

**STAKEHOLDER ENGAGEMENT AND SCHOOL PERFORMANCE IN  
GOVERNMENT-AIDED PRIMARY SCHOOLS IN NORTHERN CITY DIVISION,  
MBALE CITY**

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**S19/MUC/MEDAP/225**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
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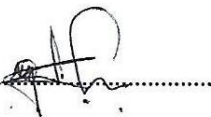


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**DECLARATION**

I, Magomu Johnson William, declare that this dissertation, titled “Stakeholder Engagement and School Performance in Selected Government-aided Primary Schools in Northern City Division, Mbale City,” is my original work. I acknowledge that it has never been presented to any University for any award.

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APPROVAL

This is to certify that this research dissertation has been written under my close supervision and is now ready for submission to the School of Education of Uganda Christian Unity with my approval.

Signed  .....

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## **DEDICATION**

This research dissertation is dedicated to my dear family members, particularly my cherished wife and kids, for their unwavering support and tolerance during my time away from home at Uganda Christian University.

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## **LIST OF ABBREVIATIONS**

**AIDS:** Acquired Immune Deficiency Syndrome

**CCT:** Coordinating Center Tutor

**CEO:** City Education Officer

**CEO:** City Education Officer

**CIS:** City Inspector of Schools

**COVID 19:** Corona Virus Disease

**PLE:** Primary Leaving Examination

**PTA:** Parents' Teachers Association

**SMC:** School Management Committee

**SOPs:** Standing Operating Procedures

**UNEB:** Uganda National Examinations Board

**UNICEF:** United Nations Children's Fund

**UPE:** Universal Primary Education

## ABSTRACT

The study's objective was to ascertain the impact of school stakeholder engagement to school performance in a subset of Mbale City's Northern City Division government aided primary schools. The study's three main objectives were to examine the contribution of School Management Committee to school performance in a particular Northern City Division primary school in Mbale City. to assess the contribution of Parents Teacher Association towards school performance in a subset of the elementary schools in Northern City Division, Mbale City. To establish the contribution of pupils to school performance in selected government aided primary schools in the Northern City Division of Mbale City. A descriptive research approach and a sample size of 124 respondents were employed in the study.

With a p value that was 0.025 below the alpha value of 0.05 and a r value of 0.271, the findings of the first study objective demonstrated that, at a specific primary school, the School Management Committee had a positive link with school performance. The r square value of 0.074 indicates that the School Management Committee only makes up 7.4% of the school performance of the selected government aided schools in Northern City Division, Mbale City. This implies that there is little influence of the School Management Committee towards school performance in the selected government aided primary schools in the Northern City Division of Mbale City. The results of the second study objective showed that, in the selected government aided primary schools, the Parents Teacher's Association was associated with school performance by 0.423 with a p value of 0.001, which is less than the alpha value of 0.05. With a r value of 0.179, the Parents Teacher's Association only accounts for 17.9% of the school performance in the selected Northern City Division government aided primary schools in Mbale City. This shows that the Parents Teacher's Association has a little effect on school performance in Northern City Division Mbale City in government aided primary schools and is not a particularly important factor in influencing school performance in those communities. Finally, to determine the impact of pupils towards school performance in the selected government aided primary schools in the Northern City Division of Mbale City, a simple regression analysis was carried out. The results of the analysis showed that, in the selected government aided primary schools in the Northern City Division of Mbale City, there was a 55.5% association between pupils and school performance. This indicates that when pupils' contributions are raised by one unit, a subset of government aided primary schools in Mbale City's Northern City Division saw an improvement in academic achievement of 55.5%. Additionally, the study discovered that, at  $p=0.002$ , instructors' contributions account for 31.9% of school performance in a subset of government aided primary schools in Mbale City's Northern City Division. This shows that in the selected government aided primary schools in the Northern City Division of Mbale City, teacher involvement had a major impact on pupils' achievement. In order to improve the leadership, strategic planning, and resource management abilities of SMC members, the research suggests that Mbale City implement extensive training programs. Increased PTA participation in school-related projects and support programs that directly impact student learning and performance is necessary in Mbale City.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This chapter provides the study's background, problem statement, purpose, objectives, research questions, scope, justification, significance, conceptual framework, and operational definitions.

#### 1.1. Background to the Study

Background information for the study encompasses historical, theoretical, conceptual, and contextual background information.

##### 1.1.1 Historical background

School performance has been a divisive issue at all societal levels, especially in elementary schools, which has angered the public and business community. According to the World Bank (2022), different stakeholders are urged to approach education differently. Given the growing prevalence of this problem in both developed and emerging nations, it is necessary to assess how government programs or institutions that don't meet stakeholders' expectations especially in terms of school performance can be made more successful (Ward and Penny, 2016). As governments contend with growing demands for public spending, higher standards for services, and, in certain situations, a populace that is growing less and less willing to pay higher taxes, there has been a renewed focus on improving government aided institution performance over the past 20 years, especially in Western countries (Curristine, 2015). He further contends that governments have adopted several strategies to improve their agencies' effectiveness and productivity. One of these strategies is the stakeholders' approach, which emphasizes the development of business plans through proactive relationship-building, active corporate environment management, and the advancement of shared interests. This strategy aids in the integration of enterprises into the larger community and looks at how standard operating procedures affect management, staff, and people who are directly influenced by the business, including suppliers, financiers, employees, and customers (Ahamed, 2013). Gomes (2016) goes on to say that management responded to the financial criteria of effectiveness's unanimity by implementing the stakeholder method.

In order to further public interests, the stakeholder method gained popularity in the middle of the 1980s. Since then, managers, the media, and school performance have all found the stakeholder concept to be quite appealing. The stakeholder approach aims to guarantee the long-term performance of the company by skillfully overseeing and combining the relationships and objectives of communities, suppliers, shareholders, workers, customers, and other organizations (Fontaine, Haarman &, 2006). One of the most important tools for incorporating ethics into management strategy and practice nowadays is stakeholder involvement (Fassin, 2019). A choice is considered valid when the public is involved and given a sufficient chance to participate in the decision-making process (Gnan, Hinna & Monteduro, 2013). According to Veronesi and Kevin (2009), adopting a consensus-oriented approach enhances transparency and inclusivity and raises the possibility of successful policy creation and execution.

Academic establishments in nations with high levels of urbanization like the USA in addition to Canada do not face the problem of low school academic proficiency as they do in less developed countries (Rose, 2023). Additionally, she contends that the New York State has taken action to guarantee adequate funding for all government aided secondary schools. The state has more teaching resources in schools, greater teacher pays, and qualified teachers who possess the skills and understanding of education leadership to provide instruction targeted at raising student performance. A system that is planned, functional, and developed to guarantee school success and the accomplishment of institutional goals and objectives is a school culture that integrates elements of teacher dedication, teamwork, and goal setting.

Due to Uganda's status as a British protectorate from 1894 until winning independence in 1962, missionaries established the country's educational system in 1877, following the British model (Okurut, 2012). Teachers were revered at the time, he continues, and they had access to accommodation, healthcare, bread, and tea during breaks. Additionally, teachers were motivated to fulfill their pedagogical responsibilities by the overall school climate, which significantly raised students' academic achievement. Nonetheless, Neville (2008) asserts that the years 1971-1979 had an effect on education as well as many other areas of society. Brain drains, instability, the collapse of economic activity, and a drop in social services were some of the factors contributing to low-slung learner success throughout this period. In order to alter the school system, parents were compelled to join PTAs, and the PTA then charged fees to teachers to reward them.

In Uganda, school performance is currently seen as a critical element of the primary education market. claims Bashir (2022). He continues, "A lot of attention is also paid to the kinds of inputs

that are reflected in a student's grades at their previous educational level and the outputs that a student receives at a specific school after completing a particular degree of education." Schools compete for students who can afford to pay for their education in addition to grades. To improve the acquisition of first-rate facilities that support effective teaching-learning activities and qualified academic staff to support and sustain effective and efficient school performance in the short and long term, school administrators also look for donations and other financial resources (Musisi & Genza, 2019).

### **1.1.2 Theoretical background**

The study was conducted within the framework of the stakeholder theory. It sought to ascertain the relevance made by the various advocates of this theory in stakeholder engagement and primary school performance in Northern City Division, Mbale City, Uganda. This theory was chosen because no single theory can adequately explain a given occurrence, even while it provides suitable answers for the study's subject.

Mahajan et al., (2023) state that the Stanford Research Institute first created the concept of a stakeholder in the 1960s to emphasize that a company needs the encouragement of stakeholders and shareholders to succeed. This is the source of the idea behind stakeholder theory. This theory however was modified by Richard Edward Freeman in 1984, who is also greatly acknowledged for having popularized the idea of stakeholder (Mhlanga & Moloj, 2020). They further continue that the definition provided by Freeman (1984) is more unbiased than the one provided by the Stanford Research Institute. The stakeholder theory, according to Freeman (1984), recognizes value creation as a primary driver of the business but also acknowledges that this value must be shared by a group of stakeholders, this include not just management and shareholders but also any public members who could be interested in the way the business is operated (Theodoulidis et al., 2017). According to the fundamental tenet of stakeholder theory, an organization's ability to appease shareholders and agents with vested interests determines how effective it is. Gomes (2006).

This theory underscores the importance of stakeholder engagement across these spheres, suggesting that when parents, teachers, and community members actively collaborate, they establish a network of support that improves pupils' academic performance overall.

A study by Epstein and Sheldon (2002) demonstrated the value of this strategy in educational settings by showing that schools with stakeholder participation had improved student achievement and increased school effectiveness.

The ways that stakeholder participation can influence educational outcomes and guide the development of workable programs to improve student performance in specific Northern City Division schools in Mbale City are well understood by this theory.

### **1.1.3 Conceptual background**

Working with people, making use of available resources, and assisting them in cooperating to achieve predetermined aims and goals is known as stakeholder engagement (Bartle, 2007). He continues by saying that all interested parties must be involved in the decision-making process because everyone has a right to free and compulsory primary education given by the government. The head teacher tries to establish an environment in the classroom where this can happen. Everyone who actively engages in the educational process is included, including parents, educators, community members, and committees that oversee school administration. (NEWMAN et al, 2019). Literature indicates that such engagement is pivotal in enhancing school performance by fostering a supportive and collaborative educational environment. Effective stakeholder involvement, according to Epstein (2018), entails forming alliances between educational institutions and families, which can enhance the general school climate, student conduct, and academic performance. These partnerships facilitate shared responsibility for student achievement and provide a foundation for continuous improvement in educational practices, hence leading to an increase in school performance. It involves School Management Committee involvement, PTA engagement, and pupils' engagement. This is evaluated by teacher satisfaction, attendance rates, pupils' achievements, graduation rates, and discipline referrals.

According to (Taylor & Smyth, 2000), School Management Committees (SMCs) have a major influence on how well schools perform because of their supervision and governance responsibilities. They go on to say that by making sure resources are allocated appropriately, putting school policies into practice, and encouraging community involvement, effective SMCs help to enhance school outcomes. Strategic planning and accountability fall under the purview of SMCs, and they have the power to impact curriculum development and resource management, among other facets of school administration. The Uganda Education Act, 2008 established SMCs, whose duties include important tasks related to the right operation of the schools (Oloka & Kakuru, 2017). They continue by claiming that curriculum organization and the creation of policies that promote students' growth have not been adequately carried out by school administration committees. According to research by (Vernez, Karam, and Rellen, 1996), effective SMCs can encourage stakeholder engagement and transparency, which in turn can propel school reform initiatives and raise educational standards generally.

Beyond the school's walls, community involvement encompasses the larger community that backs educational programs. Partnerships between the community and schools can result in increased funding, volunteer support, and improved learning opportunities for kids, claim Henderson and Mapp (2002). Students' educational experiences are usually enhanced when local companies and organizations offer resources, expertise, and mentorship programs. Strong community-school ties can enhance student results by creating a culture of shared responsibility for education and offering extra support networks, according to studies by Becker and Epstein (1982). This therefore leads to improved school performance.

A key element of stakeholder involvement is parental involvement, which has been shown in numerous studies to have a major impact on academic achievement. Academic success is more likely for students whose parents are actively involved in their education, per a study by Harris and Goodall (2008). Parental involvement can take many different forms, including participating in school governance, attending school events, and offering assistance with homework. According to the study, schools with higher degrees of parental participation typically have higher levels of academic accomplishment and enthusiasm for learning. Similarly, (Fan & Chen, 2001) contend that parental participation enhances students' grades and scores on standardized tests, highlighting the significance of building solid home-school interactions. Since parents provide their children with material, financial, and psychosocial support, parental support is crucial to their education and directly affects their academic achievement (Kamya, 2006). He further continues that; pupils who are supported with scholastic materials, feeding, fees, good accommodation, and a good diet tend to concentrate in class work and school performance. Also, parents who provide counseling and encouragement to their children always become their role models and always succeed not only in academics but also in life and it is observed that parents who monitor pupil attendance in school and work done at home and classwork are always supported and perform better than their counterparts without such parental engagement, compared to their counterparts who aren't supported by parents, hence improved school performance.

Pupils are essential to the educational process, and their involvement significantly impacts pupils' academic performance. Teachers' involvement in professional development and school decision-making processes has a direct impact on their performance and the outcomes of their pupils. (Ingersoll, 2001). Teachers who are actively involved are more likely to use creative teaching methods, foster a healthy school climate, and work well with others. Findings by Darling-Hammond (2000) shows that a key factor in forecasting students' development is the effectiveness of teachers, lends additional support to this. Increased levels of satisfaction

among instructors and improved performance among pupils are typically observed in schools that offer professional development opportunities to teachers and actively include them in school projects. Teachers' participation in the teaching process has a big impact on learners' academic performance in government-aided elementary schools. In schools where teachers freely interact with pupils and other important stakeholders who either directly or indirectly affect the learning process, student achievement is consistently good or better.

