) points out that involving all key stakeholders in school management is an important principle of good working relationships among stakeholders.

5.6 Chapter Summary

This chapter provided an interpretation and discussion of the study findings. As part of the discussion process, the researcher compared major findings of the study with those seminal works in chapter two, and more literature review to explain their point of convergence, and divergence. Sections have been arranged logically about the research objectives and the research questions. Covered in this section were the discussions related to school improvement planning, budgeting process, coordinating the academic activities, and perceptions about their participation in school management.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

6.1 Introduction

Based on the data presented and interpreted in the previous chapters, and the researcher's experience gained while conducting this research, a summary of the findings, conclusion, and recommendations are successively presented in this chapter.

6.2 Summary of Study Findings

A summary of the study findings is presented based on the objectives of the study as below.

6.2.1 Stakeholders' Participation in School Improvement Planning

This section summarizes the findings of the first objective of the study which sought to examine the extent of stakeholders' participation in school improvement planning to enhance the learners' academic achievement in government-aided secondary schools in the Kampala district. The study established that stakeholders' participation in school management was significant in enhancing the learners' academic achievement.

It was also found out that School Improvement planning (SIP) was an important aspect in School-Based Management (SBM) to realize the attainment of quality educational goals of churning out learners with improved knowledge skills and attitudes measured in terms of quality and quantity of grades attained in Uganda Certificate of Education (UCE). However, it was observed that some categories of stakeholders were not included in SIP hence participatory planning a strategy of SBM was not realized. SBM is a promising strategy for improving the quality of educational decision-making because it engages community stakeholders who are perceived to understand the needs of the school. SBM usually involves the formation of school-based management

committees empowered to make decisions. These decisions typically fall within four areas: planning, budgeting, staffing, and coordinating the curriculum. The study, therefore, revealed that the enactment of the Education Act 2008, which stipulates the stakeholders' participation legal framework was a critical prerequisite for their effective participation in school management towards enhancement of learners' academic achievement. To involve stakeholders in school improvement planning, twelve good practices emerged in the study. These common practices done by most schools were part of the guidelines and distinct practices in the selected schools. These practices had a high extent of participation and they included:

(1) all stakeholders actively participate in developing goals that improve academic achievement; (2) the school has a culture of shared responsibility among stakeholders to improve academic achievement; (3) stakeholders are given the responsibility to achieve the goals of the school; (4) there is mutual support from the stakeholders to improve academic achievement; (5) parents/guardians check on the academic progress of the learners; (6) parents actively participate in decision-making that improves academic achievement.

The unique practices that involved the aspect of the key performance indicators attached to the improvement plans included; (1) Performance indicators are realistic; (2) Performance indicators are attached to each target; (3) Performance indicators are achievable; (4) Learners actively participate in decision-making that improves their academic achievement; (5) Standards of achievement are attached for each measurable indicator; (6) The academic targets to be achieved are well documented.

6.2.2 Stakeholders' Participation in the Budgeting Process

This section presents a summary of the findings for the second objective which sought to evaluate the extent of stakeholders' participation in the budgeting process to enhance the learners' academic achievement among government-aided secondary schools in the Kampala district.

The study showed that best practices of budget formulation and development were implemented. It was also clear from the respondents that all academic activities were well planned for and documented for allocation of resources however, post-budget consultations were not done to align what was planned for and what was approved. To involve stakeholders in the budgeting process, seven good practices emerged in the study. These practices had a high extent of participation and they included; (1) Teamwork during budget preparation (2) cooperation in committees during the budget preparation and development; (3) academic activities generated by the teachers are used as a basis for financial allocation of resources in the budgets;(4) stakeholders' are knowledgeable that financial resource allocation is per generated activities; (5) monitoring and evaluation systems as per budget execution are in place; (6) auditing systems drive the effective use of the financial resources and; (7) audited reports are used as a basis for allocation of resources.

On the other hand, findings revealed that there were challenges in the budgeting process including; (1) selective inclusion of stakeholders' decisions in the budgets developed, aimed at improving the effectiveness and efficiency of the instructional processes in the school; (2) less engagement of some category of stakeholders' in terms of shared decision making related to the budget formation and implementation; (3) discontentment about the pre-budget consultations as they were for formality thus time-

wasting because their contributions were never put into consideration, and; (4) lack of transparency and accountability as no audited reports had been shared during the period of this study. In addition, the lack of practical accountability structures was a key barrier to stakeholders' participation in the budgeting process. Secondly, it would result in misuse of financial resources hence lead to a lack of trust in school management.

6.2.3 Stakeholders' Participation in Coordinating the Academic Activities

In this objective, the study analyzed the extent of the relationship between stakeholders' participation in coordinating the academic activities and the enhancement of learners' academic achievement of government-aided secondary schools in Kampala district. The quantitative findings indicated that monitoring of the academic activities was not significant as compared to the evaluation of the intervention programs Whereas the qualitative findings established the necessity of internal stakeholders to monitor and evaluate the interventions and give an account to the respective performance. The findings established that mainly, the academic activities were coordinated more by the internal stakeholders than the external stakeholders. This explains why internal stakeholders should be held more accountable for the learners' academic performance compared to the external stakeholders. With their pedagogical skills, competencies in the subject matter, and experiences in teaching, teachers are central to any curriculum development effort which includes monitoring and evaluating the teaching and learning process.

The study also indicated that more evaluation of the educational interventions was needed to assess their effectiveness as compared to monitoring the teaching and learning process. Evaluation serves as an in-built monitor within the intervention to review the

progress in learning from time to time. It also provides valuable feedback on the design of the intervention and the implementation program.

The study found out that evaluation was inevitable in that it contributed to the formulation of objectives, designing of learning experiences, and assessment of the learners' academic achievement. Besides this, it is very useful in bringing improvement in the instructional process. To the stakeholders, evaluation was a form of accountability as it is perceived to show the progress of the achievement of the intervention.

On the other hand, there were challenges experienced in coordinating the instructional process, and these included; leadership-related, policy-related as well as the nature of stakeholders in the school. Good leadership provides; effective decision making, problem-solving, direction toward the instructional processes, as well as creating a conducive environment for key stakeholders' participation in coordinating the academic activities which would enhance the attainment of quality learning outcomes. However, when there is a communication gap between the school leadership and the stakeholders, negative attitude towards the involvement of stakeholders in management as well as poor monitoring and evaluation mechanism of the teaching and learning process, quality educational learning outcome will not be attained.

Secondly, there were challenges of the stakeholders' participation policy which was not explicitly clear about all key stakeholders in school-based management in government-aided secondary schools, an aspect that challenged their participation.

Thirdly, the nature of stakeholders which encompassed; knowledge of stakeholders' roles in coordinating the academic activities, their self-esteem, and conflict of interest hindered key stakeholders to participate in the enhancement of the learners' academic achievement.

6.2.4 Stakeholders' Perceptions about their Being Supported to Participate in School Management

The study established that stakeholders' participation could be supported through capacity building to strengthen their involvement. This entailed capacity building on the roles of stakeholders' participation in school management right from the Ministry of Education and Sports to the school level to strengthen the aim of SBM, which is the inclusion of all key stakeholders in school management. Capacity building in terms of human, organizational, and structural, need to take place if stakeholders' participation will be improved in school management.

Human capacity building centers on sensitization, mentorship, and coaching about the roles and responsibilities of all key stakeholders in the school management process. This sensitization would further help to build a strong basis for associations among the stakeholders. Secondly, it would empower individuals in school-based management with knowledge that influences the ability to initiate and sustain change within school management. Thirdly, the study further showed the need of improving the efficiency of the use of existing resources by holding officers accountable for their performance hence enhance the instructional process. The study further revealed that there was a need to tailor the educational policy to conceptualize the government-aided secondary schools' needs as well as strengthen its implementation.

On the other hand, the study revealed the need to engage the stakeholders by the creation of platforms for dialogue and debates about issues related to the enhancement of learners' academic achievement as well as accommodating each other in the decision-making process.

6.3 Conclusion

This section presents the conclusion of the study given the findings and interpretation of the study. The conclusion reflects on the findings of the study indicating their implications, which led to the drawing of recommendations of the study. The conclusions are presented in subsections corresponding to the study objectives.

6.3.1 Stakeholders' Participation in School Improvement Planning in Government-Aided Secondary Schools

- (i) Stakeholders' participation in school improvement planning is an important aspect of SBM. The inadequacy of the institutional regulatory framework of the stakeholders' participation policy was a major cause of limited key stakeholders' participation in joint-decision making in the selected government-aided secondary schools in the Kampala district.
- (ii) To a high extent when stakeholders participate in the SIP activities, learners' academic achievement is bound to improve.
- (iii) The development and implementation of an effective legal and regulatory framework for stakeholders' participation in secondary schools would greatly enhance stakeholders' participation in SIP. The framework would seek to establish the constitution of the management committees and guidelines for all key stakeholders and their roles and responsibilities in school management.

6.3.2 Stakeholders' Participation in the Budgeting Process

- (i) The budgeting process was a collective responsibility for both internal and external stakeholders. There were monitoring and evaluation control systems of the budget spending in place.
- (ii) There were accounting and auditing systems in place which guided the financial resource allocation.
- (iii) However, there were inadequate accountability and transparency structures in place. This was evident with no Annual General Meetings (AGM) conducted through which information sharing could take place such as holding school management accountable for the budget performance as well as academic performance.