Teachers work with parents to give their children academic support and meals, and when parents do this, student performance significantly improves. In schools where the head teacher freely consults with the teacher on issues that affect the learning process, improvements are discussed and implemented to enable better grades especially in final exams in the learning process (Kibira, 2017). The kind of instruction used in primary schools has a big influence on students' academic performance, which ultimately improves school performance (Mupa & Chinooneka, 2015). They further continue that teacher choose from the many methods that include; guided discussion, project method, discovery, observation, demonstration, and inquiry approach, among others to facilitate the learning process. It is incumbent upon the individual teachers to employ relevant methods of teaching to learners to ease the conceptualization of the content by learners for a teaching session to be successful. However, where the teachers do not employ relevant and applicable methods, the learners end up just attending class but not achieving the learning objective (Wrenn&Wrenn, 2009). Amerstorfer and Münster-Kistner (2021) assert that peer relationships and classroom participation affect students' academic performance. In the end, this helps students acquire morals and critical thinking skills that they can utilize to further their professions. In addition, Apolot et al. (2018) reiterate that staffing matters in terms of assigning subjects and classrooms. Schools with a sufficient number of instructors typically prepare lesson plans and schemes of work appropriately, in contrast to schools where teachers are few and overworked and scarcely prepare or conduct research to learn more about the material they would be covering in class. This is because teachers who are overloaded and do not prepare adequately do not cater to individual learners and this affects their performance since the syllabus is not fully covered.

In schools where these facilities like classrooms, chairs, tables, desks, sanitation facilities, and libraries affect the learning available, there is a good learning environment that favors good school performance, compared to schools without such facilities (Barrett et al., 2019). The formation of Parents Teachers Associations (PTA) in Uganda schools is permitted by the Education Act of 2008 (MoE&S, 2024). In addition, it is anticipated that Parents Teachers' Associations will be crucial in organizing parents to get their kids to and through school, acting

as a mediator between parents and educators, providing a forum for discussion of matters about teacher welfare and school performance, and ultimately taking the lead in school planning, budgeting, and oversight. According to Abubakar (2015), it is crucial to recognize Parents Teachers Associations as significant school stakeholders.

#### **1.1.4 Contextual background**

The City of Mbale is situated in the eastern region of Uganda. It acts as one of the main centers for business, and government (MCC website, 2024). Additionally, Mbale City opened for business on July 1st, 2020. The delivery of statutory services, which were formerly concentrated in Kampala and which the locals had to access at great expense and inconvenience, has been centered in the regional metropolis of Mbale. It has two divisions: the Industrial City Division and Northern City Division. This research was carried out in the Northern City Division of Mbale City which consists of various Wards and Cells. The schools for the research's case study are: Nakaloke P/S, Namunsi P/S, Bulweta P/S and Namalogo P/S, all in Northern City Division in Mbale City, Uganda.

Stakeholder participation is viewed as a unique and highly appreciated element that can enhance the Dual-Curriculum's effectiveness in Mbale City's primary schools in terms of increased student enrollment and retention, per the study by Bashir (2022). assisting a school manager in formulating policies that would enhance the school's standing, attract students, and supply resources for the efficient operation of the institution. It's also critical to remember that stakeholder participation is a crucial component of strategic planning in academic settings (Arifin & Drysdale, 2015). Previous research undertaken by different scholars has demonstrated that school performance is comprised of multiple dimensions and complicated constructs that are determined by a set of variables that may or may not be pecuniary (Kraus, 2013, Stam, 2013; Wu & Zhao, 2009). Mbale City Council has tried to engage various stakeholders by monitoring their reports and school curriculums, various meetings, rewarding best-performing schools and availing U.P.E funds, among others (MCC, 2024).

Despite the stakeholder engagement, the performance of these schools is still wanting. Complaints about stakeholder engagement which comprises the SMCs, PTA, and pupils are still pronounced in these schools. Surprisingly, most of these stakeholders aren't so much dedicated to their work and always view these positions as money-making schemes instead of a channel to help their respective schools to perform better. Consequently, this contextual conflict gave rise to the unresolved empirical question as to what was the contribution of stakeholder engagement to school performance of Primary schools in Northern City Division, Mbale City.

## 1.2 Problem statement

The ideal goals of Universal Primary Education were to: make education equitable so that disparities and inequalities are eliminated; make education affordable for the majority of Ugandans; and, finally, reduce poverty by providing everyone with the fundamental skills they need to succeed (Taban et al., 2024). By 2015, this was supposed to be accomplished. Every pupil of school age who enrolled in schools were expected to finish their elementary education. Towards provision of services, government aided institutions' performance is crucial and, in an effort, to enhance the provision of services, the Ugandan regime has implemented strategic procedures like the stakeholder's approach (Simone et al., 2020).

According to a Thematic Paper MDG 2 (2017), there is an indication that there is poor performance in most of the government aided primary schools due to poor stakeholder engagement. This is evidenced in government aided primary schools in Northern City Division, Mbale City which face significant challenges in achieving optimal educational outcomes, this is partly explained by different stakeholder participation levels. There are still high dropout rates, low teacher retention rates, poor infrastructure development and financial instability (Mbale City Education Records, 2024). Mbale City Council has explored various strategies to engage these stakeholders to foster improved school performance for example through providing of incentives to various stakeholders, marketing drives, and monitoring school programs, among others (Mbale District Development Plan 2021) despite all these, this trend has however continued and the contribution of the SMC towards fostering school performance has not been emphasized enough. School performance is still lacking due to the gap in stakeholder engagement in Mbale City (Mbale City Education Records, 2024). Also, the effectiveness of stakeholder engagement in Northern City Division's government aided primary schools remains underexplored, leaving a significant gap in knowledge about how various engagement practices impact school performance in this context. Although prior research by (Fan & Chen, 2011) has shown that improved school performance is positively correlated with greater stakeholder involvement, the particular dynamics in the Northern City Division may vary as a result of regional socioeconomic conditions and educational obstacles (Taylor & Smyth, 2000). Given this, the purpose of this study was to find out how stakeholder participation affected the school performance of government-aided primary schools in the Northern City Division of the Mbale District.

### **1.3 Purpose of the study**

The study sought to examine the contribution of stake holder engagement to school performance in selected government-aided Primary Schools in Northern City Division, Mbale City, Uganda.

### **1.4 Specific Objectives of the study**

The study was guided by the following objectives:

- i. To examine the contribution of the School Management Committee to school performance in selected primary schools in Northern City Division Mbale City, Uganda.
- ii. To assess the contribution of the Parents Teacher's Association to school performance in selected primary schools in Northern City Division Mbale City, Uganda.
- iii. To establish the contribution of pupils to school performance in selected government aided primary schools in Northern City Division in Mbale City, Uganda.

### **1.5 Research questions**

The research questions that guided the study were as follows:

- i. What is the contribution of the School Management Committee to school performance in selected government-aided primary schools in Northern City Division Mbale City, Uganda?
- ii. What is the contribution of the Parents Teacher's Association to school performance in selected government-aided primary schools in Northern City Division Mbale City, Uganda?
- iii. What is the contribution of pupils to school performance in selected government-aided primary schools in Northern City Division in Mbale City, Uganda?

### **1.6 Scope of the study**

#### **1.6.1 Content scope**

Stakeholder involvement's impact on school performance at a few government-aided schools in Mbale City, Uganda's Northern City Division was the focus of the study. The study's specific focus is on how the School Management Committee, the Parents Teacher's Association, and the pupils improve the performance of a selected government aided primary schools in Northern City Division, Mbale City, Uganda.

#### **1.6.2 Geographical scope**

The Eastern Region of Uganda, specifically the Northern City Division of Mbale City, is where the study was conducted. Bukedea District forms the northern boundary of the Northern City

Division, while Mbale District (Wanale sub-county) forms the southern boundary; Mbale and Sironko districts form the eastern boundary; and the Industrial City division forms the western boundary. The largest city in Uganda and its capital, Kampala, is situated around 245 km northeast of Mbale City, where the city headquarters is situated. The city is 518.8 sq.kms in size, with 00 57Northings, and 34 20Eastings as its coordinates. However, the research was physically done in four Government-aided Schools including: Namanyoyi P/S, Nakaloke P/S, Namunsi P/S and Bulweta P/S. These schools were picked because, over the previous four years, they had performed poorly in most of school actives plus Primary Leaving Examinations.

### **1.6.3 Time Scope**

The investigation was done for the past five years that is between (2017-2021). This period was considered because it is the period when Northern City Division in government aided selected schools experienced a severe decline in school performance. This period of time was thought to be sufficient to generate findings supported by evidence, fact-based conclusions, and suggestions for scholarly purposes.

### **1.7 Justification of the study**

The justification of this study lies in addressing the contribution stakeholder engagement and school performance in government-aided primary schools in Northern City Division, Mbale City. To comprehend how cooperative efforts improve learning outcomes, it is crucial to look into how stakeholder participation affects school performance in government aided primary schools. Effective stakeholder engagement, which involves the dynamic involvement of parents, pupils, school administration committees, and the broader public, can establish a supportive and participative learning environment. school performance could be greatly affected by this. According to research, this kind of involvement enhances student behavior and the general school climate in addition to school performance (Epstein, 2018). For instance, it has been demonstrated that both teacher engagement and active family involvement positively impact student progress and teacher effectiveness (Fan & Chen, 2001). Additionally, school management committees are essential for allocating resources and putting policies into practice, both of which can improve school performance through reduced drop out rates, improved infrastructure and teacher retention rates, among others (Taylor & Smyth, 2020). Developing solutions that use stakeholder engagement to improve educational quality and close performance disparities in government aided primary schools requires an understanding of these processes (Darling-Hammond, 2000). In order to promote improved educational outcomes and school performance, this study offers insightful information about how to maximize

stakeholder engagement. Stakeholder engagement has also been chosen because it directly addresses school performance challenges by improving on SMCs, pupils and PTA who play a crucial role in improving performance of the schools (Kitambo, 2022). This research will therefore fill a critical gap by offering insights into the multifaceted contribution of stakeholder engagement towards school performance, contributing to both academic knowledge and practical solutions for improving school performance in Uganda.

### **1.8 Significance of the study**

**School officials:** To promote excellent academic achievement, this study will inform school officials of the benefits of stakeholder involvement. With the findings, the government's Ministry of Education will be able to create policies that successfully involve stakeholders. This would also make the shortage of existing literature in the area of stakeholder involvement in management worse.

**Researchers:** In the future, other researchers may use the study as a reference to aid in their work. The study provides a reliable source of local literature for further investigation into employee performance in organizations and the concept of work-life balance.

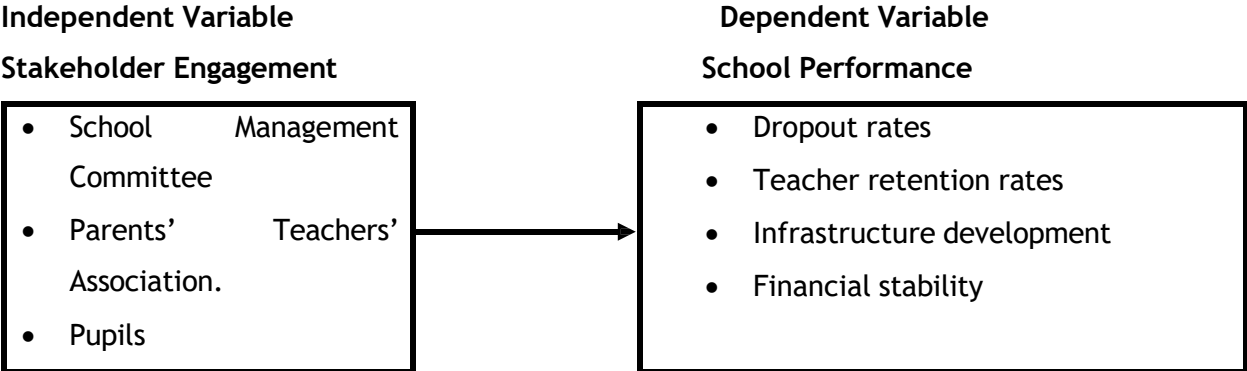
**Policy makers:** In order to improve school performance through improved stakeholder engagement in various schools, the study will benefit policymakers by helping them better understand the contribution of stakeholder engagement to school performance.

**Businesses and employers:** The study will encourage businesses, employers and schools to enhance prioritize school performance through enhanced stakeholder engagement by raising awareness of the importance of better stakeholder engagement during the implementation of various activities.

**Stakeholders:** The research study's conclusions may make it easier for the CEO, MoES, PTA, SMC, CIS, tutoring center coordinators, and pupils to understand their crucial role as primary school stakeholders. This could help them raise student achievement in the chosen government aided school in Mbale City's Northern City Division.

**1.9 Conceptual Framework**

The conceptual framework for stakeholder engagement and school performance is outlined in the conceptual framework below.



Source: Adopted from UPE Handbook (2018) and modified by the Researcher, 2021

**Figure 1.1: Conceptual framework showing the relationship between stakeholder engagement and school performance**

Figure 1.1's conceptual framework aided in modeling a one-way relationship between the dependent variable, school performance, and the independent variable, stakeholder engagement. School performance is a matter that involves instructors, the Parents Instructors Association, and the School Management Committee. Stakeholders must manage UPE capitation grants, budget for school funds, keep an eye on school project programs, mobilize resources, and encourage parents to participate in school development initiatives in order for the UPE to be implemented successfully and efficiently and improve teaching-learning conditions, which in turn improve exam scores. These initiatives are part of the ongoing monitoring of school development. A stakeholder is any person or group of people with an interest in a decision or strategy made by an organization or agency.

Assessments given in the classroom are used to grade students' performance in school. The grades that pupils obtain on examinations or assessments are used to categorize them. Division 1 students indicate exceptional achievement, Division 4 students represent poor performance, and Division U pupils represent failure. Following marking, students' performance is categorized as good, average, or low.

**1.12 Limitations of the study**

During the procedure of gathering data in the field, the researcher encountered some limitations. Selecting a sample for the study may be challenging for the researcher in terms of limiting biases because of these uncontrollable circumstances (World Vice Blog, 2021).

The following challenges were encountered by the investigator: time constraints; the researcher explained the questionnaire's contents to the participants to solve the problem that the majority of people would not give precise information due to their lack of literacy.

### **1.13 Delimitation of the Study**

The study was conducted at Mbale City's Northern City Division in four selected government-aided primary schools of which two were from former municipal and others from annexes from local government schools.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The literature review on educational governance that has already been produced by different academics is included in this chapter. The performance of children in government aided schools in Mbale City's Northern City Division and the participation of stakeholders were the main topics of discussion. Furthermore, theoretical and empirical studies are offered along with a summary of the studied literature.

#### 2.1. Theoretical review

##### 2.1.1 Stakeholder Theory

Stakeholder Theory served as the study's compass. Various organizations and persons involved in the events or problems under investigation are collectively referred to as stakeholders. (Koschmann & Kopczynski, 2017a). There is a lengthy history of use of the stakeholder concept across numerous fields. Organization studies have made use of it for example in approach, morals, finances, social sciences, legal education, and political concepts. According to the stakeholders' theory, an organization's very existence generates or engages a certain public. (Luoma-aho & Paloviita, 2010). Schools and various organizations establish social relationships only through agitating specific segments of pre-existing entities and spheres of influence. (Hallahan, 2000).

By utilizing the term "stakeholder" as it is currently understood, various scholars have demonstrated that the Stanford Research Institute (now SRI International, Inc.) contested the idea that management is only required to be responsive to shareholders or stockholders. When shareholder theory emerged, it was seen as a challenge to the then-dominant management and economic theory. Stakeholder theory has become more complementary to shareholder theory since shareholders are viewed as major stakeholders in any understanding of the organization from a stakeholder perspective (Parmar et al., 2010). Koschmann & Kopczynski, (2017) establish that, although stakeholder theory originated as a useful framework for corporate strategy and management, since then, it has developed into a broader field of study that looks at how an organization and society interact from several angles. Additionally, it refutes and enhances previous theories like transaction cost economics and resource dependency theory. They

continue that the fundamental idea behind stakeholder theory is that businesses should be run to benefit any group or individual that could have an impact on or influence the company. The reason for this is that businesses function within a broad environment of interdependent interactions with constituents and other organizations. The business ethics and organizational management theory known as "stakeholder theory" focuses on a variety of stakeholders, or groups and individuals who may have an impact on or influence the organization, including civil societies, communities, consumers, workers, governments, shareholders, and suppliers. (Schneider 2019).

According to the stakeholder theory, managers or school heads in this case should balance the interests of numerous (and sometimes contradictory) stakeholders and proactively attend to stakeholder needs. (Richter & Dow, 2017). The concept of shared attitudes and values is a foundational element of stakeholder theory. It is intended to provide advice and explanations for the organization and management of a firm by bringing extremely abstract ethical concepts to life in concrete terms. (Donaldson & Preston, 1995; Hasnas, 1998) contend that currently, a key tool for school performance is stakeholder engagement. They also maintain that the incorporation of elements of stakeholder theory indicates a new phase in the development of the relevant management practices, where their influence on the school's performance is evident, highlighting the relationship's significant significance.

Activities involving government aided institutions need the permission of competent authorities in terms of stakeholders. According to Sinclair (2011), a fluid and strict approach to stakeholder engagement has been required due to the rate of growth, the number of stakeholders, and the numerous internal and external permission needs. Developing a model for successful stakeholder engagement management for a major Western Australian Government Trading Enterprise was the title of a study conducted by Sinclair (2011). The study's findings demonstrated that improved relationships at all organizational levels, increased trust and credibility, and quicker project approval were all advantages of stakeholder engagement. Stakeholder managers also fostered organizational interaction and played a significant role in issue resolution by providing specialized resources and encouraging early and open information sharing.

However, because the stakeholder theory makes heavy use of normative, descriptive, instrumental, and metaphorical tools, it has been criticized for being little more than a point of view (Grandori, 2005; Frances-Gomez, Sacconi, & Faillo, 2015). Supporters of stakeholder theory run the risk of taking it for granted, thinking that managers or school administrators will

act morally and in the best interests of society as a whole (Agle 2016). For two reasons at least, that stance is irrational. In addition, there would be strong disagreement on how and what to do, making it impossible for school heads to determine how to best serve the school. Additionally, stakeholder theory would cause more harm if it were to be implemented. In actuality, this would absolve the school heads and various institutions of all ethical responsibility and oversight over their behavior. Because of these drawbacks, a positivist approach was used when to ensure that the results would apply to other primary schools, the study was carried out in Uganda.

## **2.2 Contribution of the School Management Committee (SMC) to school performance in government aided primary schools**

SMCs are integral in many educational systems worldwide, serving as governance bodies that oversee school operations and policies. They often include stakeholders such as parents, community members, and sometimes pupils themselves, tasked with ensuring effective school management and improvement strategies (UNESCO, 2005). Globally, SMCs employ diverse strategies to motivate pupils, ranging from recognition and rewards to professional development opportunities and support for classroom resources (OECD, 2013). The ultimate goal of these tactics is to increase teachers' commitment to raising student achievement by improving their morale and job satisfaction. Studies reveal a robust association between improved morale and job satisfaction and teacher motivation enabled by SMCs. Teachers who feel appreciated and supported by their committees are more likely to accomplish better results in the classroom and in terms of student advancement (Day & Leithwood, 2007). Pupils are motivated to innovate and use best practices in environments that are fostered by effective SMCs. This empowerment enhances instruction and the learning process for students, which benefits overall academic achievement (Leithwood 2004). SMCs also facilitate community involvement in school affairs, which enhances accountability and transparency. This engagement ensures that decisions regarding teacher motivation align with community needs and expectations, thereby bolstering support for educational initiatives (UNESCO, 2005).

However, in Africa, where infrastructure issues and resource shortages frequently plague educational systems, SMCs are essential in closing gaps through resource distribution and community mobilization (Mugenda, 2004). In Africa, SMCs are essential for decentralizing decision-making and enabling local communities to take charge of their own educational advancement. This decentralization enhances the relevance and responsiveness of educational initiatives to local contexts, thereby improving teacher motivation and school performance

(Lewin, 2009). Studies across African countries demonstrate that effective SMCs contribute significantly to enhanced student results by making sure educators are encouraged and supported (Mugenda, 2004). This support ranges from providing adequate teaching materials to fostering a conducive learning environment. The significance of SMCs in educational reform initiatives is becoming more widely acknowledged by African policymakers. Efforts to strengthen SMCs often involve capacity-building initiatives and policy frameworks that enhance their effectiveness in supporting pupils and improving school performance (Lewin, 2009). Despite their critical role, SMCs in Africa face challenges such as limited capacity, political interference, and varying levels of community engagement. Addressing these challenges requires comprehensive strategies that build institutional capacity and promote sustainable community partnerships (UNESCO, 2017). The Contribution of the SMC to school execution in government-aided primary schools is a multifaceted process that significantly impacts school performance globally and within African contexts. In addition to improving teacher satisfaction and morale, effective SMCs also promote better teaching strategies and community involvement, hence improving performance in selected Primary schools in Northern City Division, Mbale City.

### **2.3 Contribution of Parents' Teachers' Association to school performance in government aided primary schools**

PTAs globally serve as vital partners in supporting school resources and enhancing educational environments. Their contributions go beyond mere financial support to encompass active involvement in school governance, advocacy for improved facilities, and community engagement (OECD, 2011). PTAs often bridge gaps in funding by organizing fundraisers, securing donations, and allocating resources where they are most needed, such as textbooks, classroom supplies, and infrastructure upgrades. Their efforts foster a sense of group ownership and accountability for education in addition to improving the actual classroom environment. Studies continually show that Parent-Teacher Associations (PTAs) are essential in encouraging family involvement in the classroom, which raises student achievement (Henderson & Mapp, 2002).

PTAs encourage high levels of parental involvement by providing opportunities for parents to collaborate with instructors, participate in event planning, and make decisions. Strong home-school partnerships are fostered by this involvement, which gives parents greater tools to help learning at home and more information about their children's education. According to a study, children whose parents are involved in the PTA are more likely to succeed academically, behave well in school, and attend more events. The importance of PTAs in creating stronger ties

between the home and a school environment, which ultimately enhances students' academic success, is highlighted in this link.

PTAs play important part in advocacy and policy influence within the educational landscape (Ferguson & Wood, 2006). By representing the collective voice of parents, PTA's advocate for policies that enhance student learning environments, improve educational quality and support school improvement initiatives. To address issues impacting kids and schools, PTAs take part in educational committees, lobby lawmakers, and work with school administrators. Their advocacy efforts often focus on securing adequate funding for schools, promoting inclusive education practices, and advocating for resources that enhance teaching and learning. PTAs also contribute to shaping educational policies that prioritize student welfare, equity in access to education, and overall school effectiveness. Their proactive involvement in policy advocacy underscores their role as essential partners in the governance and improvement of educational systems at various levels.

Proficient PTAs utilize collaborations with nearby towns, companies, and associations to enhance students' educational experiences and assist school initiatives (Baker, 2014). By fostering these collaborations, PTAs expand access to resources beyond what schools can typically provide. This may include financial support for extracurricular activities, donations of equipment or supplies, and opportunities for student enrichment through community-based programs. Collaborations with businesses can also offer vocational insights and mentorship opportunities, enhancing students' understanding of career pathways and practical skills. Furthermore, community partnerships enable PTAs to advocate for school needs more effectively by mobilizing community support and involvement in school events and initiatives. In addition to improving the educational environment, these collaborations promote a feeling of community and shared accountability for the prosperity of nearby schools.

By supporting openness, fairness, and efficient use of resources, PTAs are essential in advancing school accountability (Coburn & Woulfin, 2012). To improve school performance, PTAs monitor educational outcomes and hold school administrators responsible for meeting academic standards and goals by taking part in school governance and decision-making processes. They provide parents and community people with a place to voice their concerns on school rules and procedures, ensuring that choices are made having the optimal possible outcomes for the pupils in mind. Additionally, PTAs promote equitable resource distribution to serve the various needs that pupils have and improve educational possibilities. To improve educational outcomes and promote achievement among pupils, PTAs help to create a supportive atmosphere by cultivating

a culture of accountability. Their efforts reinforce the school's commitment to giving every student an excellent education and build community and school trust.

Parents' Teachers' Associations (PTAs) are essential in African contexts for enlisting community support for schools and creating alliances that improve learning possibilities for kids and families (Mumba, 2005). PTAs act as a bridge between the community and schools, including businesses, organizations, parents, and local leaders in projects that promote student welfare and school progress. Through its advocacy and mobilization efforts, PTAs promote parental involvement in school events, raise consciousness of the value of schooling, and push for improvements to facilities and resources. PTAs support the general growth of the community by fostering strong community links that enable families to actively participate in educational processes and ensure that educational institutions fulfill the different needs of children. In addition to enhancing the educational system, their work promotes a feeling of shared accountability for the well-being and success of African communities' children.

By raising money and resources, PTAs (Parents' Teachers' Associations) play a crucial role in alleviating resource shortages in schools across many African nations (Owens, 2010). Through fundraising efforts, community donations, and collaborations with nearby businesses and groups, these associations frequently play a crucial role in augmenting government funding for education. PTAs place a high priority on purchasing necessary classroom supplies and textbooks, enhancing infrastructure, and providing professional development opportunities for teachers. By using community support and advocating for educational needs, PTAs assist in bridging resource gaps and making sure that schools have the resources they require to deliver top-notch training. By using community support and advocating for educational needs, PTAs assist in bridging resource gaps and making sure that schools have the tools they need to provide high-quality instruction. Their initiatives show the community's dedication to investing in its children's future while also improving the learning environment. To overcome budgetary constraints and promote sustainable educational progress across various African contexts, this cooperative approach is crucial.

In their communities, African PTAs (Parents' Teachers' Associations) are vital champions for inclusive practices, fair access, and high-quality education (Mumba, 2015). These organizations are proactive in recognizing and resolving regional educational issues, such as curriculum relevance, teacher shortages, and infrastructure deficiencies. PTAs support practices and policies that advance educational equity and enhance learning outcomes for all students by interacting with educators, legislators, and local authorities. They advocate for enough

financing, bring up community concerns, and support inclusive classrooms that accommodate students with different learning preferences. By influencing educational laws and practices that reflect the goals and mission of the communities they serve through their advocacy work, PTAs ultimately strive to guarantee that each child gets an excellent education.

PTAs are crucial in Africa because they foster a sense of responsibility for children's academic success and promote parental involvement in their education (Namisi, 2013). PTAs encourage family participation in school events, decision-making processes, and instructional initiatives, offering an inclusive approach to learning for pupils. This involvement guarantees that parents are aware of their children's development, difficulties, and educational opportunities through increased interaction between their residence with the institution of learning. Students typically exhibit better attendance, higher motivation, and more academic success when parents are actively involved. By highlighting the importance of education in their communities and encouraging parents to participate in the creation of educational policies and practices that will benefit their children and the future generation, PTAs serve as catalysts for parental empowerment. PTAs significantly strengthen the partnership between schools and families through these initiatives, hence enhancing educational outcomes throughout African contexts. Despite their vital contributions to the advancement of education, PTAs in Africa face numerous obstacles that limit their efficacy. These include insufficient funding, poor member training opportunities, and problems with governance in their organizational structures (Nkambule & Nieuwenhuis, 2018). These difficulties frequently prevent PTAs from realizing their full potential in assisting schools and promoting high-quality education. Nonetheless, new strategies are starting to emerge, including community-driven projects targeted at improving PTA governance and sustainability, networking platforms for exchanging best practices, and capacity-building programs customized for PTA members. These developments are essential for giving PTAs the tools they need to overcome challenges, improve their organizational capabilities, and successfully promote educational reforms that benefit African communities and students. As a result of these activities, PTAs will be better able to support sustainable educational expansion across the continent and satisfy local educational requirements.

#### **2.4 Contribution of pupils to school performance in government aided primary schools.**

According to Annet (2024) learner factors that lead to improvement of school performance include learning attitude, study time, motivation, and discipline. Kapur (2018) further continues that pupil attain academic success because of their attitude toward learning. Pupils who are goal-oriented are focused, hardworking, resourceful, and always have a positive

attitude in the classroom. Additionally, they spend less time on pointless pursuits. Pupils' enthusiasm and desire for academic success can be fueled by their favorable attitudes toward their professors, schools, and subjects. Peer cooperation fosters academic growth and the development of common intellectual abilities (Adeyemi & Adeyemi, 2014).

Teachers that advocate for good discipline among their pupils can help them do better academically, and discipline can explain differences in students' academic success (Simba et al., 2016). Nonetheless, school officials are responsible for and able to resolve the majority of indiscipline instances (Alex, 2017). According to a study by Simba et al. (2016), students who exhibit strong discipline are encouraged and welcomed by society, which allows them to grow a positive self-concept that increases their drive to learn. In contrast to in disciplined students, educational goals are attained via hard work, time management, respect for others, and self-determination, according to Gitome et al. (2013), cited in 2016.

Since learners' self-concept and self-esteem foster a sense of self-belief in achieving superior learning grades, learner academic performance and success are attained when the learner's academic motivation is valued and prioritized (Dogan, 2015) (Steinmayr et al., 2019). According to the researcher (Dogan, 2015), teachers should have a positive outlook in order to motivate their students to learn. The fact that the variable of present interest, student motivation, was examined in relation to other variables is both a study strength and a weakness.