6.3.3 Stakeholders' Participation in Coordinating the Academic Activities

- (i) Academic activities were coordinated mainly by the internal stakeholders compared to the external stakeholders. This explains why internal stakeholders should be held more accountable for the learners' academic performance compared to the external stakeholders.
- (ii) Good leadership, effective evaluation, decision making, problem-solving, direction toward the instructional processes, as well as creating a conducive environment for key stakeholders' participation in coordinating the academic activities enhance the attainment of quality learning outcomes.
- (iii) Coordinating the academic activities in the selected government-aided secondary schools was not effectively done.

6.3.4 Stakeholders' Perceptions about their Participation in School Management

- (i) Empowerment and relationships are the major components of perceptions. Knowledge sharing about the roles of all key stakeholders' inclusion in school-based management empowered stakeholders' participation as well as built coalition teams to generate effective strategies for the improvement of the learners' academic achievement in the selected government-aided secondary schools in Kampala district.

- (ii) The understanding of the stakeholders' participation policy implementation guidelines for government-aided secondary schools varied among stakeholders. Apart from the Ministry of Education and sports and the district local council officials, the key school-based stakeholders, mainly teachers, parents, and local community members, gave an impression of having less awareness and comprehension of the stakeholders' participation policy in school management to enhance the learners' academic achievement. This could have been due to a lack of effective communication about the policy implementation guidelines. The lack of understanding of the policy guidelines by the key stakeholders was partially due to the lack of information sharing about the policy framework by some school managers.

- (iii) According to the constitutional framework of BOG, it provides an entry point for stakeholders' engagement and participation because different portfolios constitute BOG. The framework provides for the varied representation on the board but there is no mechanism to monitor and assess their functionality. The other portfolio that is not represented on BOG but is indirectly represented is the learners'. The third schedule provides for the participation of learners' in the BOG activities

under the committees. On each committee whose maximum number is supposed to be five, they are supposed to have at least one student, not at the BOG level. The 3rd schedule that guided the BOGs requires that on each of the committees there should be a student. For example in the finance committee, those discussions within this committee are supposed to relate to the student's body through their administrative structure by their representative. They should not get the issues of the budget from the third party. That one was meant to widen the scope of stakeholder participation. However, this is not implemented. There is no effect of the various portfolios due to a lack of monitoring mechanisms about their performance in management.

- (iv) Due to a lack of feedback to the constituents that nominated their representatives, they do not provide any input in form of decision-making. Therefore, the flow of information restricts the effectiveness of the participation framework that was put in place. To have effective stakeholder participation the system must be transparent, provide a conducive environment for stakeholder views to be aired, as well as provide a feedback mechanism. Currently, the operating system right from the BOG, PTA, the committees even the staff meetings, does not provide such an environment due to several reasons.
- (v) There is a lack of awareness that if an issue is raised, it can be worked on. Secondly, those stakeholders do matter in decision-making. The moment they have that apathy that they do not matter, their participation will be very low. Thirdly, the school managers have a mindset of rallying with some of the stakeholders in management. The current system does not give equal opportunity for participation in the various portfolios in school management.

- (vi) It should also be noted that the stakeholders consulted do not participate in purposeful engagement due to their low bargaining power so they just endorse any decisions made hence have less influence in decision-making. This impacts negatively the enthusiasm of active participation hence hinders school improvement in terms of management and academic performance.
- (vii) The current stakeholders' participation policy is inadequate in addressing the secondary school needs as it was tailored to suit school management for Universal Primary Education.
- (viii) Although it was acknowledged that all key stakeholders including; teachers, learners, parents, government representatives as well as founder members could be included in school management, there was little effort by the school administrators to incorporate all on the various management committees. This was partly due to the concealment of policy information by some school administrators. Such administrators took advantage of some key stakeholders' ignorance of the policy framework.

6.4 Theoretical Contribution

The theoretical position for this study was the Stakeholders' Theory whose proponent is Freeman (1984) and was supported by the School-Based Management (SBM) model. This study acknowledged that some assumptions and principles of this theory can hold and others cannot hold in particular contexts. This study recognized that the principle of corporate legitimacy and the agency principle is not significant in stakeholders' participation policy implementation in contexts where stakeholders' participation practices are violated.

Due to the revealed perceptions about stakeholders' participation in school management to enhance the learners' academic achievement, the implementation of inclusion of all key stakeholders to participate in the joint-decision-making in school management varied in government-aided secondary schools. This study advocates that the Stakeholders' Theory should be expanded to include the stakeholders' perceptions of the participation policy framework as an additional theoretical assumption to widen the extent of stakeholders' assumptions.

Findings on the extent of stakeholders' participation in school management in secondary schools indicated low participation of PTA, and learners due to the policy guidelines for participation in secondary schools; lack cooperation from the school community, and; ineffective school management. Ayeni and Ibukum, (2013) developed a conceptual model for school-based management that could be adopted to strengthen the operational and quality assurance in Nigerian secondary schools. This would enhance efficient service delivery and quality learning outcomes in secondary schools.

The conceptual model provided the critical variables that were key in integrating sustainability aspects for quality education in secondary schools. This demands school management to organize the human and material resources to meet the various needs and challenges facing school administration in the curriculum implementation. The aim is to attain the educational objectives. The variables were categorized into four: quality assurance in resource input (infrastructure, learning resources, parental contribution, and financial support), transformational processes (learners' potential development, teachers instructional tasks, and Head teachers' leadership task), output variable (technically skilled, vocationally skilled, good virtues and effective citizens). These contributed to school-based management tasks (mobilizing resources for infrastructural development,

reviewing the performance of learners in both internal and external examinations, setting performance targets for the teachers as well as regulating the school-based policies, procedures, and practices). Ayeni and Ibukum (2013) argued that these were key for stakeholders' participation in school management in their quest for enhancing quality education sustainability.

However, based on the key findings from this study, the researcher found the conceptual model inadequate to a certain extent in terms of supporting stakeholders' participation in school management to enhance the learners' academic achievement in government-aided secondary schools. First, it was developed focusing on school management improvement in practice in pursuit of education quality assurance. Secondly, the model focused on the learning and training functions of secondary schools. It ignored the extent of the collaboration between the internal and external stakeholders in management to enhance the learner's academic achievement. Thirdly, the model does not consider how the instructional processes are managed to influence the academic achievement in terms of quality and quantity of grades attained in national examinations, the key institutional factors that drive school programs given the context.

Therefore, based on these deficiencies and the key findings of the study, the researcher came up with a conceptual model explaining how stakeholders' participation in school management could be adopted to strengthen the enhancement of the learner's academic achievement within the government-aided secondary schools in the Ugandan context. Basing on the Stakeholders' Theoretical lens that informed the study, stakeholders were categorized into two dimensions; the internal stakeholders (school administrators, teachers, and learners) and external stakeholders (MoES, B.O.G, and P.T.A). Their participation is guided by the School-Based Management (SBM) Model (The Republic of Uganda, 2008). It is believed that the stakeholders' perceptions about

school improvement planning, budgeting process, and coordination of the academic activities would provide a basis for the theoretical and practical description of how and why stakeholders participate in the way they do.

The conceptual model illustrated in Figure 6 1 provides a graphical link between the extent of stakeholders' participation in school management and the enhancement of learners' academic achievement. The extent of participation in school management has been dubbed the institutional tasks, school improvement planning, budgeting process, and coordination of the academic activities. This contributes to the enhancement of service delivery in terms of learners' outcomes in government-aided secondary schools. The conceptual model links the stakeholders, policy guidelines framework, institutional tasks, and managerial functions to contribute to the outcome, academic achievement in terms of quality and quantity of grades attained in the national examination.

The conceptual model explains how stakeholders' participation can be implemented in government-aided secondary schools. The double-headed arrows show the interrelationship between the variables, and how the stakeholders' perceptions can either affect or be affected by the implementation of the stakeholders' participation policy to deliver on the learners' academic achievement. The single direction arrow indicates the roles of stakeholders' mapping in the implementation of the policy in school-based management to enhance the learners' academic achievement in the selected government-aided secondary schools in the Kampala district.

The Stakeholders' participation in school management is the central focus in the enhancement of learners' academic achievement. This is would be ensured by the secondary school stakeholders' participation policy guidelines. These guidelines would provide provisions for institutional tasks that have to be fulfilled by both the internal and

external stakeholders. These include; engaging national education policies, managing school-based policies, setting performance indicators, implementing evaluation reports, and reviewing academic analysis reports. The enhancement of the instructional processes should be supervised by both the internal and external stakeholders through strategic planning, development of goals, setting performance indicators, generating joint decision-making about infrastructural development, resource mobilization, and allocation, monitoring and evaluating the teaching and learning assessment and feedback, and accountability of performance.

The operational structure and ingredients of the stakeholders' participation model are explained diagrammatically below in Figure 6.1.

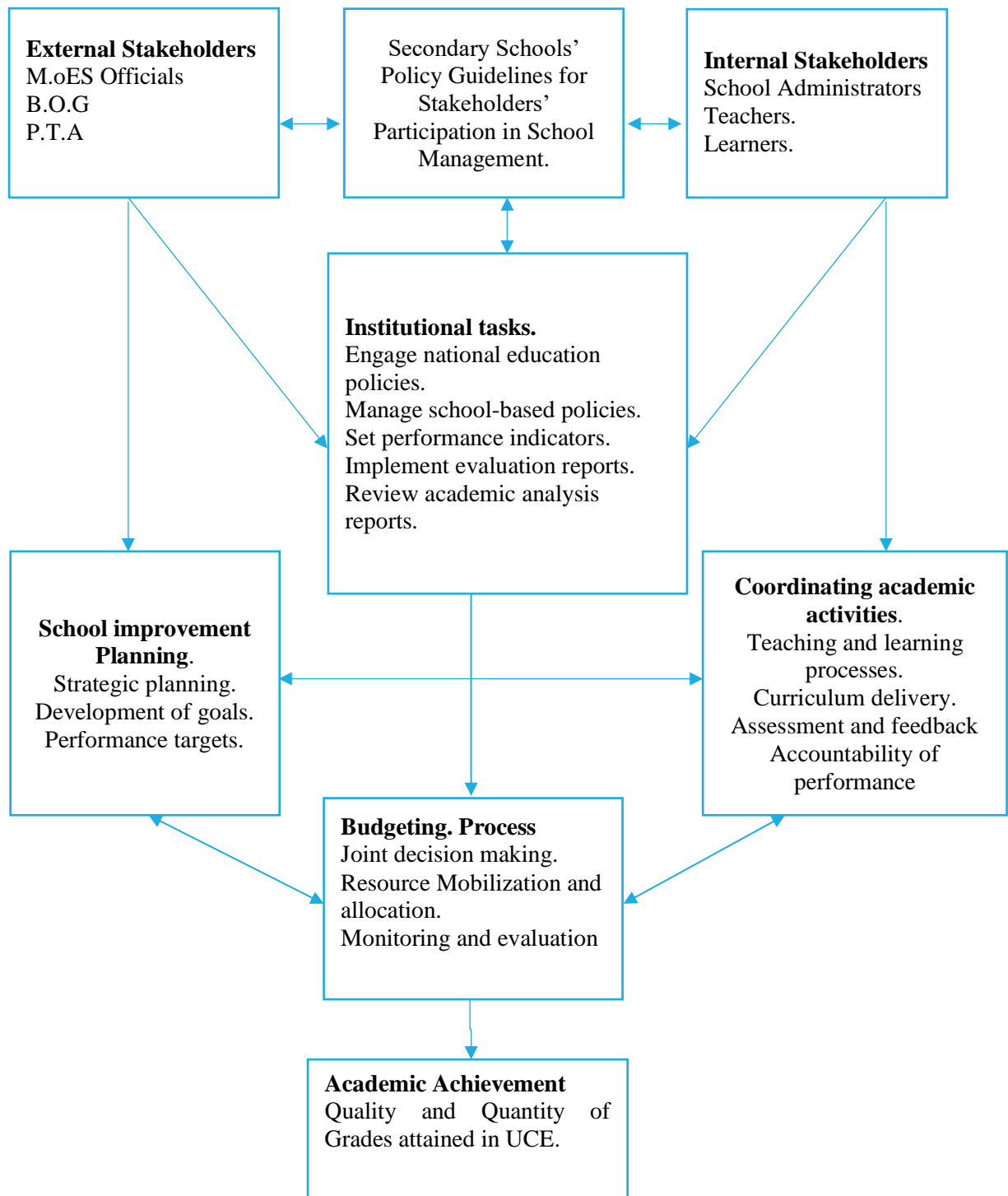


Figure 6.1: A Conceptual Model for Stakeholders' Participation

Source: Developed by the researcher from the primary data and literature reviewed (2021)

According to the findings, it was revealed that school improvement planning (SIP) was an important aspect of the SBM model and aimed at attaining quality educational

goals. These goals contribute to churning out learners with the 21st-century skills necessary for technological innovation and national development sustainability. SIP demands collective participation of all key stakeholders generating decisions that have a bearing on the learners' academic achievement. The findings revealed that stakeholder participation in school improvement planning had a positive significant relationship and the enhancement of learner's academic achievement. Bossart and Bharti (2017) assert that the development of teamwork in the school builds the morale of the stakeholders. Lack of teamwork could lead to an unhealthy and inefficient working environment (Molwus, 2015; Vantage, 2021). Therefore stakeholders' participation in SIP was critical in the enhancement of learners' academic achievement.

School improvement planning is related to the budgeting process. The findings revealed a positive significant relationship between stakeholder participation in the budgeting process and the enhancement of learners' academic achievement. Budget information is necessary to establish and maintain effective strong partnerships among stakeholders to enhance the institutional processes that influence the learners' academic achievement (CASBO, 2014). In support of this argument, Fung (2016); Oyier and Oundo (2017) noted that adequate allocation for instructional materials needed joint participation of stakeholders. There must be an opportunity for dialogue, consideration, and sharing of problem-solving among the school board, school administrators, teachers, school students, and the parents. The value proposition underlying stakeholders' participation in the budgeting process is that disclosure and participation are mutually reinforcing drivers of accountability (Marchessault, 2016). DeBruin (2014) asserts that pre-budget consultations aim at allocating financial resources adequately to avoid allocation of resources to redundant activities which negatively impact the learners' academic

achievement as well as under allocation of resources that would interrupt the instructional processes due to insufficient teaching materials.

The study found no statistically significant effect of stakeholders' participation in monitoring the academic activities on the enhancement of the learners' academic achievement. Somewhat surprisingly, the evaluation of the academic activities was more significant. Previous research suggests that coordinating the academic activities through monitoring and evaluation could have beneficial effects on service delivery (Ndungu et al, 2015; Ferdaus, 2016).

The thematic analysis pointed out that school leadership, policy guidelines, and the nature of stakeholders played a critical role in the promotion of participatory monitoring and evaluation in the enhancement of learners' academic achievement. This highlights the importance of participatory monitoring and evaluation of the instructional processes to deliver the intended educational goals. This was supported by Onyango (2018) and Mayanja (2020) who contended that participatory monitoring and evaluation ensured the achievement of the intended targets, objectives, and goals of an institution. Participatory Monitoring and evaluation involve engaging all key stakeholders in the institution's interventions, as well as taking corrective actions (World Bank, 2013).

The participation of stakeholders in school-based management ensured a viable inter-relationship between the school management and the school community, by supporting noble worthy operations and distinguishing the teamwork. The participation and support of key stakeholders in the setting of school improvement plans, budgeting process, and coordination of the academic activities ensured quality management of resources in schools, developed a sense of collective responsibility and strengthened the academic interventions generated. This promotes the enhancement of the academic

interventions which have a bearing on the learners' academic achievement thus a guarantor of quality human capital development in knowledge, skills, and attitude which contribute towards individual viable self-reliance and the national development shared benefit of the public.

6.5 Implication for Policy and Practice

- (i) This study has contributed to an understanding of the perceptions about the extent of stakeholders' participation in school management due to the implementation of the policy guideline for stakeholders' participation in government-aided secondary schools.
- (ii) The extent of stakeholders' participation in school management varies in different schools. This is due to contextual differences in the management of the respective schools.
- (iii) This study has contributed to filling the knowledge gap relating to the extent to which stakeholders' participation in school management can enhance the learners' academic achievement in the literature of education of stakeholders' participation in contexts of government-aided secondary schools.
- (iv) The study has contributed to an understanding that secondary school management differs from primary school management therefore the existing policy guidelines for primary schools cannot deliver in secondary school contexts in Uganda.
- (v) The level of clarity of the policy guidelines (Constitution of members on the school committees, roles, and responsibilities) will predict how and why the policy is implemented as it is.
- (vi) This thesis challenges the "the broader policy caters for all" considered by the same and fixed policy terms and conditions that are enacted on government-aided schools operating in different contexts (Primary and Secondary). Practically, this

situation indicates a policy inconsistency of “the same treatment of variances in context” which is a conflict in the confines of best practices and the principles for stakeholders’ participation policy guidelines implementation in school management.

6.6 Recommendations

In the light of the findings on the extent of stakeholders’ participation in school management to enhance the learners’ academic achievement, the following key recommendations were made to inform policy and practice in the Ministry of Education and Sports as well as among BOG and PTA members, headteachers, and founder members.

- (i) The Ministry of Education and sports needs to carry out capacity building on the stakeholders’ policy framework, content, structure, and composition of the stakeholders’ right from the Ministry level to the school level as part of in-service training to last for one week in a period of one calendar using experts in the field of policy intervention in the education sector.
- (ii) The Ministry of Education and Sports needs to set up an active communication structure like headmasters’ forums, social media, district education forums, and regular policy communication platforms to improve information flow so that the knowledge gained can be used to discuss the policy initiatives with the stakeholders.
- (iii) The Ministry of Education and Sports needs to promote awareness of the stakeholders’ participation policy in secondary schools, its purpose, its implementation, and the roles of all key stakeholders. The masses should be enlightened about the education policies through media so that education matters

reach every stakeholder in education. This will help them to appreciate the education matters as well as know-how to contribute towards the success. The creation of awareness is not a one-time agenda.

- (iv) There is a need for the current government-aided secondary schools stakeholders' participation policy holistic overhaul, and rebranding tailored to the secondary schools' needs promulgated through the MoES policy on stakeholders' participation.
- (v) To realize the goals of educational policies and educational outcomes, politicization in school management should be enrooted out of the education system. Key stakeholders (parents, learners, teachers, founder members, alumni, BOG) should be involved in decision-making for the betterment of school management as well as the enhancement of the learners' academic achievement.
- (vi) Parents and teachers should realize that among the education stakeholders, they are the most important, and their participation aims at enhancing the learners' academic achievement in case there are any differences between the two, they should resolve such conflicts through conflict resolution mechanisms at the school level.
- (vii) Parents should desist from the lackadaisical attitude towards participation in school activities for their children, as well as decision-making in school management so that they can arrive at a definite conclusion on issues about their children's academic achievement.
- (viii) There was a need to constitute Annual General Meetings as one of the platforms where stakeholders could air out their views, dissatisfaction and also ensure their rights to participation in decision-making as regards matters on school-based management.