Pupils who regularly read enhance their academic performance, reading comprehension, and written English skills, and they also do better on tests (Pobi, 2016). Students can learn new words and advance their grammar and vocabulary by developing a reading culture. A culture that values reading helps students remember things better. Instructors must place a strong emphasis on understanding and engage students in supervised reading and writing during class (Ihedioha, 2021). Pupils who struggle with reading and comprehension are more likely to perform poorly in other areas.

In order to achieve their goals and priorities for improved academic performance, school administrators must assist students in time planning (Al-Zoubi, 2016), as students typically lack the skills necessary to effectively plan and use their available time (Adams & Blair, 2019). This implies that students can readily participate in extracurricular activities that do not directly relate to their studies, which reduces their likelihood of revising and reading more in the school library. Students can reduce time waste and make the most of the little time allotted for reading, taking quizzes, reading more, making changes, and participating in discussions and assignments by creating a list of things they need to do (Alyami et al., 2021). Nonetheless, by

establishing learning objectives and priorities, planning the learning activities, and improving focus, teachers can assist students in efficiently managing their time (Das & Saradindu,2021).

## **2.5 Summary of the Literature Review**

Bruns, Filmer, and Patrinos (2011) assert that the participation of multiple stakeholders leads to efficient school administration. Santibanez (2006) came to similar conclusions, finding that a diverse school council improves student outcomes and, in turn, school success. Involving stakeholders and giving them the authority to make decisions and provide suggestions is crucial to fostering a sense of ownership and accountability for school reform.

The majority of the evaluated literature for this study focused on how pupils, parent-teacher associations, and school management committees affect school performance. The literature evaluation was sourced from many places throughout the world, including the US, England, Jamaica, the UK, and researchers at the continental level looked at related students from Kenya, Ghana, and Nigeria. Everyone was focused on the roles of education stakeholders, including in Malawi. The pertinent Ugandan literature is assessed, including Kitembo (2014), who studied in Kaluga and focused on community engagement in education.

Since UPE's founding in 1997, there doesn't seem to have been a single thorough study done to ascertain how stakeholder engagement affects school performance (Kadondi, 2014). This is especially true for a number of governments aided primary schools in the Northern division of Mbale City.

The literature review indicates that apart from the three examples of stakeholder involvement that are; PTA, pupils and SMCs, other factors contribute to school performance that were outside the scope of this study, and it would do well for schools in Northern City Division, Mbale City and other various institutions involved to consider them too.

The results of the study on SMC, PTA and pupils as the stakeholders also demonstrated that these stakeholders exist within the government aided primary schools and there was a high perception of these variables. Nevertheless, there were certain gaps which were identified and these were not entirely effective.

Furthermore, the study discovered that the majority of stakeholders contributed highly to the performance of various government aided schools.

Additionally, in the literature review, it has been revealed that there is a need to fill the gap experienced in stakeholder involvement by investigating the various stakeholders in various government aided schools in Northern City Division, Mbale City and how they can overcome the above-stated barriers to stakeholder engagement; state whether it can initiate and

maintain the flow of good stakeholder engagement, thereby finally to establish if the management systems can allow the stakeholders directly involved to perform their duties effectively without any limitations from the management or the system.

Also, from the literature review, stakeholder engagement is more likely related to school performance. The majority of the studies were many years old and not grounded in urban setting in Uganda, and there hasn't been much study done on the project itself because it's still in its early stages, which creates research gaps. Also, most of the research was not based on school performance but rather general performance. Moreover, the variables that are discussed in this study were not given enough attention. The methodologies used were either quantitative or qualitative with minimal mixed methods.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter outlines the techniques that will be used to conduct the study. This chapter covers the study population, research design, sample size calculation, sampling procedures and methodologies, and data collection tools and methods. Additionally discussed are pre-testing, data collecting, analysis, and ethical issues.

#### 3.1 Research Design

The researcher used a descriptive research design to help answer the who, what, when, when, where, and how concerns related to a particular study problem. It is also used to collect information on the current status of the phenomenon and to describe the factors or circumstances that exist in a situation. To gain a thorough investigation and use of subjectively interpreted data, a descriptive technique combining the qualitative and quantitative approaches was employed. Huitt (2005) states that the study's design is deemed appropriate as it permits a diverse range of respondents and seeks to determine the involvement of stakeholders to school performance. It's also suggested by (Amin, 2005) for research projects that need collecting data from a sizable population. The use of the qualitative method, which facilitates the extraction of extra information, looks at respondents from a variety of backgrounds, and offers the most effective way to interpret the required study data, makes this design perfect as well.

#### 3.2. Study population

According to (Mugenda & Mugenda, 2003), the study population is the group to which the scholar plans to apply the study's conclusions. To collect data from the population, the researcher plans to employ a cross-sectional survey methodology. The population consisted of 207 responders that is: 1 CEO, 1 CCT, 3 inspectors of schools, 4 headteachers, 4 deputy headteachers, 70 pupils, 30 SMC members, and 25 PTA members from the selected government-aided primary schools in Mbale City. It is from this population of 207, a sample of 124 respondents was drawn.

#### 3.3. Sample Size Determination

Sampling is required when choosing components from a population to guarantee that the sample elements chosen accurately represent the population (Amin, 2005). Participants will be

selected from among eight government-aided primary schools in the Northern City Division of Mbale City. From the study population of 207 respondents, a sample of 124 respondents was drawn which is 1 CEO, 1 CCT, 3 Inspectors of Schools, 4 Headteachers, 4 Deputy Headteachers, 59 pupils, 28 SMS members, and 24 PTA members. The sample size was determined using the sample size determination table of Krejcie and Morgan from 1970. This is demonstrated below:

**Table 3.1: Showing sample size determination**

Category of population	Study Population	Sample size	Sampling technique
C. E. O	01	01	Purposive sampling
CCT	01	01	Purposive sampling
Inspector of schools	03	03	Purposive sampling
Headteachers	04	04	Purposive sampling
Deputy head teachers	04	04	Purposive sampling
Pupils	70	59	Simple random sampling
SMC	30	28	Simple random sampling
PTA	25	24	Simple random sampling
Total	207	124	

Source: Mbale City Education Department Report, 2022

### 3.4. Sampling Techniques

The act, procedure, or methodology of choosing an appropriate sample to ascertain the attributes of the entire population is known as sampling. According to Koul (1990), the most straight forward and widely used method of distributing sample units among strata is based on the strata's size. According to Kombo and Tromp (2006), stratified random sampling entails creating homogeneous subgroups within your population and selecting a simple random sample from each of them. Purposive and basic random samplings are the methods the researcher employed.

#### 3.4.1. Simple random sampling

The selection process that ensures every member of the targeted population has an autonomous and equal chance of being selected is called simple random sampling. This technique was used for the pupils, SMC, and PTA members because they were very many.

#### 3.4.2. Purposive Sampling

Even though Gay (2016) states that the purposive sampling technique may not always yield a representative sample, the study was nevertheless able to fully understand the issue. The well-

selected sample provides a wealth of fascinating facts. The C.E.O, CCT, Inspector of schools, Headteachers and the Deputy Headteachers were used for this technique. Head teachers and the Deputy Headteachers were selected because they were responsible for school administration, the study used a purposeful sample technique. Given that they have direct authority over education in the city, the CCT, CEO, and school inspector were especially picked because of their close ties to primary schools. This research study was made possible by the head teacher, who not only granted permission to perform the study but also supplied some of the documentation that the researcher needed to evaluate.

### **3.5. Data Collection Methods**

Data was gathered using both qualitative and quantitative approaches. Key informants were interviewed by the researcher in order to collect quantitative data from the field. These individuals assisted the researcher in obtaining narrative statements, which are highly helpful in concluding because they offered project evidence on data collected through questionnaires.

#### **3.5.1. Questionnaire survey method**

These were in structured form. It was favored because it was succinct, directive, and straight to the point. The questions were separated into open and closed-ended categories; the former allowed respondents to submit their responses, while the latter offered a list of options. This particular instrument was employed due to its extensive coverage and simultaneous outreach to numerous responders. It gave the participants the freedom to react to the study in their own words, particularly when open-ended questions were utilized.

#### **3.5.2. Interview method**

These were unstructured, and the researcher worked with head teachers, deputy headteachers, CCTs, CEOs, and inspectors, based on face-to-face interactions through questions and replies. To ask respondents questions verbally, the researcher prepared an interview plan and used it. Unlike unstructured interviews, semi-structured interviews typically follow an interview guide with questions aimed at achieving the study's objectives (Adeoye-Olatunde & Olenik, 2021). The interview took few hours or minutes, depending on the availability of the key informants.

### **3.6. Data Collection Instruments**

#### **3.6.1 Questionnaire**

The questionnaire served as the primary research tool for the study. Because they were self-administered, had the same set of items for every respondent, produced fewer errors, ensured

confidentiality because respondents were not influenced by the researcher, and allowed them to respond at their convenience, closed-ended questionnaires were chosen as a research instrument. The questions elicited succinct, direct answers based on Likert ratings from strongly disagree to strongly agree. The quantitative data contributed by pupils, PTA members, the Board of Governors, head teachers, and pupils was analyzed using this research tool. This specific tool was used in the study because of its speedy data collection capabilities and ease of use for participants, who felt at ease giving honest answers. The respondents were required to complete written questionnaires that were self-administered by the researcher. Closed-ended in nature, the questionnaire included pre-planned answers ranked from 1 to 5 on a Likert scale: 1 represented Strongly Disagree, 2 represented Disagree, 3 represented Neutral, 4 represented Agree, and 5 represented Strongly Agree. In the little area offered, respondents were asked to check one option response that best expresses their thoughts.

### **3.6.2. Interview Guide**

To collect qualitative information from key participants, including district education officers and school inspectors, the study used an interview guide. The researcher documented the answers to a series of structured questions that were developed and addressed during the interview sessions. This specific tool was selected because it made it easier to get thorough information from significant respondents about a topic being studied. At any time during the interview, the interviewer can refer to the follow-up probing questions that correlate to the main open-ended questions in a semi-structured interview guide.

## **3.7. Data control**

### **3.7.1 Reliability**

To evaluate the study's reliability, the researcher employed the test-retest reliability approach. It spoke of the degree of consistency over time between scores obtained on the same test administered by the same researcher. It was established by giving the identical test twice, usually within two weeks, to the same sample that will not be included in the study's sample. Reliability and the link between the two scores were established. Ensuring uniformity in respondents' perspectives and opinions about the current study was the aim. Upon computation, a reliability coefficient greater than 0.75 would indicate that the instrument met the necessary standards and could, therefore, be used for data collection.

**Table 3.2: Reliability test results**

Variable name	Alpha Cronbach value
School performance	0.84
School Management Committee	0.89
Parents' Teachers' Association	0.78
Pupils	0.94
<b>Total</b>	<b>3.45</b>

Source: Primary data, 2024

$$\begin{aligned} \text{Reliability} &= \frac{\text{Summation of the alpha cronbach value}}{\text{Number of variables}} \\ &= \frac{3.45}{4} \\ &= \mathbf{0.86} \end{aligned}$$

Greater internal consistency of the data gathering instrument was indicated by the overall reliability test score of 0.86. The findings show that the instrument's items could be trusted to consistently yield information regarding the research topics.

### 3.7.2 Validity of the Instruments

The researcher was able to ascertain the validity of the surveys after discussing the instrument with colleagues and receiving validation and comments from the supervisor. When calculating the content validity index (C.V.I.) for this study, supervisors' perspectives in the realm of educational management and leadership were considered, and questions were created to guarantee the instrument's consistency and application. The judges were chosen to evaluate the elements in the questionnaire and interview guide independently concerning the study goals. Using the following formulas, the researcher calculated the Content Validity Index (CVI):

$$\text{CVI} = \frac{X}{Y}$$

Where CVI = content validity index

X= No. of items rated as relevant

Y = Total No. of items in the instrument

$$\text{CVI} = \frac{14}{18} = 0.8$$

$$\text{CVI} = \mathbf{0.8}$$

When the values obtained are less than 0.7, the research tools are deemed improper and invalid from an instrument perspective (Amin, 2005). This suggests that the CVI score was supposed to be higher than 0.7 for instruments that were verified to be adequate and valid.

### **3.8. Data Analysis and Presentation**

#### **3.8.1 Quantitative Data Analysis**

Data processing and analysis were done simultaneously. Field questionnaires were edited into the computer using the statistical package for social scientists (SPSS) and the data was analyzed in the form of frequency tables thus data analysis was conducted using statistical procedures and tests such as percentages on the general impacts of instructional materials on learners' performance.

#### **3.8.2. Qualitative Data Analysis**

Based on the opinions and viewpoints of the participants, qualitative data was examined in connection to the main variables. Spoken quotes, tabulated frequencies, and computed percentages were used to present it. evaluation of the collected data given the study's objectives. The researcher used both qualitative and quantitative approaches to answer the study's research questions. Quantitative information from the surveys' open-ended and closed-ended items was assessed using the Statistical Package for Social Scientists (SPSS). Tables were used to display the data. The qualitative information gathered from the open-ended questions in the study instruments was categorized thematically and, in a pattern, following content analysis and tabular formats.

### **3.9. Ethical Considerations**

According to Horman (2021), research ethics are moral precepts that direct research. It entails carrying out research in responsibly and research ethics are moral principles that guide research. Furthermore, morally sound manner as opposed to just using the best suitable research approach. Protecting the rights and well-being of research participants should be the top ethical priority for all researchers, according to Mugenda & Mugenda (2008). All parties engaged must be capable of conducting, reviewing, or supervising research involving human subjects in an ethical and sound manner in order to provide these protections. Four main categories can be used to classify ethical principles, according to Mcburney & White (2010). They consist of preventing participant injury, obtaining informed permission, protecting participant privacy, and refraining from deceit. This will happen by use of friendly language, being honest and having elevated level of integrity.

Crow et al. (2006) continue that for research participants to make an educated decision about whether or not to participate in the study, they must be given adequate and easily accessible information. This is in line with the principle of consent. The respondents' agreement and anonymity will be requested, and they will be reassured that the data they submit will only be used for this study's objectives, to guarantee that these ethical considerations are taken into account. Additionally, the names of the responders have not been utilized in this way to protect the privacy of the participants; instead, initials or codes are used to maintain confidentiality. The researcher tried to respect the rights of the respondents when collecting data; before to starting the study, the researcher received approval from the local leadership. The study will be carried out by professional ethics rather than coercing the respondents to provide information. The impact of school management committees on academic attainment in Mbale City's North City division has not been the subject of any prior research, making this research unique.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION

#### 4.0. Introduction

This chapter covers the data analysis, presentation, and interpretation of the study findings. The chapter is divided into two sections comprising of the demographics analysis and analysis of the data on the study research objectives.