- (ix) There was a need to develop communication mediums that would be used to send information to stakeholders about the importance of school improvement and forthcoming events and sessions about participation in improvement efforts. This would enable the individuals to reflect on the information relayed and provide multiple opportunities to ask questions and share feedback to help refine efforts
- (x) More evaluation of the educational interventions needed to be assessed for their effectiveness as compared to monitoring the teaching and learning process. Evaluation serves as an in-built monitor within the intervention to examine the progress in learning from time to time. It also provides valuable feedback on the design of the intervention and the implementation program.
- (xi) To develop sustainable Monitoring and evaluation (M&E) systems in schools, there is a need to define clear roles and responsibilities, develop trustworthiness of the key stakeholders who are responsible to provide credible information, as well as accountability for every activity being implemented.

6.7 Areas for Future Research

This section suggests areas for further research on some unexplored issues, which emerged as a result of the current study but exist beyond its scope. The following are key future research areas:

- (a) A study on stakeholders' principles in participation in school management and the enhancement of the learners' academic achievement to provide insights on how school leadership perceives the stakeholders' principles, how best they should be implemented, and their impact on school management.

- (b) A structural equation modelling focusing on the complex relationship among key stakeholders' roles, skills, and their perceptions on participation in school management to enhance the learners' academic achievement.
- (c) Examining the potential moderating and mediating effects of the school-based reforms, given the widespread adoption of education policies.
- (d) Stakeholders' participation in school-based management in Post-Covid education systems.
- (e) Stakeholders' participation in school-based management in the error of 4th industrial revolution.

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APPENDICES

Appendix I: A Map of Kampala City Divisions



Appendix II: Questionnaire for Teachers

Questionnaire for stakeholders' participation in school management to enhance learners' academic achievement in government-aided secondary schools in Kampala District

I am a student at Moi University pursuing a Doctoral in Philosophy of Educational Management and Policy Studies. I kindly request you to assist me with some information by filling this questionnaire. The information you will give will be treated with the utmost confidentiality and will be used for study purposes only. Do not write your name or your institution name. Please answer the questions as honestly and truthfully as possible by following the instructions indicated as per the section.

SECTION A: BACKGROUND INFORMATION. (TICK THE MOST APPROPRIATE RESPONSE).

1. Your gender. (1) Male (2) Female.
2. Your highest education qualification.
 - (1) Diploma.
 - (2) Bachelors.
 - (3) Masters.
 - (4) Ph.D.
3. Your teaching experience.
 - (1) Less than 5 years.
 - (2) 6 to 10 years.
 - (3) 11 to 15 years.
 - (4) Above 16 years.

SECTION B: VIEWS ON THE PERCEPTIONS OF STAKEHOLDERS' PARTICIPATION IN SCHOOL IMPROVEMENT PLANNING AND ENHANCEMENT OF LEARNERS' ACADEMIC ACHIEVEMENT IN YOUR SCHOOL

(Stakeholders' are the BOG, PTA, Headteachers, Teachers, and Ministry of Education and Sports officials).

1. How strongly do you agree or disagree with these statements as applied to this school? (Please **tick on choice in each row**).

SD= Strongly Disagree (1), D= Disagree (2), NC=Non-committal (3) A= Agree (4), and SA= Strongly Agree (5).

| S/N | Tested item | SD 1 | D 3 | NC 3 | A 4 | SA 5 |
|------------|--|-----------------|----------------|-----------------|----------------|-----------------|
| B1. | This school has a culture of shared responsibility among stakeholders to improve academic achievement. | | | | | |
| B2. | The school culture is characterized by mutual support from the stakeholders' to improve academic achievement | | | | | |
| B3. | This school provides all stakeholders with opportunities to actively participate in developing goals that improve academic achievement | | | | | |
| B5 | This school provides parents with opportunities to actively participate in school decision-making that improves academic achievement. | | | | | |
| B6 | This school provides learners with opportunities to actively participate in school decision-making that improves academic achievement. | | | | | |

| | | | | | | |
|------|--|--|--|--|--|--|
| B7. | Parents/guardians assist learners with school work where possible. | | | | | |
| B8. | Parents/guardians pay class visits to check on the academic progress of learners. | | | | | |
| B9. | The school mission and objectives are related to academic improvement. | | | | | |
| B10. | The academic targets to be achieved are well documented. | | | | | |
| B11. | Measurable indicators are mentioned against each target. | | | | | |
| B12. | Each measurable indicator is achievable. | | | | | |
| B13. | All measurable indicators are realistic. | | | | | |
| B14. | Standards of achievement are shown for each measurable indicator. | | | | | |
| B15. | All stakeholders' are given responsibilities in achieving the goals of the school. | | | | | |

SECTION C: VIEWS ON STAKEHOLDERS' PARTICIPATION IN THE SCHOOL BUDGETING PROCESS TO ENHANCE LEARNERS' ACADEMIC ACHIEVEMENT IN THIS SCHOOL.

Budgeting refers to how resources are collectively mobilized and managed with transparency, efficiency, and effectiveness. Basing on the evidence available through documents, discussions, and observation.

How strongly do you agree or disagree with these statements as applied to this school?

(Please tick on choice in each row).

SD= Strongly Disagree (1), D= Disagree (2), NC=Non-committal (3) A= Agree (4), and SA= Strongly Agree (5).

| S/N | Tested Item | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|---|---|---|
| C1. | Regular academic activity inventory is collectively done by the Head teacher and teachers as a basis for resource allocation and mobilization | | | | | |
| C2. | Stakeholders' are aware that regular academic inventory is used as a basis for resource allocation. | | | | | |
| C3. | Academic inventory is characterized by increased stakeholders' participation and is communicated to them as a basis for resource allocation and mobilization. | | | | | |
| C4. | Stakeholders' participate in a joint process of decision making on resource allocation and mobilization | | | | | |
| C5. | All Stakeholders meet once a term to participate in the budgeting process. | | | | | |
| C6. | Only the BOG meets termly in the budgeting process and actively participates in its implementation. | | | | | |
| C7. | All Stakeholders meet once a year to participate in the budgeting process. | | | | | |
| C8. | There is an accounting and auditing system that drives the effective use of resources. | | | | | |
| C9. | The accounting and auditing procedures enable stakeholders' to track resource allocations and implementation. | | | | | |
| C10. | Stakeholders' use the accounted and audited reports as a basis to adjust resource allocations | | | | | |
| C11. | An established system of monitoring and evaluation of the implementation of the budget is in place. | | | | | |
| C12. | Monitoring and evaluation of the budgeting process are jointly implemented by the stakeholders' | | | | | |

SECTION D: RELATIONSHIP BETWEEN STAKEHOLDERS' PARTICIPATION IN COORDINATING THE ACADEMIC ACTIVITIES AND THE ENHANCEMENT OF LEARNERS' ACADEMIC ACHIEVEMENT IN THIS SCHOOL

Coordinating means monitoring and evaluation of the academic interventions with regards to expected learners' achievement in UCE and progress in the use of allocated funds. Monitoring is an ongoing systematic collection of information to assess progress towards the achievement of objectives while evaluation is the systematic assessment of the implementation of a program.

How strongly do you agree or disagree with these statements as applied to this school?

(Please tick on choice in each row).

SD= Strongly Disagree (1), D= Disagree (2), NC=Non-committal (3) A= Agree (4), and SA= Strongly Agree (5).

| S/N | Tested Items | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| D1 | There are academic interventions to improve the learners' academics achievement. | | | | | |
| D2 | There are monitoring systems to check on the implementation of academic interventions. | | | | | |
| D3 | There are tools with indicators used to monitor the intervention implementation. | | | | | |
| D4 | The monitoring systems are jointly supervised by the Headteacher and HOD using appropriate tools to ensure effective intervention implementation. | | | | | |
| D5 | Reports on the implementation of the intervention are periodically generated. | | | | | |
| D6. | The reports on the implementation of the intervention are jointly shared with all school stakeholders periodically. | | | | | |

| | | | | | | |
|------|---|--|--|--|--|--|
| D7 | The stakeholders use these reports to inform decision-making on the intervention. | | | | | |
| D8. | Formative evaluations of the implementation of the interventions are done against the performance indicators. | | | | | |
| D9 | Summative evaluations of the implementation of the interventions are done against the performance indicators. | | | | | |
| D10. | The evaluation of the intervention implementation is done by the school's external stakeholders. | | | | | |
| D11. | The evaluation reports are typically compliance-driven based on the Education standard Agency less on Institution uniqueness. | | | | | |
| D12 | Timely feedback from the evaluation is given to me. | | | | | |
| D13 | Recommendations at points of action to improve performance are made. | | | | | |
| D14 | I am held accountable for the learners' performance. | | | | | |
| D15. | The majority of stakeholders visit the school to ensure quality performance is achieved. | | | | | |
| D16. | It is good practice to involve external stakeholders to improve the quality of academic performance in my school. | | | | | |

SECTION E: VIEWS ON LEARNERS' ACADEMIC ACHIEVEMENT

Stakeholders' involvement in improving the learners' academic performance.

To what extent do you agree that the following impact on the learners' academic achievement in your school?

Kindly indicate your level of agreement concerning the following learning resource in your school (Please **tick on choice in each row**).

SD= Strongly Disagree (1), D= Disagree (2), NC=Non-committal (3) A= Agree (4), and SA= Strongly Agree (5).

| S/N | Tested Item | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| E1 | Stakeholders' involvement in school management can improve learners' academic achievement. | | | | | |
| E2. | Parents/guardians attending all meetings whenever they are called to the school. | | | | | |
| E3. | Parents/guardians assisting their children with school work whenever possible. | | | | | |
| E4. | Parents/guardians regularly checking on their children's academic progress at school. | | | | | |
| E5. | Parents/guardians participating in joint decision-making towards academic improvement in the school. | | | | | |
| E6. | Parents/guardians participate in allocating financial resources that influence academic achievement in this school. | | | | | |
| E7. | Adequate equipment and learning materials are provided at school. | | | | | |
| E8. | Learners' given performance targets by their parents | | | | | |
| E9. | Performance targets are set by the school administration. | | | | | |
| E10 | Performance targets are realistic. | | | | | |
| E11 | Performance targets are achievable. | | | | | |
| E12 | I check regularly on the notes written by the learners. | | | | | |
| E13 | Adequate exercises are given to the learners. | | | | | |
| E14 | Timely feedback is given after the assessment of learners' performance. | | | | | |
| E15 | Recommendation points of action to improve performance are made. | | | | | |
| E17 | Learners are held accountable for their performance. | | | | | |
| E18 | I discuss the performance of learners with their parents. | | | | | |
| E19 | External stakeholders' visits to the school can ensure quality academic performance. | | | | | |

| | | | | | | |
|------|---|--|--|--|--|--|
| E20. | It is good practice to involve external stakeholders to improve the quality of academic performance in my school. | | | | | |
|------|---|--|--|--|--|--|

Appendix III: Interview Guide for Ministry of Education Official

Dear respondent,

I am a Moi University student pursuing a Doctor of Philosophy Degree in Educational Management and Policy Studies. I am researching **Stakeholders' participation in school management to enhance learners' academic achievement in government-aided secondary schools in Kampala district**. The purpose of this interview is to seek your views about the perceptions about **Stakeholders' participation in school management to enhance learners' academic achievement**. Your responses will be for this study while your identity will be treated with confidentiality.

What are your perceptions as the Director Basic and Secondary Education/ Commissioner Secondary Government/Education officer in charge of Boards of Governors about your participation in school management to enhance the academic achievement of learners in government-aided secondary schools in Kampala district?

Research questions:

- (a) Is there a policy for the existence of BOG/PTA in School Management? If yes what are the salient features of this policy concerning BOG/PTA's existence?
- (b) What roles do the BOG/PTA play in school Improvement planning to enhance the learners' academic achievement in government-aided secondary schools?

- (c) Do you think the BOG/PTA is playing a critical role in the budgeting process to enhance the learners' academic achievement in government-aided secondary schools?
- (d) In this policy is there any way the BOG/PTA is held accountable for the academic performance of the learners'?
- (e) What is the Ministry doing to ensure that BOG/PTA carries out their roles to improve the learners' academic achievement?
- (f) In your view, to what extent do BOG/PTA participate in coordinating the academic activities to enhance learners' academic achievement in government-aided secondary schools?

Before we end this conversation, is there anything that you would like to share that I may not have asked you about? Please feel free to share it with me.

THANK YOU FOR YOUR TIME.

Appendix IV: Interview Schedule for BOG/PTA Members

Dear respondent,

I am a Moi University student pursuing a Doctor of Philosophy Degree in Educational Management and Policy Studies. I am researching **Stakeholders' participation in school management to enhance learners' academic achievement in government-aided secondary schools in Kampala district**. The purpose of this interview is to seek your views about the perceptions about **Stakeholders' participation in school management to enhance learners' academic achievement**. Your responses will be for this study while your identity will be treated with confidentiality.

What are the stakeholders' perceptions about their participation in school management to enhance the academic achievement of learners in government-aided secondary schools in Kampala district?

Sub-research questions:

- (a) In which ways do you participate in school improvement planning to enhance the learners' academic achievement in government-aided secondary schools in Kampala district?
- (b) What are your experiences as stakeholders in the budgeting process to enhance the learners' academic achievement in government-aided secondary schools in Kampala district?
- (c) What are your experiences as you participation in coordinating the academic activities to enhance the learners' academic achievement in government-aided secondary schools in Kampala district?

- (d) How can you be enabled to overcome the challenges you experience as you participate in school management to enhance the academic achievement of learners in government-aided secondary schools in Kampala district?
- (e) In your view, to what extent do stakeholders' participation in school management enhance learners' academic achievement in government-aided secondary schools?

Before we end this conversation, is there anything that you would like to share that I may not have asked you about? Please feel free to share it with me.

THANK YOU FOR YOUR TIME.

Appendix V: Interview Schedule for Head Teachers

Dear respondent,

I am a Moi University student pursuing a Doctor of Philosophy Degree in Educational Management and Policy Studies. I am researching **Stakeholders' participation in school management to enhance learners' academic achievement in government-aided secondary schools in Kampala district**. The purpose of this interview is to seek your views about the perceptions about **Stakeholders' participation in school management to enhance learners' academic achievement**. Your responses will be for this study while your identity will be treated with confidentiality.

Headteachers have a busy schedule but they are expected to steer the management functions in their schools among which include: Planning, Budgeting, and Coordinating. These functions enhance the academic achievement of learners.

What are the stakeholders' perceptions about their participation in school management to enhance the academic achievement of learners in government-aided secondary schools in Kampala district?

Sub-research questions:

- a) Who are the stakeholders in your school?
- b) How does the school involve the stakeholders in school management to enhance learners' academic achievement in your school?
- c) What are your experiences with various stakeholders' participation in school improvement planning to enhance learners' academic achievement in your school?

- d) What are your experience involving various stakeholders' in the budgeting process to enhance learners' academic achievement?
- e) What are your experience involving various stakeholders' in coordinating the academic activities to enhance learners' academic achievement?
- f) In your view, to what extent do stakeholders' participation in school management enhance learners' academic achievement in government-aided secondary schools?

Before we end this conversation, is there anything that you would like to share that I may not have asked you about? Please feel free to share it with me.

THANK YOU FOR YOUR TIME.

Appendix VI: Informed Consent Form for Respondents for Interview of Government Officials, BOG/PTA, and Head Teachers

Title of the study: STAKEHOLDERS' PARTICIPATION IN SCHOOL MANAGEMENT TO ENHANCE LEARNER'S ACADEMIC ACHIEVEMENT IN SELECTED SECONDARY SCHOOLS IN UGANDA

Investigator(s): NAKIYAGA DOROTHY

The institution (s): MOI UNIVERSITY.

Introduction

The investigator is a student at Moi University, Kenya pursuing a Ph.D. in Educational Management and Policy Studies. This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep. This study is designed to analyse the extent to which stakeholders' participation in school management enhances the learners' academic achievement of selected secondary schools in Kampala district. This study is being conducted to learn more about the roles of stakeholders' participation in school management to enhance the learners' academic achievement and the possible strategies that can be effected to improve their participation.

A brief description of the sponsors of the research project

The sponsor of this research study is CERM-ESA which is a joint project between the Moi University (Kenya), University of Oldenburg (Germany), Nelson Mandela Metropolitan University (South Africa), Uganda Management Institute (Uganda), and the University of Dar es Salaam (Tanzania) and is funded by the German Academic Exchange Service (DAAD) with funds from the German Federal Foreign Office.

Purpose:

The purpose of the study is to analyse the extent to which stakeholders' participation in school management enhances the learners' academic achievement of selected secondary schools in Kampala district. The findings of this study will reveal to the education office the predicaments of the stakeholders' participation in school management and will draw them to pay close attention to the management committees' operations in schools where there is poor academic achievement. Hopefully, the study will also contribute to a better understanding of the role of stakeholders' participation in the management of government secondary schools and build capacity in terms of management of academic achievement in government-aided secondary schools. This will be relevant in enabling the Ministry of education stakeholders, educators, and policymakers in streamlining guidelines to enhance stakeholders' participation in the education process. Secondly, the study will discover gaps of the Board of Governors and Parent Teachers Association and use the findings as a basis for identifying competent and committed members to serve on the Management Committee. Thirdly, the findings of this research study will help the members of BOG realize how they can improve their achievement in terms of management in schools. The findings will also be of great value to the school administrators to realize the importance of the mutual relationship between all stakeholders and the school administration and use it as a basis to solicit assistance and promote effective stakeholders' participation in various academic programs which are useful in the enhancement of academic achievement in schools. And finally, this study will benefit the upcoming researchers interested in researching the related topic. To them, this research will be of great value to provide them with literature to be reviewed.

Procedures:

Participation in the study involves a face-to-face interview which may last for 40mins. The interviews will be conducted by the researchers, audiotaped, and later transcribed for the purpose is data analysis. There are no right or wrong answers. We want to hear many different viewpoints.

Who will participate in the study?

You have been chosen to participate in this study because you are thought to be with the required information for this study. The study will last for approximately three months. It is anticipated eighteen respondents will take part in this study. The researcher will arrange an interview on separate days and each respondent will participate for only one day.

Risks/discomforts:

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be an inconvenience in terms of time spent during the interview.