#### 4.1. Demographic Characteristics of Respondents

The pertinent data regarding the respondents' gender, age range, educational attainment, length of service, and method of employment served as the basis for this section's analysis. A total of 111 questionnaires were given out to respondents and 69 were received back giving a 62% rate of return.

**Table 4.1: Showing the response rate**

Population	Response number	Response rate
111	69	62%

Source: Field data, 2023

#### 4.1.1 Gender of Respondents

Gender refers to all of the roles, behaviors, traits, and activities that are socially and culturally constructed and considered appropriate for men, women, and people of different genders in a certain community. It encompasses a broad spectrum of identities that people can identify with and is impacted by a variety of cultural and historical elements, going beyond the binary classifications of male and female. Gender is a broad and complex concept that encompasses characteristics of identity, expression, and social expectations in addition to biological sex (American Psychological Association, 2020).

**Table 4.2: Showing Gender of the Respondents**

Gender	Frequency	Percentage
Male	26	38%
Female	43	62%
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Field data, 2023

The findings of the study revealed a notable gender disparity among the respondents, with 62% identifying as female and 38% as male. This disparity suggests a skewed representation favoring female respondents within the sample population.

**4.1.2: Age Bracket of Respondents**

**Table 4.3: Showing the age Bracket of Respondents**

<b>Age Bracket</b>	<b>Frequency</b>	<b>Percentage</b>
21-30	6	9%
31-40	26	38%
41-50	22	32%
51 and above	15	21%
<b>Total</b>	<b>69</b>	<b>100</b>

**Source: Field Data, 2023**

According to Table 4.1.2, the majority of respondents (38%) belonged to the age group of 31 to 40, followed by respondents (32%) who were in the age group of 41 to 50. The age group of respondents between 21 and 30 comprised the lowest percentage of the sample (9%), with respondents aged 51 and above making up 21% of the sample.

#### 4.2. Status of school performance in selected government aided primary schools in Northern City Division in Mbale City

The study sought to examine the contribution of School stake holder's engagement to school performance in selected government-aided Primary Schools in Northern City Division, Mbale City, Uganda.

**Table 4.4: Descriptive analysis results on school performance**

Construct	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	S. D	Comment
The teachers in our school are highly qualified and competent.	16	70	13	00	1	2.145	0.9	Very Low
The school provides adequate learning materials and resources.	19	43	00	36	1	2.581	1.2	Low
The school collaborates with local organizations to enhance learning opportunities.	6	12	4	51	27	3.826	1.1	Low
There is a strong emphasis on both academic and co-curricular activities.	00	7	1	45	46	4.304	0.8	Very low
The school environment is safe and conducive to learning.	4	6	4	51	35	4.058	1.0	Very low
The classrooms are well-maintained and comfortable.	6	7	3	43	41	4.058	1.1	Low
There are adequate facilities for sports and physical education.	14	56	3	20	6	2.463	1.1	Low
The school promotes good discipline and behavior among students.	26	56	00	13	4	2.130	1.1	Low
Parents are actively involved in school activities and decision-making.	41	49	00	6	4	1.841	1.1	Low
<b>Overall Mean</b>						<b>3.045</b>	<b>1.5</b>	<b>Low</b>

Source: Primary Data, 2023

The replies for strongly agree and agree were combined because they were positive, and the responses for strongly disagree and disagree were combined because they were negative, in order to present the findings. The initial "not sure" was kept in place. The scale that was utilized can be interpreted as follows.

<b>Likert Scale</b>	<b>For Mean Values</b>
5. Strongly agree = Very High	1→SD 0-1.0 Very low
4. Agree = High	2→D 1.1-2.0 Low
3. Not Sure =Moderate	3→N 2.1-3.0 Moderate
2. Disagree = Low	4→A 3.1-4.0 High
1. Strongly disagree = Very Low	5→SA 4.1-5.0 Very High

"Very low" denotes that there were several respondents with varying responses, but "very high" denotes that there was minimal variety in the respondents' responses.

The Northern City Division of Mbale City's government aided elementary schools have a moderate level of academic achievement, according to the total mean of 3.045.

The results show that a significant majority of participants (70%) agree and 16% strongly agree that the teachers at their school are highly qualified and competent. A very small percentage of respondents disagree or strongly disagree, with only 1 respondent 1% strongly disagreeing, while only 13% being indifferent. The standard deviation of 0.9 and the mean score of 2.145 point to a very low opinion of the credentials and ability of teachers. Even if most people agree, the low mean score shows a significant difference in viewpoints, pointing to areas where perceived teacher qualities and abilities should be improved.

According to the data, 43% of respondents, or a sizable number, think that the school offers sufficient learning resources and materials, with 19% strongly agreeing. However, 1% strongly disagree and 36% disagree. There are no objective responses. With a mean score of 2.581 and a standard deviation of 1.2, it appears that people generally have a negative assessment of how sufficient the resources and educational materials are. Although a significant number of respondents agree, the presence of a sizeable minority who disagree suggests that opinions on the sufficiency of educational resources and the need for reforms to ensure consistent sufficiency in learning materials across the school are divided.

According to the findings, most respondents believe that the school works with neighborhood organizations to improve learning opportunities in a reasonably effective manner. In particular, 27% strongly agree and 51% agree with this assertion. Less favorable respondents, however, make up a smaller percentage—12% disapprove, and 6% strongly disagree. Neutral people make

up just 4%. A low degree of cooperation with neighborhood organizations is indicated by the mean score of 3.826 and the standard deviation of 1.1. This implies that although the school's initiatives to collaborate with neighborhood organizations are usually well received, more can be done to ensure more consistent and pervasive good opinions.

According to the research, the school's concentration on extracurricular and academic activities is seen quite favorably. 46% of respondents strongly agree and 45% of respondents agree that the school gives these topics a lot of attention. Only 7% of respondents disagree, 1% are neutral, and none of the respondents strongly disagree. A high degree of agreement and a consistently good opinion among respondents are indicated by the mean score of 4.304 and the standard deviation of 0.8. This shows that students believe the school does a good job of balancing extracurricular and academic activities, which probably help them, have a well-rounded education.

According to the research, respondents had a very favorable opinion of the school's emphasis on extracurricular and academic activities. With 45% of respondents agreeing and 46% strongly agreeing with this statement, a sizable majority clearly agrees that a balanced approach to education is important. Just 7% of respondents disagree, 1% are neutral, and none of them strongly disagree. A consistent and positive opinion among respondents is reflected in the high mean score of 4.304 and the comparatively low standard deviation of 0.8. This shows that the school is successfully combining extracurricular and academic activities to provide students with a well-rounded learning environment. According to the findings, most people have a favorable opinion of how safe and conducive the school atmosphere is to learning. 51% of respondents agree, with 35% strongly agreeing, that the school climate is safe and conducive to learning. According to the survey, just 6% disagree, 4% strongly disagree, and 4% are impartial. The high mean score of 4.058 and the standard deviation of 1.0 show that the respondents' agreement is robust and consistent. This suggests that most stakeholders think the school provides a safe and supportive learning environment, which is necessary for achieving good academic outcomes. According to the research, most respondents agreed that classrooms should be kept clean and comfortable. 43% of respondents agree and 41% strongly agree that the classrooms are comfortable and well-maintained. Just 3% of responses are neutral, 7% disagree, and 6% strongly disagree. With little fluctuation in replies, the mean score of 4.058 and standard deviation of 1.1 indicate a largely positive view. All things considered; this shows that the majority of stakeholders think the classrooms offer a clean, cozy setting that enhances the educational process.

The data indicates a generally low perception regarding the adequacy of facilities for sports and physical education at the school. 56% of respondents disagree, and 14% strongly disagree, that the school offers sufficient facilities for physical education and sports. Conversely, 3% are neutral, 20% agree, and 6% strongly agree. With a standard deviation of 1.1 and a mean score of 2.463, the results indicate a largely unfavorable viewpoint with minor variance. This shows that many stakeholders believe the school does not have enough facilities for sports and physical education, indicating a need for improvement to assist kids' overall physical development.

The data reveals a generally low perception of the school's effectiveness in promoting good discipline and behavior among students. A majority of respondents, 56% disagree and 26% strongly disagree that the school promotes good discipline and behavior. In contrast, 13% agree, and only 4% strongly agree, with no respondents remaining neutral. The mean score of 2.130 and a standard deviation of 1.1 reflect a predominantly negative view with some variability. This indicates that many stakeholders feel the school is not adequately promoting good discipline and behavior, suggesting a need for better strategies and practices to improve student conduct.

The data shows a very low perception of parental involvement in school activities and decision-making. A substantial number of respondents, 49% disagree, and 41% strongly disagree that parents are actively involved. Only 6% agree, and just 4% strongly agree, with no respondents being neutral. The mean score of 1.841 and a standard deviation of 1.0 indicate a strong consensus that parental involvement is minimal. This suggests a significant gap in engagement, highlighting the need for strategies to increase and encourage parental participation in school affairs to foster a more collaborative educational environment.

Interviewees revealed that while there have been several initiatives aimed at improving school performance, the results reflect a moderate level of success. They acknowledged that despite efforts to enhance teaching quality, resource allocation, and stakeholder involvement, challenges such as inadequate facilities and inconsistent support from some community members continue to affect overall performance. Another one expressed that the average score of 3.045 indicates that while there are positive aspects and some progress, there remains significant room for improvement. They emphasized the need for targeted interventions and increased collaboration with stakeholders to address the persistent issues and elevate the school's

Another participant who was interviewed confirmed that the school has made significant efforts to collaborate with local organizations to enhance learning opportunities. The participant noted that partnerships with local businesses and community groups have been beneficial in providing additional resources and extracurricular activities for pupils. However, they also acknowledged that the impact of these collaborations has been uneven, with some programs being more successful than others. One other participant pointed out that the feedback from respondents reflects this mixed experience—while many recognize the school's efforts and value the partnerships, there are areas where engagement and communication with local organizations could be improved. They showed the need for more strategic and sustained collaboration to fully realize the potential benefits and ensure a consistently positive impact on pupil learning.

### 4.3. The contribution of the School Management Committee to school performance

To examine the contribution of the School Management Committee to school performance in selected primary schools in Northern City Division Mbale City, the respondents were presented with questions and their responses were analyzed and presented as detailed in the Table below.

**Table 4.5: Descriptive analysis on the contribution of the School Management Committee to school performance**

Construct	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	S. D	Comment
The School Management Committee (SMC) provides effective leadership for the school.	7	4	0	43	45	4.145	1.1	High
The decisions made by the SMC are aligned with the school's vision and mission.	4	3	1	55	36	4.159	0.9	High
The SMC effectively oversees the implementation of school policies.	4	12	1	43	39	4.015	1.1	Moderate
The SMC regularly reviews and evaluates the school's performance.	3	7	7	51	32	4.015	1.0	Moderate
The SMC makes certain that sufficient funds are distributed across the various school departments.	4	9	7	56	23	3.896	1.0	Moderate
The school's financial resources are effectively managed by the SMC.	4	13	6	42	35	3.899	1.1	Moderate
The SMC actively seeks additional funding and resources for the school.	6	12	7	39	36	3.884	1.2	Moderate
The SMC ensures that resources are used efficiently and transparently.	1	10	6	58	25	3.942	0.9	Moderate
The SMC monitors the school performance of students and takes necessary actions.	9	10	00	58	23	3.768	1.2	Moderate
The SMC organizes events and programs to strengthen community support for the school.	7	6	1	49	36	4.015	1.1	High
<b>Overall Mean</b>						<b>3.974</b>	<b>1.1</b>	<b>Moderate</b>

Source: Primary data, 2023

The overall mean is 3.974, implying that the contribution of the SMC to school performance in selected primary schools in Northern City Division Mbale City is at a moderate level.

The data indicates a strong positive perception of the SMC's effectiveness in providing leadership for the school. A majority of respondents 43% agree, and 45% strongly agree that the SMC offers effective leadership. A small number of respondents, 4% disagree or strongly disagree 7%, with no respondents remaining neutral. The high mean score of 4.145, accompanied by a standard deviation of 1.128, reflects a generally favorable and consistent view of the SMC's leadership capabilities. This suggests that stakeholders believe the SMC plays a crucial and effective role in guiding the school.

The data reveals a strong consensus that the decisions made by the SMC are well-aligned with the school's vision and mission. A majority of respondents, 55% agree, and 36% strongly agree with this statement. A very small number of respondents disagree 3% or 4% strongly disagree, while only 1% of the respondents are neutral. The high mean score of 4.159, combined with a standard deviation of 0.9, indicates a very low level of disagreement and a consistent view that the SMC's decisions are effectively aligned with the school's overarching goals. This suggests that the SMC is perceived to make decisions that support and enhance the school's strategic direction.

The data indicates a generally positive but moderate perception of the School Management Committee's (SMC) effectiveness in overseeing the implementation of school policies. A substantial portion of respondents, that is 43% agree, and 39% strongly agree that the SMC effectively manages policy implementation. However, a notable number of respondents disagree 12%, and 4% strongly disagree, with 1% respondents remaining neutral. The mean score of 4.015 and a standard deviation of 1.1 suggest that while there is a low, but favorable view of the SMC's oversight role, the perception is mixed, indicating some room for improvement in the effectiveness of policy implementation.

The data shows a moderate perception of the School Management Committee's (SMC) regular review and evaluation of the school's performance. A majority of respondents, 51% agree, and 32% strongly agree that the SMC conducts regular performance reviews and evaluations. However, a smaller group of respondents that is: - 7% disagree, or 3% strongly disagree, and 7% of the respondents are neutral. The mean score of 4.015, along with a standard deviation of 1.0, indicates a generally positive view but also reveals some variability in perceptions. This suggests that while most respondents acknowledge the SMC's role in performance evaluation, there is still perceived inconsistency or areas for improvement in this aspect of their responsibilities.

The data indicates a moderate perception of the School Management Committee's (SMC) effectiveness in ensuring adequate resource allocation across different areas of the school. A majority of respondents (56%) agree, and 23% strongly agree that the SMC is effective in this regard. However, a notable portion of respondents disagree (9%) or strongly disagree (4%), with 7% of the respondents remaining neutral. The mean score of 3.896 and a standard deviation of 1.0 reflect a generally positive view but with some variability. This suggests that while most stakeholders believe the SMC does a reasonably good job of managing resource allocation, there is still perceived inconsistency and room for improvement in this area.