Benefits:

You will get feedback on the findings and progress of the study, and that any new information that affects the study participants (including incidental findings) will be made available to research participants. The research findings could be used to address several challenges facing stakeholders' participation in school management and potentially be used as a source for strengthening their participation in schools.

Confidentiality:

Your identity will not be revealed to anyone as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under

lock and key. Confidential information will only be accessed by the principal investigator. There will not be any identifying names on the interview transcript: they will be coded and the key to the code will be kept locked away. Your names and any other identifying detail will never be revealed in any publication of this study. The tapes will be destroyed after the study. The results of the research will be published in the form of a research paper and will be published in a professional journal or presented at professional meetings. It may also be published in book form.

Alternatives:

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost:

There will not be any additional cost incurred as a result of participating in this study.

Questions: In the event of wanting more clarification concerning your participation in this study, you can refer to the student/researcher on email: nakiyaga1@gmail.com or the supervisors of the student's research project, Prof. David K Serem of Moi University and Prof Namubiru Proscovia of Uganda Management Institute on email addresses: spnamubiru@gmail.com and dtkserem@gmail.com.

Statement of voluntariness:

Participation in the research study is voluntary and you may join of your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues about your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Oboyi Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National

Council for Science and Technology, on plot 6 Kimera Road, Ntinda, Kampala on Tel 0414705500.

Statement of consent

..... has described to me what is going to be done, the risks, the benefits involved, and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name Signature of participant.....Date

Name..... Signature of interviewer..... Date

Appendix VII: Informed Consent Form for the Questionnaire for the Teachers

Title of the study: STAKEHOLDERS' PARTICIPATION IN SCHOOL MANAGEMENT TO ENHANCE LEARNER'S ACADEMIC ACHIEVEMENT IN SELECTED SECONDARY SCHOOLS IN UGANDA

Investigator(s): NAKIYAGA DOROTHY

The institution (s): MOI UNIVERSITY.

Introduction

The investigator is a student at Moi University, Kenya pursuing a Ph.D. in Educational Management and Policy Studies. This informed consent explains the study to you. After the study has been explained, any questions you may have are answered, and you have decided to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep. This study is designed to analyse the extent to which stakeholders' participation in school management enhances the learners' academic achievement of selected secondary schools in Kampala district. This study is being conducted to learn more about the roles of stakeholders' participation in school management to enhance the learners' academic achievement and the possible strategies that can be effected to improve their participation.

A brief description of the sponsors of the research project

The sponsor of this research study is CERM-ESA which is a joint project between the Moi University (Kenya), University of Oldenburg (Germany), Nelson Mandela Metropolitan University (South Africa), Uganda Management Institute (Uganda), and the University of Dar es Salaam (Tanzania) and is funded by the German Academic Exchange Service (DAAD) with funds from the German Federal Foreign Office.

Purpose:

The purpose of the study is to analyse the extent to which stakeholders' participation in school management enhances the learners' academic achievement of selected secondary schools in Kampala district. The findings of this study will reveal to the education office the predicaments of the stakeholders' participation in school management and will draw them to pay close attention to the management committees' operations in schools where there is poor academic achievement. Hopefully, the study will also contribute to a better understanding of the role of stakeholders' participation in the management of government secondary schools and build capacity in terms of management of academic achievement in government-aided secondary schools. This will be relevant in enabling the Ministry of education stakeholders', educators, and policymakers in streamlining guidelines to enhance stakeholders' participation in the education process. Secondly, the study will discover gaps of the Board of Governors and Parent Teachers Association and use the findings as a basis for identifying competent and committed members to serve on the Management Committee. Thirdly, the findings of this research study will help the members of BOG realize how they can improve their achievement in terms of management in schools. The findings will also be of great value to the school administrators to realize the importance of the mutual relationship between all stakeholders and the school administration and use it as a basis to solicit assistance and promote effective stakeholders' participation in various academic programs which are useful in the enhancement of academic achievement in schools. And finally, this study will benefit the upcoming researchers interested in researching the related topic. To them, this research will be of great value to provide them with literature to be reviewed.

Procedures:

Participation in the study involves ticking the most appropriate response that corresponds to the statement in the questionnaire and also writing your perceptions about the structured questions total time taken to fill the questionnaire will be 30mins. The questionnaire will be filled with a pen thereafter collected by the research assistant. There are no right or wrong answers. We want to hear many different viewpoints.

Who will participate in the study?

You have been chosen to participate in this study. After all, you are thought to be with the required information for this study because you have stayed for more than three years at this station. It is anticipated two hundred and seventeen participants will take part in this study. The researcher will arrange for meetings when the questionnaire will be filled on separate days and each respondent will participate for only one day.

Risks/discomforts:

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the questionnaire filling.

Benefits:

You will get feedback on the findings and progress of the study, and that any new information that affects the study participants (including incidental findings) will be made available to research participants. The research findings could be used to address several challenges facing stakeholders' participation in school management and potentially be used as a source for strengthening their participation in schools.

Confidentiality:

Your identity will not be revealed to anyone as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator. There will not be any identifying names on the interview transcript: they will be coded and the key to the code will be kept locked away. Your names and any other identifying detail will never be revealed in any publication of this study. The tapes will be destroyed after the study. The results of the research will be published in the form of a research paper and will be published in a professional journal or presented at professional meetings. It may also be published in book form.

Alternatives:

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost:

There will not be any additional cost incurred as a result of participating in this study.

Questions: In the event of wanting more clarification concerning your participation in this study, you can refer to student/researcher on email: nakiyaga1@gmail.com or the supervisors of the student's research project, Prof. David K Serem of Moi University and Associate Prof Namubiru Proscovia of Uganda Management Institute on email addresses: spnamubiru@gmail.com and dtkserem@gmail.com.

Statement of voluntariness:

Participation in the research study is voluntary and you may join of your own free will.

You have a right to withdraw from the study at any time without penalty.

If you have any issues about your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Oboyi Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera Road, Ntinda, Kampala on Tel 0414705500.

Statement of consent

..... has described to me what is going to be done, the risks, the benefits involved, and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name Sign..... Date.....

Name.....Signature of interviewer..... Date

Appendix VIII: Okukiriza Okwetaba Mu Kunoonyereza

Omutwe ogunoonyerezebwaako: STAKEHOLDERS' PARTICIPATION IN SCHOOL MANAGEMENT TO ENHANCE LEARNER'S ACADEMIC ACHIEVEMENT IN SELECTED SECONDARY SCHOOLS IN UGANDA

Omunonyereza: NAKIYAGA DOROTHY

Ttendekero: MOI UNIVERSITY.

Enyanjula:

Omunonyereza muyizi mu ttendekero lya Moi University, Kenya nga atendekebwa ku ddaala lya Ph.D mu nzirukanya y'ebyenjigiriza ko naamateeka agafuga eby'ensoma. Ekiwandiiko kino kikunyonyola ebifa ku kunoonyereza kuno. Oluvanyuma lw'okunyonyolebwa, ogyakusalawo okwetaba oba obuteetaba mu kunoonyereza. Singa oneetaba mu kunoonyereza kuno, ogya kusabibwa okussa ekinkumu/omukono gwo kukiwandiiko kino olwo, otereke copiyo, endala entwalibwe omunoonyereza. Okunoonyereza kuno kutegekedwa okuzuula engeri abeetaba mu nzirukanya y'amasomero ga gavumenti gye bayinza okutumbula ebyenjigiriza mu masomero agaloneddwa mu Kampala distulitkiti n'okuzuula empenda eziyinza okuteekebwawo okukubiriza okwetaba mu nzirukanya y'amasomero ago.

Ebifa ku afugirira okunoonyereza kuno.

Afugirira okunoonyereza kuno ye CERM-ESA, kibiina kya nakyeeewa nga kyatta omukago n'amatendekero gano: Moi University (Kenya), University of Oldenburg (Germany), Nelson Mandela Metropolitan University (South Africa), Uganda Management Institute (Uganda) ne University of Dar es Salaam (Tanzania). Ekitongole ekivugirira ensimbi mu kibiina kino kye, "German Academic Exchange Service (DAAD)" nga kizigya mu German Federal Foreign Office.

Ekigendererwa:

Ekigendererwa mukunoonyereza kuno kwekukuzuula engeri abeetaba mu nzirukanya y'amasomero gye bayinza okutumbula ebyenjigiriza mu masomero agalonedwa mu Kampala distulitkiti, n'okuzuula empenda eziyinda okuteekebwawo okukubiriza okwetaba mu nzirukanya y'amasomero ago. Ebinaava mukunoonyereza bigyakuyamba ekitongole ky'ebyenjigiriza okusala empenda ez'okutumbula omutindo ogubadde gudiridde mu masomero ga gavumenti. Kisuubirwa nti abaddukanya amasomero bagyakwongera okutegeera obuvunaanyizibwa bwabwe mu masomero n'okusaawo omutindo mungeri y'okugadukanya okusobola okutumbula ebyenjigiriza mu masomero gano. Kino kigyakuyamba bekikwatako okusaawo enongosereza kunzirukanya y'amasomero gano. Ensonga endala, kisubirwa okuzuula emiwaatwa mu nkola y'obukiiko bwa Boodi ne PTA mukuddukanya amasomero ko n'okusala entotto y'okugizibikira. Ensonga ey'okusatu, ebinaava mukunoonyereza bigyakuyamba obukiiko obufuga amasomero gano okulongosa emirimu gyabwo mu kutumbula ebyenjigiriza. Kiteberezebwa nti, ebinaava mu kunoonyereza bigyakuyamba abakulu baamasomero agadiridde muby'enjigiriza okutumbula enkolagana wakati waabwe n'ebekikwatako, okubangawo enkolagana ennungamu eneeyamba okuyimusa omutindo mu masomero gano. N'ekinaasembayo, ebinaava mu kunoonyereza kuno bigyakuyamba abanoonyereza abalala abanaayagala okunoonyereza kubyekuusa ku binaaba bizuuliddwa. Litulica ono agyakubayamba okwongera okusensulwa kw'ebyo byebanaaba baagadde okunonyerezaako.

Ebinaagobererwa:

Abaneetaba mukunoonyereza, bagya kkussa akayini ku sitatimenti eziri kulupapula ezikiriziganya n'endowooza zaabwe kulukangagga lw'ebirowooza ebiwereddwa. Kino

kigyakutwala edakiika 30. Oluvanyuma lwe'byo, edididdwaamu bigyakukunganyizibwa omunoonyereza.

Ani aneetaba mu kunoonyereza?

Omwanawo aloneddwa okwetaba mu kunoonyereza kuno kubanga kiteberezebwa nti, olina obumanyirivu ku nsonga ezinoonyerezebwako. Omuwendo gw'abantu abasuubirwa okwetaba mu kunoonyereza gujja kubeera, Ebikumi bibiri mu kkuminamusanvu. Omunoonyereza ajja kuteekateeka enkungana ddi omwana lwa najjuza ekiwandiiko ekinaamuweebwa. Luno lugya kubeera lunaku lumu.

Obisoomooza:

Omuyizi tajakutaataaganyizibwa singa aneetaba mukunoonyereza kuno. Ekisuubirwa okukutaataganya bwe budde bw'angatwaala ng'ajjuza ekiwandiiko ekinaamuweebwa.

Emigaso:

Omuzadde/omuyizi ajja kumanya ebinaava mu kunoonyereza, n'ebigenda mumaaso mukunoonyereza, era ebipya ebinaababizuiliddwa bigyakubategezebwa. Ebinaaba bizuiliddwa byankizo mu okugonjola ebisoomoza abo abeetaba mu kuddukanya amasomero n'okunyweza enkolagana enaabayamba okutumbula ebyenjigiriza mu masomero ago.

Obweyamo okukuuma ebyama:

Ebimukwaatako tebigya kwasanguzibwa wabula tujja kukozeza koodi namba okwoleka oyo anaaba yeetabye mukunoonyereza. Ebinaaba bikunganyiziddwa bigya kuterekebwa butiribiri, era kabwejjunigra mukunoonyereza yeyekka ajja okubivunaanyizibwako. Ebinaava mukunoonyereza bigya kukubibwa mu kyapa.

Ebitasuubirwa:

Tewajja kubeerawo kusalulwa olw'okwetaba mu kunoonyereza kuno.

Ebibuuzo: Singa weetaaga okunyonyoka kunsonga y'okwetaba mu kunoonyereza, osobola okukwatagana n'omunoonnyereza ku mutimbagano guno:

nakiyaga1@gmail.com oba abalungamya bano Prof. David K Serem of Moi University, dtkserem@gmail.com ne Associate Prof Namubiro Proscovia of Uganda Management Institute, spnamubiru@gmail.com.

Sitatimenti y'okwetaba mu kunoonyereza.

Okwetaba mu kunoonyereza kuno kwa kyeyagalire. Omuyizi waddembe okuvaamu ekiseera kyonna awatali kunenyenzebwa. Bw'onaaba olina ensonga ezeekuusa ku ddembe ly'omukwetaba mukunoonyereza kuno, kwatagana n'akubiriza olukiiko lwa, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; ku mutimbagano: lekobai@yahoo.com / lekobai@gmail.com ; oba the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Sitatimenti yo kukiriza okwetaba mu kunoonyereza.

..... anyinyonyodde ebinaagobererwa mukunoonyereza kuno singa omwana wange yeetaba mu kunoonyereza. Ntegedde nti okusalawo kwange ku mwanawange okwetaba mu kunoonyereza kuno tekugya kumuteteeganya mungeri yonna. Mu binaaba bikuunganyiziddwa, ebimukwatako bijjakubeera kyesirikidde. Nkitedgedde nti esaawa yonna asobola okuyimiriza okwetaba mu kunoonyereza. Nkitedgedde nti okussa omukono kukiwandiiko kino tekimugyako ddembe lye, wabula okutegeezebwa nti yeetabye mu kunoonyereza. Copi ya foomu eno empeereddwa.

Erinnya.....Omukono.....Ennaku z'omwezi.....

**Appendix IX: Validation of the Tool to use in collecting data of the project,
“Stakeholders’ Participation in School Management and Enhancement of
Learners’ Academic Achievement in Selected Secondary Schools in
Uganda”.**

Dear Expert,

This inventory contains **6** domains and **90** items related to stakeholders’ participation in school management to enhance the learners’ academic achievement in selected secondary schools in Uganda. I need your expert judgment on the degree of relevance of each item to the measured domain. The domains are subject to the following objectives of the study;

- (i) Examine stakeholders’ participation in school improvement planning to enhance the learners’ academic achievement of government-aided secondary schools in Kampala district.
- (ii) Evaluate stakeholders’ participation in the budgeting process to enhance the learners’ academic achievement of government-aided secondary schools in Kampala district.
- (iii) Analyze the relationship between stakeholders’ participation in coordinating the academic activities and the enhancement of learners’ academic achievement of selected secondary schools in Kampala district.
- (iv) Explore the stakeholders’ perceptions about their participation in school management to enhance the learners’ academic activities in government-aided secondary schools in Kampala district.

Your view should be based on the definition and relevant terminologies that are provided to you below. Please be as objective and as constructive as possible in your review and use the following rating scale.

Degree of relevance.

- 1 = the item is not relevant to the measured domain.
- 2 = the item is somehow relevant to the measured domain.
- 3 = the item is quite relevant to the measured domain.
- 4 = the item is highly relevant to the measured domain.

Tick what you view as per the question basing on the degree of relevance in the boxes provided. Any change will be highly appreciated.

Appendix II: Questionnaire for Teachers

Domain 1: **BACKGROUND INFORMATION.**

| S/N | Tested Item | 1 | 2 | 3 | 4 |
|-----|---------------------------------------|---|---|---|---|
| 1. | Your gender. | | | | |
| 2. | Your highest education qualification. | | | | |
| 3. | Your teaching experience. | | | | |

Comments.....

Domain 2: VIEWS ON THE ROLE OF STAKEHOLDERS' PARTICIPATION IN SCHOOL IMPROVEMENT PLANNING FOR LEARNERS' ACADEMIC ACTIVITIES TO ENHANCE ACADEMIC ACHIEVEMENT IN YOUR SCHOOL

(Stakeholders' are the BOG, PTA, Headteachers, Teachers, and Ministry of Education and Sports officials).

| S/N | Tested item | 1 | 2 | 3 | 4 |
|------|--|---|---|---|---|
| B1. | This school has a culture of shared responsibility among stakeholders to improve academic achievement. | | | | |
| B2. | The school culture is characterized by mutual support from the stakeholders' to improve academic achievement | | | | |
| B3. | This school provides all stakeholders with opportunities to actively participate in developing goals that improve academic achievement | | | | |
| B5 | This school provides parents with opportunities to actively participate in school decision-making that improves academic achievement. | | | | |
| B6 | This school provides learners with opportunities to actively participate in school decision-making that improves academic achievement. | | | | |
| B7. | Parents/guardians assist learners with school work where possible. | | | | |
| B8. | Parents/guardians pay class visits to check on the academic progress of learners. | | | | |
| B9. | The school mission and objectives are related to academic improvement. | | | | |
| B10. | The academic targets to be achieved are well documented. | | | | |
| B11. | Measurable indicators are mentioned against each target. | | | | |
| B12. | Each measurable indicator is achievable. | | | | |
| B13. | All measurable indicators are realistic. | | | | |
| B14. | Standards of achievement are shown for each measurable indicator. | | | | |
| B15 | All stakeholders' are given responsibilities in achieving the goals of the school. | | | | |

Comments.....

**Domain 3 STAKEHOLDERS' PARTICIPATION IN SCHOOL BUDGETING
 PROCESS TO ENHANCE LEARNRES' ACADEMIC ACHIEVEMENT IN THIS
 SCHOOL**

Budgeting refers to how resources are collectively mobilized and managed with transparency, efficiency, and effectiveness. Basing on the evidence available through documents, discussions, and observation.

| S/N | Tested Item | 1 | 2 | 3 | 4 |
|-----|--|---|---|---|---|
| C1. | Regular academic activity inventory is collectively done by the Head teacher and teachers as a basis for resource allocation and mobilization | | | | |
| C2. | Stakeholders' are aware that regular academic inventory is used as a basis for resource allocation. | | | | |
| C3. | Academic inventory is characterized by increased stakeholders'' participation and is communicated to them as a basis for resource allocation and mobilization. | | | | |
| C4. | Stakeholders' participate in a joint process of decision making on resource allocation and mobilization | | | | |
| C5. | All Stakeholders meet once a term to participate in the budgeting process. | | | | |

| | | | | | |
|------|---|--|--|--|--|
| C6. | Only the BOG meets termly in the budgeting process and actively participates in its implementation. | | | | |
| C7. | All Stakeholders meet once a year to participate in the budgeting process. | | | | |
| C8. | There is an accounting and auditing system that drives the effective use of resources. | | | | |
| C9. | The accounting and auditing procedures enable stakeholders' to track resource allocations and implementation. | | | | |
| C10. | Stakeholders' use the accounted and audited reports as a basis to adjust resource allocations | | | | |
| C11. | An established system of monitoring and evaluation of the implementation of the budget is in place. | | | | |
| C12. | Monitoring and evaluation of the budgeting process are jointly implemented by the stakeholders' | | | | |

Comments.....