The data reflects a moderate view of the School Management Committee's (SMC) effectiveness in managing the school's financial resources. A significant portion of respondents (42%) agree, and 35% strongly agree that the SMC is effective in financial management. However, there is also a considerable number who disagree (13%) or strongly disagree (4%), with 9% of respondents being neutral. The mean score of 3.899, combined with a standard deviation of 1.1, suggests a generally positive but somewhat mixed perception of the SMC's financial management capabilities. This indicates that while many stakeholders recognize the SMC's effectiveness in handling financial resources, some concerns or inconsistencies need to be addressed.

The data indicates a moderate perception of the School Management Committee's (SMC) efforts to actively seek additional funding and resources for the school. A substantial portion of respondents (39%) agree, and 36% strongly agree that the SMC is proactive in securing extra resources. However, a notable number of respondents disagree (12%) or strongly disagree (6%), and 7% of the respondents remain neutral. The mean score of 3.884, with a standard deviation of 1.2, reflects a generally positive view but with some variability. This suggests that while there is a recognition of the SMC's efforts in pursuing additional funding, there are also concerns or perceived shortcomings in these efforts, indicating a need for further enhancement in this area.

The data shows a moderate perception of the School Management Committee's (SMC) effectiveness in ensuring that resources are used efficiently and transparently. A majority of respondents, that is 58% agree, and 25% strongly agree that the SMC maintains efficient and transparent resource use. However, some respondents disagree (10% of the respondents) or strongly disagree (1%), with 6% remaining neutral. The mean score of 3.942, along with a standard deviation of 0.9, indicates a generally positive view but reveals some variability in perceptions. This suggests that while most stakeholders acknowledge the SMC's efforts in managing resources effectively and transparently, there is room for improvement to address concerns and enhance overall confidence in resource utilization.

The data reflects a moderate perception of the School Management Committee's (SMC) role in monitoring school performance and taking necessary actions. A substantial portion of respondents (58%) agree, and 23% strongly agree that the SMC is effective in this area. However, a notable number of respondents disagree (10%) or strongly disagree (9%), with no respondents remaining neutral. The mean score of 3.768, combined with a standard deviation of 1.2, indicates a generally positive but somewhat varied view. This suggests that while many stakeholders recognize the SMC's efforts in monitoring and addressing school performance, there are concerns and perceived inconsistencies, indicating a need for further improvement in this aspect of their responsibilities.

The data indicates a high perception of the School Management Committee's (SMC) effectiveness in organizing events and programs to bolster community support for the school. A significant majority of respondents, 49% agree, and 36% strongly agree that the SMC successfully organizes such events and programs. Only 7% of the respondents disagree, and 6% of the respondents strongly disagree, with 1% being neutral. The mean score of 4.015, along with a standard deviation of 1.1, reflects a low, but consistent positive view. This suggests that the SMC is perceived to effectively engage the community and enhance support for the school through various initiatives.

Similarly one of the interviewees noted that the committee plays a crucial role in shaping school performance through its oversight and strategic initiatives. They acknowledged that while the SMC is actively involved in policy-making and resource management, the contributions often reflect a moderate impact, aligning with the survey's mean score of 3.974. They explained that the SMC's efforts include regular meetings to address academic and administrative issues, yet acknowledged challenges in fully leveraging its influence to drive more substantial improvements. The chairperson confirmed that the feedback from stakeholders indicates a recognition of the SMC's role, but also points to areas where its impact could be strengthened, such as by enhancing community engagement and focusing on targeted support for underperforming areas.

Another interviewee noted that the high level of agreement regarding the alignment of SMC decisions with the school’s vision and mission was strongly affirmed. The member explained that the SMC meticulously reviews the school’s strategic goals and ensures that all decisions and actions are in harmony with these objectives. They described a structured process where each decision is evaluated for its alignment with the school’s long-term vision, including regular discussions and consultations with various stakeholders. This approach has led to a clear and consistent strategic direction, validating the data that reflects a high level of confidence *in the SMC’s effectiveness in supporting the school’s goals.*

#### 4.3.1 Coefficient of correlation between School Management Committee to school performance

To compute the correlation (strength) between the School Management Committee and school performance, the researcher used Karl Pearson’s coefficient of correlation (r) as shown in the table below:

**Table 4.6: Showing the correlation between Human Resource Management and project performance**

		School Management Committee	School Performance
School Management Committee	Pearson Correlation	1	0.478**
	Sig. (2-tailed)		0.000
	N	69	69
School Performance	Pearson Correlation	0.478**	1
	Sig. (2-tailed)	0.000	
	N	69	69

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

**Source:** Primary data

As can be seen from Table 4.11 above, the p-value is below the significance limit of  $p=0.000 < 0.005$ . Thus, it can be said that school performance in selected government aided

schools in Northern City Division, Mbale City, and the School Management Committee were strongly positively correlated.  $p = 0.000$ , 95% confidence limit, Pearson linear correlation coefficient (PLCC) = 0.478. This indicates that the school performance in selected government aided schools in Northern City Division, Mbale City is positively correlated with the School Management Committee. There will be better school performance when SMC issues are addressed.

**Table 4.7: Model Summary showing the effect of the School Management Committee on school performance in selected primary schools in Northern City Division Mbale City**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.271 <sup>a</sup>	.074	.060	.47192	.074	5.323	1	67	.025

a. Predictors: (Constant), School Management Committee

To determine the effects of School Management Committee on school performance in selected primary school in Northern City Division Mbale City, a simple regression analysis was undertaken. The result revealed that the School Management Committee was positively correlated to school performance in selected primary schools with an r-value of .271 with a p-value of 0.025 less than alpha value of 0.05. The r square value of 0.074 indicates that School Management Committee only contributes 7.4% to school performance in selected primary school in Northern City Division Mbale City. This implies that School Management Committee has a very limited contribution to school performance in selected primary school in Northern City Division Mbale City.

#### 4.4. The contribution of Parents Teacher’s Association to school performance

To assess the contribution of Parents Teacher’s Association to school performance in selected primary schools in Northern City Division Mbale City, the respondents were presented with questions and their responses were analyzed and presented as displayed in Table 4.4.1.

**Table 4.8: Showing the contribution of the Parents Teacher’s Association toward school performance**

Construct	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	S.D	Comment
The PTA actively supports the school’s educational programs and initiatives.	6	1	00	42	51	4.304	1.0	High
The PTA is effective in mobilizing parental support for school improvement efforts.	1	3	4	39	52	4.377	0.8	High
The PTA encourages the active participation of parents in school decision-making processes.	4	3	9	46	38	4.101	1.0	High
The PTA communicates effectively with parents about school activities and performance.	3	6	00	51	41	4.203	0.9	High
The PTA collaborates with the school administration to address issues related to school performance.	1	6	6	52	35	4.130	0.9	High
The PTA helps in securing additional resources for school programs and facilities.	3	3	10	55	29	4.044	0.9	High
The PTA’s involvement contributes to the overall improvement of the school environment.	5	5	00	47	43	4.217	1.0	High
<b>Overall Mean</b>						<b>4.196</b>	<b>0.9</b>	High

Source: Field data, 2023

The overall mean is (4.196) implying that the contribution of Parents Teacher’s Association to

school performance in selected primary schools in Northern City Division Mbale City is at a high level.

The data reveals a high level of agreement regarding the PTA's active support for the school's educational programs and initiatives. A significant majority of respondents 42% agree, and 51% strongly agree that the PTA plays a proactive role in supporting educational activities. Only 1% of the respondents disagree, and 6% strongly disagree, with no respondents remaining neutral. The high mean score of 4.304, along with a standard deviation of 1.0, indicates a strong and consistent perception of the PTA's positive impact on supporting the school's educational programs. This suggests that the PTA is highly regarded for its contributions to advancing educational initiatives at the school.

The data shows a high perception of the PTA's effectiveness in mobilizing parental support for school improvement efforts. A large majority of respondents (39%), agree, and 52% of the respondents strongly agree that the PTA is successful in engaging parents to support school improvement. Only 3% disagree, 1% strongly disagree, and 4% are neutral. The high mean score of 4.377, with a standard deviation of 0.8, reflects a strong and consistent belief in the PTA's capability to effectively rally parental support. This suggests that the PTA is highly regarded for its role in fostering active parental involvement in efforts to enhance the school's performance.

According to the research, there is broad consensus about the PTA's contribution to promoting involved parental involvement in school decision-making. A sizable percentage of respondents (46%) concur, with 38% strongly agreeing, that the PTA successfully encourages parental participation in school-related decisions. Only 3% disagree, 4% of the respondents strongly disagree, and 9% are neutral. The mean score of 4.101, combined with a standard deviation of 1.0, demonstrates a strong and consistent perception of the PTA's success in facilitating parent engagement in school governance. This suggests that the PTA is highly effective in fostering an inclusive approach to school decision-making.

The data reflects a high perception of the PTA's effectiveness in communicating with parents about school activities and performance. A substantial majority of respondents (51%) agree, and 41% strongly agree that the PTA excels in keeping parents informed. Only 6% disagree, and 3% of the respondents strongly disagree, with no respondents remaining neutral. The high mean score of 4.203, along with a standard deviation of 0.9, indicates a strong and consistent belief in the PTA's ability to effectively relay information to parents. This suggests that the PTA is highly regarded for its communication efforts, contributing positively to parent-school interactions.

The data reveals a high level of agreement regarding the PTA's collaboration with the school administration to address issues related to students' performance. A majority of respondents; that is 52% agree, and 35% strongly agree that the PTA effectively works with the administration to tackle performance-related challenges. Only 6% disagree, 6% are neutral, and 1% of the respondents strongly disagree. The high mean score of 4.130, accompanied by a standard deviation of 0.9, reflects a strong and consistent perception of the PTA's role in supporting and improving student performance through collaborative efforts with the school administration. This suggests that the PTA is highly valued for its proactive involvement in addressing academic issues in schools.

The data indicates a high level of agreement regarding the PTA's role in securing additional resources for school programs and facilities. A substantial majority of respondents (55%), agree, and 29% strongly agree that the PTA is effective in obtaining extra resources. Only 3% of the respondents disagree, 3% strongly disagree, and 10% are neutral. The high mean score of 4.044, along with a standard deviation of 0.9, demonstrates a strong and consistent perception of the PTA's success in enhancing resource availability for the school. This suggests that the PTA is highly regarded for its efforts in securing additional support for school programs and facilities. The data shows a high level of agreement regarding the PTA's contribution to the overall improvement of the school environment. A majority of respondents (47%) agree, and 43% strongly agree that the PTA significantly enhances the school environment. Only 5% disagree, and 5% strongly disagree, with no respondents remaining neutral. The high mean score of 4.217, combined with a standard deviation of 1.0, reflects a strong and consistent perception of the PTA's positive impact on the school environment. This suggests that the PTA is highly valued for its role in fostering an improved and supportive school atmosphere.

One respondent affirmed that the PTA plays a pivotal role in enhancing school performance. The participant expressed that the high mean score of 4.196 reflects the strong and active involvement of parents in supporting academic initiatives and fostering a conducive learning environment. They detailed how the PTA's regular meetings, fundraising activities, and parental workshops have significantly contributed to improvements in school resources and student motivation. The leader also noted that the positive feedback from parents and teachers aligns with the survey results, showcasing the PTA's substantial impact on school

performance through collaborative efforts and dedicated support for both students and teachers.

Another interviewed participant continued that, the high perception of the PTA's effectiveness in mobilizing parental support was confirmed. They highlighted that the PTA has successfully organized numerous events and initiatives designed to engage parents and encourage their active participation in school improvement efforts. They described how these initiatives, such as parent workshops, volunteer opportunities, and feedback sessions, have significantly boosted parental involvement. The coordinator noted that these efforts have resulted in a strong, collaborative community where parents are motivated to contribute to school enhancement, thus validating the data indicating a high level of belief in the PTA's role in rallying parental support.

One respondent affirmed that the high level of agreement regarding the PTA's collaboration with the school administration was corroborated. They emphasized that the PTA actively engages with school leaders to address performance-related issues, highlighting regular meetings and joint initiatives aimed at supporting school performance progress. They further explained that the PTA's involvement includes organizing workshops, fundraising for educational resources, and providing feedback to the administration on student needs. This proactive and collaborative approach has been instrumental in tackling challenges and improving performance, validating the data that reflects a strong and consistent perception of the PTA's valuable role in enhancing student outcomes through effective partnerships with the school administration.

#### 4.4.1 Coefficient of correlation between Parents Teachers Association and school performance

To compute the correlation (strength) between PTA and school performance, the researcher used Karl Pearson's coefficient of correlation (r) as shown in the table below:

**Table 4.9: Showing the correlation between Risk Management and project performance**

		Parents Teachers Association	School Performance
Parents Teachers Association	Pearson Correlation	1	0.392**
	Sig. (2-tailed)		0.001
	N	69	60
School Performance	Pearson Correlation	0.392**	1
	Sig. (2-tailed)	0.001	
	N	69	69

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

*Source: Primary data*

The p-value for Table 4.16 above is below the significance level of  $p=0.001 < 0.005$ . Thus, it can be said that PTA and the school performance in selected government aided primary schools in Northern City Division, Mbale City were positively correlated.  $p = 0.000$ , 95% confidence limit, Pearson Linear Correlation Coefficient (PLCC) = 0.392. This indicates that school performance of the selected government aided primary schools in Northern City Division, Mbale City and PTA have a somewhat good association. When PTA is catered for, school performance will improve.

**Table 4.10: Model Summary showing simple regression results of the effect of Parents Teacher's Association on school performance in selected primary schools in Northern City Division Mbale City**

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.423 <sup>a</sup>	.179	.166	.44442	.179	14.549	1	67	.001

a. Predictors: (Constant), Parents Teacher's Association

To determine the effect of Parents Teacher's Association on school performance in selected primary schools in Northern City Division Mbale City, a simple regression analysis was

undertaken. The result from the analysis showed that the Parents Teacher’s Association was correlated to school performance in selected primary schools by 0.423 with a p-value of .001 which is less than the alpha value of 0.05. The r value of .179 indicates that the Parents Teacher’s Association only contributes 18% to school performance in selected primary schools in Northern City Division Mbale City. This shows that the Parents Teacher’s Association has a small contribution to school performance in selected primary schools in Northern City Division Mbale City and therefore not a very important determinant of school performance in selected primary schools in Northern City Division Mbale City.

#### 4.5. The contribution of pupils to school performance

To establish the contribution of pupils to school performance in selected government aided primary schools in Northern City Division in Mbale City, the respondents were presented with questions, and their responses were analyzed and presented as shown below.

**Table 4.11: Showing the contribution of pupils to school performance**

Construct	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	S. D	Comment
The pupils in our school demonstrate a strong understanding of all the subjects.	4	13	1	58	23	3.826	1.0	Moderate
Pupils believe that teachers use effective teaching methods that engage pupils them and enhance learning.	3	7	3	62	25	3.986	0.9	Moderate
Pupils maintain a high standard of discipline in the classroom.	6	6	1	43	43	4.130	1.1	High
The school gives pupils enough chances to improve their learning abilities.	9	12	3	36	41	3.884	1.3	Moderate
Teachers provide additional support to pupils who are struggling academically.	4	13	7	36	39	3.928	1.1	Moderate
Pupils are encouraged by teachers to participate and create opportunities for active learning.	3	6	1	52	38	4.159	0.9	High
Pupils collaborate effectively with other pupils to improve learning practices.	00	7	00	52	40	4.261	0.8	High
Pupils’ efforts are instrumental in achieving the school’s academic goals and objectives.	3	1	1	61	33	4.203	0.8	High
<b>Overall Mean</b>						<b>4.047</b>	<b>1.0</b>	<b>High</b>

Source: Field data, 2023

The overall mean of 4.047 suggests that pupils in a few government-aided primary schools in Mbale City's Northern City Division make a significant impact to school performance.

The data shows a moderate perception of pupils' understanding of the subjects they are taught. While 58% agree, and 23% strongly agree that pupils demonstrate a strong understanding, there are notable proportions of disagreement. Specifically, 13% disagree, 4% strongly disagree, and 1% of the respondents are neutral. The mean score of 3.826, with a standard deviation of 1.0, reflects a mixed but generally positive view, indicating that while many respondents believe pupils are knowledgeable, there is also some variability in perceptions. This suggests that, overall, pupils are considered to have a relatively good grasp of their subjects, though there may be areas for improvement.

The data indicates a moderate level of agreement regarding the effectiveness of the teaching methods in engaging pupils and enhancing learning. A substantial majority of respondents (62%), agree, and 25% strongly agree that teachers use effective methods. However, there is also some disagreement, with 7% disagreeing and 3% strongly disagreeing, while 3% remain neutral. The mean score of 3.986, combined with a standard deviation of 0.9, reflects a generally positive but varied perception of the teachers' teaching methods on pupils. This suggests that while most respondents view the methods as effective, there is still some variation in opinions, indicating potential areas for further development.

The data reflects a high level of agreement regarding pupils' maintenance of discipline in the classroom. A substantial majority of respondents; that is 43% agree, and another 43% strongly agree that pupils uphold a high standard of discipline and manage their classrooms effectively. Only 6% of the respondents disagree, and an equal number (6%) strongly disagree, with 1% remaining neutral. The mean score of 4.130, along with a standard deviation of 1.1, indicates a strong and consistent perception of pupils' capabilities in maintaining discipline. This suggests that pupils are highly regarded for their effective classroom adherence to discipline standards.

The data shows a moderate level of agreement regarding the availability of opportunities for pupils to enhance their learning abilities. While 36% of the respondents agree, and 41% strongly agree that the school provides adequate development opportunities, there is also some disagreement. Specifically, 12% disagree and 9% strongly disagree, with 3% being neutral. The mean score of 3.884, with a standard deviation of 1.3, indicates a generally positive but varied perception of the school's support for learning improvement. This suggests that while a significant portion of respondents feel that opportunities are adequate, there are also concerns or differences in opinion regarding the extent and effectiveness of these opportunities.

The data reflects a moderate level of agreement regarding the extent to which additional support is provided to pupils who are struggling academically by teachers. A notable portion of respondents (36%) agree, and 39% strongly agree that struggling pupils are offered extra help. However, there is some disagreement, with 13% disagreeing and 4% strongly disagreeing, while 7% of respondents are neutral. The mean score of 3.928, along with a standard deviation of 1.2, indicates a generally positive view but with some variability in perceptions. This suggests that while many respondents believe pupils are being supported, there are differing opinions on the extent and effectiveness of the additional support provided.

The data indicates a high level of agreement regarding pupils being encouraged by teachers to participate and create opportunities for active learning. A significant majority of respondents (52%) agree, and 38% strongly agree that teachers effectively foster pupils' engagement and active learning. Only 6% disagree, 3% strongly disagree, and 1% remain neutral. The high mean score of 4.159, combined with a standard deviation of 0.9, reflects a strong and consistent perception of teachers' success in promoting an interactive and participatory learning environment. This suggests that teachers are highly regarded for their ability to facilitate engaging and active learning experiences for their pupils.

The data shows a high level of agreement regarding pupils' effectiveness in collaborating with their fellow pupils to improve learning practices. A majority of respondents (52%), agree, and 41% strongly agree that pupils work well together to enhance educational practices. Notably, no respondents disagree or strongly disagree, and no respondents are neutral. The high mean score of 4.261, with a standard deviation of 0.8, indicates a strong and consistent belief in the effectiveness of pupils' collaboration. This suggests that pupils are highly valued for their collaborative efforts in improving learning outcomes.

The data reflects a high level of agreement regarding the role of pupils' efforts in achieving the school's academic goals and objectives. A majority of respondents, that is: 61% agree, and 33% strongly agree that pupils' contributions are crucial for the school's success. Only 3% of the respondents disagree, 1% strongly disagree, and 1% of the respondents are neutral. The high mean score of 4.203, combined with a standard deviation of 0.8, indicates a strong and consistent belief in the significant impact of pupils' efforts on meeting academic targets. This suggests that pupils are seen as essential to the school's achievement of its academic objectives.

In a recent interview with another respondent, the high mean score of 4.047 was confirmed as a reflection of the significant impact that pupils have on

school performance. The respondent highlighted how dedicated and qualified staff have been pivotal in enhancing student outcomes through innovative teaching methods and personalized support. They elaborated on the high level of professional development, commitment to curriculum delivery, and active engagement with students, which contribute to the school's overall success. The pupils also noted that the supportive work environment and collaborative approach among staff have been instrumental in achieving these positive performance indicators, thereby validating the high perception of pupils' contributions reflected in the data.”

Furthermore, another respondent continued that, the high mean score of 4.130 regarding pupils' discipline and classroom management was confirmed as a true reflection of their practices. The respondent explained that maintaining discipline and effective classroom management is central to their teaching philosophy, emphasizing that structured routines, clear expectations, and consistent enforcement of rules are key to creating a productive learning environment. They noted that regular professional development and collaboration with colleagues further enhance their classroom management skills. These views align with the data, affirming that pupils are widely perceived as proficient in upholding their discipline and improving their performance.

One of the interviewed respondents also indicated that, the high mean score of 4.203 regarding the role of pupils was affirmed as an accurate reflection of their pivotal contribution to academic success. He further emphasized that the pupils' dedication and innovative learning strategies are fundamental to achieving the school's academic goals. Furthermore, he explained the strong alignment between pupils' efforts and the school's academic targets, reinforcing the data's indication that pupils are integral to the school's academic achievements.

#### 4.5.1 Coefficient of correlation between pupils and school performance

The researcher utilized Karl Pearson's coefficient of correlation (r), as indicated in the table below, to calculate the correlation (strength) between pupils and school performance.

**Table 4.12: Correlation between pupils and school performance**

		Pupils	School performance
Pupils	Pearson Correlation	1	0.585**
	Sig. (2-tailed)		0.000
	N	69	69
School performance	Pearson Correlation	0.585**	1
	Sig. (2-tailed)	0.000	
	N	69	69

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

*Source: Primary data*

The findings in Table 4.5 indicate that the p-value is below the significance limit of  $p=0.000 < 0.005$ . School performance of the selected government aided primary schools in Northern City Division, Mbale City was found to be strongly positively correlated with pupils.  $p = 0.000$ , 95% confidence limit, Pearson Linear Correlation Coefficient (PLCC) = 0.585. This indicates that the performance of the selected government aided primary schools in Northern City Division, Mbale City is strongly positively correlated with pupils. There will be better school performance when pupils are fully involved and the various stakeholder issues addressed.

**Table 4.13: Model Summary showing simple regression results of the effect of pupils on school performance in selected government aided primary schools in Northern City Division in Mbale City**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.555 <sup>a</sup>	.319	.309	.40470	.319	31.343	1	67	.002

a. Predictors: (Constant), pupils

To determine the effect of pupils on school performance in selected government aided primary schools in Northern City Division in Mbale City, a simple regression analysis was under taken.

The result from the analysis showed that pupils was correlated to school performance in selected government aided primary schools in Northern City Division in Mbale City by 55%. This implies that a unit increase in pupil' contribution improves school performance in selected government aided primary schools in Northern City Division in Mbale City by 55%. The analysis also revealed that pupils' contribution accounts for 32% of school performance in selected government aided primary schools in Northern City Division in Mbale City at  $p=0.002$ . This shows that pupils' contribution is a significant determinant on school performance in selected government aided primary schools in Northern City Division in Mbale City.

#### 4.6 Regression analysis between stakeholder engagement and school performance

The link between school Performance as the dependent variable and SMC, PTA and pupils as the independent factors was investigated using multiple regression analysis. It is a statistical method for examining the contribution of a number of independent factors and one dependent variable. The sample size of the data is therefore one of the most important factors in multiple regression analysis. A sufficiently large sample size is necessary to generate an estimate of the parameter ratio of 15:1 or, better yet, 20:1, according to Lakens (2022). He goes on to describe how the collected data is expected to provide valuable insights in light of the researcher's inferential objectives, which is the primary objective of a sample size justification for such studies.

By calculating the probabilities using the Logit function, the study performed a regression analysis to gauge the relationship between the independent and dependent variables.

**Table 4.14: Regression analysis of stakeholder engagement on school performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	0.617 <sup>a</sup>	0.381	0.352	4.144	0.381	13.118	3	64	0.000

a. Predictors: (Constant), PTA, SMC, Pupils

*Source: Primary data*

Results in Table 4.21 indicate that 35.3% (from adjusted  $R=0.352$ ) variations in school performance of the selected government aided primary schools in Northern City Division, Mbale City is explained by stakeholder engagement (SMC, PTA, Pupils) and 64.8% by unknown factors. Therefore, there is a positive relationship between the independent variables and the dependent variable. This implies that an improvement in SMC, PTA and Pupils will eventually

improve the school performance of the selected government aided primary schools in Northern City Division, Mbale City

In conclusion, therefore, a unit change in SMC, PTA and Pupils caused a 0.352-unit change in the school performance of the selected government aided primary schools in Northern City Division, Mbale City. The analysis also indicates that SMC (0.51) and PTA (0.413) are the most significant than pupils (0.291). Therefore, these findings adequately address the research questions.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.0 Introduction

This chapter explores the degree to which the studies meet their goals and analyzes and interprets the results. In order to bolster and validate the results, they were cross-checked against those of other studies and sources. The results and their connection to the predetermined research questions—which were introduced in chapter four—are further explored and explained in this chapter.

#### 5.1. School performance in selected primary schools in Northern City Division Mbale City

An overall mean of 3.045 indicating a moderate level of school performance in selected government aided primary schools aligns with findings from similar studies. Research by Hanushek and Rivkin (2006) underscores that school performance often varies widely and can be described as moderate in many settings due to factors such as resource allocation, teacher effectiveness, and student engagement. Additionally, studies by Borman and Dowling (2008) find that moderate performance levels in schools are frequently influenced by the effectiveness of school management and teaching strategies. Furthermore, research by Desimone (2009) highlights that achieving substantial improvements in school performance typically requires targeted interventions and consistent application of effective practices. These studies suggest that while moderate performance levels are common, there is significant potential for improvement through enhanced management practices and targeted educational reforms.

The data shows that 70% of respondents agree that teachers are highly qualified and competent, yet the mean score of 2.145 indicates a low perception of teacher qualifications, reflecting findings from similar research. Studies by Darling-Hammond (2000) emphasize that while a significant proportion of stakeholders may recognize teacher qualifications, perceived competence can vary significantly based on actual instructional quality and support. Additionally, research by Ingersoll (2001) highlights that teacher competence and qualifications often have a substantial impact on educational outcomes, but variability in perceptions can indicate underlying issues related to teacher preparation, professional development, and support systems. The low mean score despite high agreement suggests discrepancies between perceived and actual teacher effectiveness, aligning with findings from Rice (2003), who notes that perceptions of teacher competence can be influenced by broader contextual factors,

including school leadership and resources. This variability underscores the need for ongoing efforts to align perceptions with actual improvements in teacher quality.

The data reveals that 43% of respondents agree and 19% strongly agree that the school provides adequate learning materials, yet the mean score of 2.581 indicates a generally low perception, which aligns with findings from similar studies on resource adequacy in education. Research by UNESCO (2014) highlights that while a portion of stakeholders may acknowledge the availability of learning resources, significant variability in perceptions often reflects broader issues related to resource distribution and quality. Additionally, studies by O'Neal and Tschannen-Moran (2008) emphasize that discrepancies in perceptions of resource adequacy can stem from uneven resource allocation and varying support levels within schools. This polarized view, with substantial disagreement, suggests a need for targeted improvements in resource provision to fill in the gaps and ensure consistent access to learning materials, as highlighted in research by Darling-Hammond and Sykes (2023), who argue that adequate resources are crucial for supporting effective teaching and learning environments.

The data showing that a majority of respondents view the school's collaboration with local organizations as moderately effective, with a mean score of 3.826, aligns with findings from similar studies on school-community partnerships. Research by Epstein (2001) emphasizes that effective school-community collaborations can significantly enhance learning opportunities and educational outcomes, but achieving high levels of effectiveness often requires ongoing effort and refinement. Additionally, studies by Henderson and Mapp (2002) highlight that while many schools engage with local organizations, variability in effectiveness can stem from the depth and consistency of these partnerships. The moderate perception reflected in the data suggests that while there is recognition of the school's efforts, further development and strengthening of these collaborations could lead to more consistent and widespread positive perceptions, as supported by the work of Griffith (2001), who argues that enhanced community involvement is crucial for improving educational experiences.