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Domain 4: RELATIONSHIP BETWEEN STAKEHOLDERS' PARTICIPATION IN COORDINATING THE ACADEMIC ACTIVITIES AND THE ENHANCEMENT OF LEARNERS' ACADEMIC ACHIEVEMENT IN THIS SCHOOL

Coordinating means monitoring and evaluation of the academic interventions with regards to expected learners' achievement in UCE and progress in the use of allocated funds. Monitoring is an ongoing systematic collection of information to assess progress towards the achievement of objectives while evaluation is the systematic assessment of the implementation of a program.

| S/N | Tested Items | 1 | 2 | 3 | 4 |
|------------|---|----------|----------|----------|----------|
| D1 | There are academic interventions to improve the learners' academics achievement. | | | | |
| D2 | There are monitoring systems to check on the implementation of academic interventions. | | | | |
| D3 | There are tools with indicators used to monitor the intervention implementation. | | | | |
| D4 | The monitoring systems are jointly supervised by the Headteacher and HOD using appropriate tools to ensure effective intervention implementation. | | | | |
| D5 | Reports on the implementation of the intervention are periodically generated. | | | | |
| D6. | The reports on the implementation of the intervention are jointly shared with all school stakeholders periodically. | | | | |
| D7 | The stakeholders use these reports to inform decision-making on the intervention. | | | | |
| D8. | Formative evaluations of the implementation of the interventions are done against the performance indicators. | | | | |
| D9 | Summative evaluations of the implementation of the interventions are done against the performance indicators. | | | | |

| | | | | | |
|------|---|--|--|--|--|
| D10. | The evaluation of the intervention implementation is done by the school's external stakeholders. | | | | |
| D11. | The evaluation reports are typically compliance-driven based on the Education standard Agency less on Institution uniqueness. | | | | |
| D12 | Timely feedback from the evaluation is given to me. | | | | |
| D13 | Recommendations at points of action to improve performance are made. | | | | |
| D14 | I am held accountable for the learners' performance. | | | | |
| D15. | The majority of stakeholders visit the school to ensure quality performance is achieved. | | | | |
| D16. | It is good practice to involve external stakeholders to improve the quality of academic performance in my school. | | | | |

Comments.....

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Domain 5 VIEWS ON LEARNERS' ACADEMIC ACHIEVEMENT.

Stakeholders'' involvement in improving the learners' academic performance.

| S/N | Tested Item | 1 | 2 | 3 | 4 |
|------------|--|----------|----------|----------|----------|
| E1 | Stakeholders' involvement in school management can improve learners' academic achievement. | | | | |
| E2. | Parents/guardians attending all meetings whenever they are called to the school. | | | | |
| E3. | Parents/guardians assisting their children with school work whenever possible. | | | | |
| E4. | Parents/guardians regularly checking on their children's academic progress at school. | | | | |

| | | | | | |
|------|---|--|--|--|--|
| E5. | Parents/guardians participating in joint decision-making towards academic improvement in the school. | | | | |
| E6. | Parents/guardians participate in allocating financial resources that influence academic achievement in this school. | | | | |
| E7. | Adequate equipment and learning materials are provided at school. | | | | |
| E8. | Learners' given performance targets by their parents | | | | |
| E9. | Performance targets are set by the school administration. | | | | |
| E10 | Performance targets are realistic. | | | | |
| E11 | Performance targets are achievable. | | | | |
| E12 | I check regularly on the notes written by the learners. | | | | |
| E13 | Adequate exercises are given to the learners. | | | | |
| E14 | Timely feedback is given after the assessment of learners' performance. | | | | |
| E15 | Recommendation points of action to improve performance are made. | | | | |
| E17 | Learners are held accountable for their performance. | | | | |
| E18 | I discuss the performance of learners with their parents. | | | | |
| E19 | External stakeholders' visits to the school can ensure quality academic performance. | | | | |
| E20. | It is good practice to involve external stakeholders to improve the quality of academic performance in my school. | | | | |

Comments.....

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THANK YOU FOR YOUR CRITIQUE AND CONSTRUCTIVE ASSESSMENT OF
THIS TOOL.

Appendix X: Letter of Introduction to the Research Study

**Moi University
P.O. Box 3900-30100
Eldoret, Kenya
10th December 2019**

**The Director of Education and Social Services,
Kampala City Council Authority.
P.O. Box.....**

Dear Sir/Madam,

Re: Research Study in Kampala District

My name is Nakiyaga Dorothy (UTS0092087). I am a doctoral student at Moi University under the admission of DPCS/4209/20. I am doing a study on **Stakeholders'' participation in school management to enhance the academic achievement of the selected government-aided secondary schools in Kampala district.**

My study will **analyse the extent to which stakeholders'' participation in school management enhances academic achievement in government-aided secondary schools**

Participation is voluntary but will be highly appreciated. The study will last for about three months and will require several visits to the selected secondary schools in terms of data collection.

My Contact Information is:
+256 702 717834
+256 776962183,
E-mail nakiyaga1@gmail.com.

Thank you for your help.
Yours faithfully,
**Nakiyaga Dorothy
Ph.D. Candidate,
Moi University.**

Appendix XI: Letter of Introduction from Moi University



MOI UNIVERSITY

Office of the Dean School of Education

Tel: (053) 43001-8
 (053) 43555
 Fax: (053) 43555

P.O. Box 3900
 Eldoret, Kenya

REF: EDU/D.PHIL.A/1005/18

DATE: 6th March, 2020

The Executive Secretary

Uganda National Council for Science and Technology
 Plot 6 Kimera Rd, Kampala
 P.O Box 6884, Kampala

UGANDA

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF NAKIYAGA DOROTHY - (EDU/DPHIL.A/1005/18)

The above named is a 2nd year Postgraduate Higher Degree (PhD) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of her PhD Studies that she conducts research and produces a dissertation. Her research is entitled:

“Stakeholders’ Participation in School Management to Enhance Learners’ Academic Achievement in Selected Secondary Schools in Uganda.”

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,



PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION



(ISO 9001 – 2015 Certified Institution)

Appendix XII: Research Authorisation



Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS483ES

18 August 2020

Dorothy Nakiyaga
Gulu University
Gulu

Re: Research Approval: **STAKEHOLDERS' PARTICIPATION IN SCHOOL MANAGEMENT TO ENHANCE LEARNERS' ACADEMIC ACHIEVEMENT IN SELECTED SECONDARY SCHOOLS IN UGANDA**

I am pleased to inform you that on 18/08/2020, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of 18/08/2020 to 18/08/2021.

Your research registration number with the UNCST is SS483ES. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval prior to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

| No. | Document Title | Language | Version Number | Version Date |
|-----|--------------------------------------|----------|----------------|--------------|
| 1 | Teachers' Questionnaire | English | 2.0 | 26 May 2020 |
| 2 | Learners' Questionnaire | English | 2.0 | 26 May 2020 |
| 3 | Interview Schedule of MOES | English | 2.0 | 26 May 2020 |
| 4 | Interview Schedule for Headteachers | English | 2.0 | 26 May 2020 |
| 5 | Interview Schedule for B.O.G/P.T.A | English | 2.0 | 26 May 2020 |
| 6 | Informed Consent form for interviews | English | 2.0 | 26 May 2020 |

| MOES,BOG/PTA,Headteachers | | | | |
|---------------------------|---|---------|-----|-------------|
| 7 | Informed Consent form for the Learners' | English | 2.0 | 26 May 2020 |
| 8 | Informed Consent form for parents for learners' below 18yrs | English | 2.0 | 26 May 2020 |
| 9 | Informed Consent form for teacher's questionnaire | English | 2.0 | 26 May 2020 |
| 10 | Informed Consent form for parents | Luganda | 2.0 | 26 May 2020 |
| 11 | Research Budget | English | 2.0 | 26 May 2020 |
| 12 | Work Plan | English | 2.0 | 26 May 2020 |
| 13 | Document Review Checklist | English | 2.0 | 26 May 2020 |
| 14 | Moi University letter | English | 2.0 | 26 May 2020 |
| 15 | Moi University letter 2 | English | 2.0 | 26 May 2020 |
| 16 | Project Proposal | English | 2.0 | |
| 17 | Approval Letter | English | 2.0 | 2020-05-26 |
| 18 | Administrative Clearance | English | 2.0 | 2020-05-26 |

Yours Sincerely



Helen Opolot

For: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Appendix XIII: Plagiarism Report

DOROTHY NAKIYAGA PLAGIARISM REPORT

ORIGINALITY REPORT

27%
SIMILARITY INDEX

PRIMARY SOURCES

| | | |
|-----------|---|------------------------|
| 1 | d-nb.info Internet | 1741 words — 2% |
| 2 | repository.nwu.ac.za Internet | 985 words — 1% |
| 3 | www.ccsenet.org Internet | 866 words — 1% |
| 4 | hdl.handle.net Internet | 797 words — 1% |
| 5 | pdfs.semanticscholar.org Internet | 598 words — 1% |
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| 9 | uir.unisa.ac.za Internet | 413 words — 1% |
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