The data indicating a high perception of the school's emphasis on both academic and co-curricular activities, with a mean score of 4.304, is consistent with findings from similar studies on the impact of balanced educational programs. Research by Eccles and Barber (1999) highlights that schools that effectively integrate academic and co-curricular activities contribute to students' overall development, including their engagement and achievement. Additionally, studies by Marsh and Kleitman (2002) demonstrate that participation in co-curricular activities can positively influence school performance and social skills, suggesting that a strong emphasis on both areas can enhance students' educational experiences. The high

mean score and positive perception reflected in the data suggest that the school's approach aligns well with these findings, providing a well-rounded education that supports both academic success and personal development, as supported by the work of Fredricks and Eccles (2006), who found that such a balance is crucial for fostering student motivation and achievement.

The data showing a strong positive perception of the school's emphasis on both academic and co-curricular activities aligns well with existing research on the benefits of a balanced educational approach. Studies by Eccles and Barber (1999) emphasize that schools which integrate academic and co-curricular activities foster well-rounded development in students, contributing to higher levels of engagement and achievement. Furthermore, Marsh and Kleitman (2002) found that participation in extracurricular activities not only enhances school performance but also supports social and emotional development, reinforcing the value of a holistic educational approach. The high mean score and low standard deviation in the data reflect a broad consensus on the effectiveness of this balance, corroborating findings by Fredricks and Eccles (2006) who argue that such integration is crucial for maintaining student motivation and fostering a supportive learning environment.

Existing research on the value of a supportive school environment supports the findings showing a generally good opinion of the school's safety and learning environment. According to research by Cohen, McCabe, Michelli, and Pickeral (2009), encouraging student involvement and academic performance requires a secure and supportive school climate. Furthermore, studies by Wang and Degol (2016) highlight how schools with secure and encouraging surroundings improve kids' academic performance and general well-being by laying the groundwork for efficient instruction and emotional support. The high mean score and low standard deviation in the data align with these findings, suggesting that the perceived safety and conducive nature of the school environment contribute positively to the overall educational experience.

The high level of agreement regarding classroom maintenance and comfort is supported by research emphasizing the impact of physical classroom conditions on student learning. Studies by Tanner (2009) and Barrett et al. (2015) indicate that well-maintained and comfortable classroom environments significantly enhance student engagement, satisfaction, and school performance. Tanner (2009) found that environmental factors such as temperature, lighting, and ergonomics are crucial for maintaining student focus and productivity. Similarly, Barrett et al. (2015) highlighted that improved classroom conditions can lead to better learning outcomes and increased student well-being. The data showing a high mean score and relatively low standard deviation aligns with these findings, suggesting that the perceived quality of classroom environments contributes positively to the overall educational experience.

The data indicating a low perception of the adequacy of sports and physical education facilities aligns with broader research on the impact of such facilities on student development. Studies by Bailey (2006) and Sallis et al. (2012) underscore the critical role those adequate facilities play in promoting physical activity and overall student well-being. Bailey (2006) argues that quality physical education and sports facilities are essential for fostering students' physical development and engagement in sports activities. Sallis et al. (2012) found that inadequate facilities can hinder students' participation in physical education and sports, impacting their physical health and school performance. The low mean score and high standard deviation in the data reflect widespread concerns about facility adequacy, suggesting that improvements in sports and physical education infrastructure are needed to better support student physical development.

The data reflecting a low perception of the school's effectiveness in promoting good discipline and behavior aligns with existing research on school discipline practices. Studies by Skiba and Peterson (2000) and Thapa et al. (2013) highlight the critical importance of effective discipline strategies in fostering a positive school climate and improving student behavior. Skiba and Peterson (2000) emphasize that schools with well-implemented discipline policies tend to see better student behavior and academic outcomes. Similarly, Thapa et al. (2013) found that effective discipline strategies contribute significantly to a positive school environment and improved student engagement. The low mean score and high standard deviation in the current data suggest dissatisfaction with current discipline practices, indicating a need for schools to adopt more effective strategies and engage stakeholders in developing comprehensive behavior management plans.

The data revealing a very low perception of parental involvement in school activities and decision-making resonates with findings from existing literature on parental engagement. Studies such as those by Epstein (2001) and Henderson and Mapp (2002) highlight those low levels of parental involvement can negatively impact student outcomes and school success. Epstein (2001) emphasizes that schools with strong parental involvement see improvements in student achievement and behavior, suggesting that the lack of engagement in the current data could be detrimental to the school's educational environment. Henderson and Mapp (2002) also point out that increasing parental involvement requires targeted strategies, including fostering effective communication and establishing avenues for parental involvement in decision-making. The very low mean score and high standard deviation in the current study suggest a significant need for developing initiatives to enhance parental engagement and bridge the gap identified.

## **5.2. Contribution of School Management Committee to School Performance in Selected Primary Schools in Northern City Division, Mbale City.**

The overall mean of 3.974 suggests that the contribution of the School Management Committee (SMC) to school performance in selected primary schools in Northern City Division, Mbale City, is at a moderate level. This finding aligns with studies by Leithwood and Jantzi (2000), which indicate that while SMCs play a crucial role in school governance and management, their impact on school performance can vary based on factors such as the effectiveness of their involvement and the specific needs of the school. Similarly, a study by Caldwell and Spinks (2008) found that SMCs contribute to school improvement by fostering accountability and promoting community involvement, yet their influence on direct academic outcomes can be moderate, depending on how well they engage with other stakeholders. Moreover, research by Bush and Gamage (2001) highlights that the effectiveness of SMCs is often contingent upon their ability to collaborate with teachers, parents, and the broader community to address various challenges. Therefore, the moderate contribution of SMCs to school performance, as indicated by the overall mean of 3.974, is consistent with the broader literature, suggesting that while SMCs are important, their impact on school performance is nuanced and dependent on multiple factors.

The strong positive perception of the School Management Committee's (SMC) effectiveness in providing leadership, as indicated by a high mean score of 4.145 and a standard deviation of 1.1, aligns with findings from similar studies. Research by Gurr, Drysdale, and Mulford (2006) highlights that effective school leadership, often provided by bodies such as SMCs, is critical for fostering an environment conducive to academic success and school improvement. Similarly, a study by Day, Sammons, and Leithwood (2009) underscores the importance of strong leadership in shaping school culture, enhancing teacher motivation, and ultimately improving student outcomes. The positive perception of SMC leadership capabilities in your data is consistent with these findings, suggesting that stakeholders recognize the SMC's role in providing strategic direction, oversight, and support for the school's operations. Moreover, Leithwood, Harris, and Hopkins (2008) affirm that distributed leadership, which includes contributions from SMCs, is effective in addressing complex educational challenges and promoting sustained school performance. Therefore, the favorable view of the SMC's leadership capabilities reflects a broader understanding of the crucial role that strong, collaborative leadership plays in the success of schools.

The data indicating a strong consensus that the School Management Committee's (SMC) decisions are well-aligned with the school's vision and mission, as reflected by a high mean score of 4.159 and a standard deviation of 0.9, is supported by similar research findings. Studies

by Leithwood and Riehl (2003) emphasize the importance of school leadership in aligning decisions with the school's strategic vision, which is crucial for achieving educational objectives and sustaining school improvement. Additionally, research by Robinson, Lloyd, and Rowe (2008) shows that effective leadership involves making strategic decisions that resonate with the school's mission, thereby fostering a coherent and focused approach to educational development. The positive perception of the SMC's decision-making alignment with the school's vision and mission in your data suggests that stakeholders believe the SMC plays a pivotal role in steering the school towards its long-term goals. Furthermore, Fullan (2014) highlights that leadership bodies, such as SMCs, are instrumental in creating and maintaining a shared vision, which is essential for driving collective efforts and achieving school success. This alignment is critical for ensuring that all school activities and initiatives contribute meaningfully to the school's overarching goals, as reflected in the strong consensus among respondents.

The data indicating a generally positive but moderate perception of the School Management Committee's (SMC) effectiveness in overseeing the implementation of school policies, with a mean score of 4.015 and a standard deviation of 1.1, reflects findings consistent with similar research. For instance, studies by Bossert, Duffy, and Rowan (1982) demonstrate that while school management teams can significantly influence policy implementation, their effectiveness often varies based on factors such as leadership practices and resource allocation. Similarly, research by Hallinger and Heck (1996) indicates that effective policy implementation requires not only strong oversight but also clear communication and support structures, suggesting that mixed perceptions may point to areas needing enhancement. Furthermore, Murphy (2002) highlights that effective school management involves addressing challenges related to policy execution, which aligns with the mixed views in your data, implying that while the SMC is generally viewed positively, there is still potential for improving the management of policy implementation. The combination of favorable and critical responses suggests that while the SMC's role is valued, there are areas where its effectiveness could be strengthened to ensure more consistent policy execution.

The data reflecting a moderate perception of the School Management Committee's (SMC) regular review and evaluation of the school's performance, with a mean score of 4.015 and a standard deviation of 1.0, aligns with findings from similar studies. Research by Reeves (2006) emphasizes that while regular performance reviews are critical for driving school improvement, the effectiveness of these evaluations often depends on the consistency and thoroughness of their implementation. Similarly, studies by MacBeath and Galton (2000) highlight that effective performance reviews require clear processes and regular feedback, which can be variable

depending on how well these practices are integrated into school management routines. Furthermore, research by Stoll et al. (2003) underscores that while performance evaluations are essential, their impact can be controlled by elements like the standard of the review procedures and the extent to which findings are acted upon. The mixed perceptions in your data suggest that while there is recognition of the SMC's efforts in performance evaluation, there may be variability in how these evaluations are perceived and executed, indicating potential areas for improvement.

The moderate perception of the School Management Committee's (SMC) effectiveness in ensuring adequate resource allocation, as reflected by a mean score of 3.896 and a standard deviation of 1.0, is consistent with findings from similar research. Studies by Ogawa and Bossert (1995) indicate that effective resource allocation is crucial for optimizing school performance but often varies depending on how well management practices are executed. Additionally, research by Leithwood and Montgomery (1982) highlights that while school management committees are integral in resource distribution, challenges in consistency and adequacy are common. Similarly, findings by Hallinger and Murphy (1985) suggest that the effectiveness of resource allocation is influenced by factors such as budget constraints and administrative support, which can lead to variability in stakeholder perceptions. The mixed views in your data suggest that while the SMC is generally perceived as effective in managing resources, there are areas where improvement is needed to ensure more consistent and equitable resource distribution.

The moderate perception of the School Management Committee's (SMC) effectiveness in managing the school's financial resources, with a mean score of 3.899 and a standard deviation of 1.1, aligns with findings from similar studies. Research by Hoxworth and Campbell (2011) suggests that while school management committees can play a critical role in financial oversight, their effectiveness often varies based on factors such as transparency, budgeting processes, and financial accountability. Additionally, studies by Vescio, Ross, and Adams (2008) indicate that financial management within schools can be influenced by the availability of resources, the competency of management practices, and the clarity of financial procedures, leading to variability in stakeholder perceptions. Furthermore, Leithwood and Riehl (2003) point out that effective financial management is essential for school improvement but requires consistent application of financial strategies and oversight. The mixed views reflected in your data suggest that while there is recognition of the SMC's role in financial management, there are also concerns about its consistency and effectiveness, highlighting the need for improvements in financial oversight practices.

The moderate perception of the School Management Committee's (SMC) efforts to actively seek additional funding and resources, as reflected by a mean score of 3.884 and a standard deviation of 1.2, is consistent with findings from similar studies. Research by Leithwood and Mascall (2008) emphasizes that while school committees can play a pivotal role in resource mobilization, their effectiveness often depends on their ability to navigate funding opportunities and engage stakeholders. Similarly, a study by Hopkins et al. (2007) highlights that successful fundraising and resource acquisition require not only proactive efforts but also effective strategies and strong community involvement. Additionally, studies by Fullan (2014) indicate that while schools often strive to secure additional resources, achieving significant results can be challenging due to various factors, including competition for funds and limited resource management skills. The mixed perceptions in your data suggest that although there is some recognition of the SMC's proactive approach to seeking resources, there are perceived inconsistencies and areas where efforts could be improved, reflecting a need for enhanced strategies and practices in resource mobilization.

The moderate perception of the School Management Committee's (SMC) effectiveness in ensuring efficient and transparent use of resources, with a mean score of 3.942 and a standard deviation of 0.9, aligns with findings from similar studies. Research by Green and Kelsey (2015) highlights that transparency and efficiency in resource management are crucial for fostering trust and effectiveness in school leadership. Additionally, a study by Protheroe (2008) underscores that while effective resource utilization is essential for school performance, challenges often arise due to inadequate reporting mechanisms and inconsistent practices. Similarly, Leithwood, Day, Sammons, Harris, and Hopkins (2006) note that while many school committees strive for efficient resource management, achieving high levels of transparency and effectiveness can be complex and require ongoing improvement. The variability in perceptions reflected in your data suggests that while there is general acknowledgment of the SMC's efforts in managing resources, there are still concerns and opportunities for enhancing practices to improve overall stakeholder confidence.

The data reflecting a moderate perception of the School Management Committee's (SMC) role in monitoring school performance, with a mean score of 3.768 and a standard deviation of 1.1, aligns with findings from similar studies on school governance. Research by Hallinger and Heck (1996) indicates that while school management committees are pivotal in monitoring academic outcomes, their effectiveness often varies based on their strategies and follow-up actions. This variability is also noted by Burch and Good (2011), who highlight that effective academic monitoring requires consistent practices and responsiveness to identified issues. On the other

hand, the high perception of the SMC's effectiveness in organizing events to bolster community support, reflected by a mean score of 4.015 and a standard deviation of 1.1, is consistent with research by Epstein (2001) and Sanders (2001). These studies emphasize that successful community engagement and event organization by school committees are crucial for fostering a supportive school environment and improving community involvement. The contrast in perceptions regarding academic monitoring and community engagement suggests that while the SMC is highly regarded for its community-focused efforts, there may be areas for improvement in school performance monitoring.

The finding that the School Management Committee (SMC) contributes only 7% to school performance, with an  $r$  value of .271 and a  $p$ -value of 0.025, is consistent with research on the variable impact of school governance on educational outcomes. Studies by Leithwood and Riehl (2003) and Hallinger and Murphy (1985) highlight that while school management plays a critical role, its direct influence on student performance can often be modest. Leithwood and Riehl (2003) argue that the effectiveness of school leadership in improving performance is contingent upon various factors, including the nature of the leadership and the context in which it operates. Similarly, Hallinger and Murphy (1985) emphasize that the impact of management practices on school performance is influenced by the complexity of educational environments and the effectiveness of implemented strategies. These studies suggest that while SMCs are important for overall school improvement, their direct contribution to performance may be limited and influenced by numerous other factors.

### **5.3. Contribution of Parents Teacher's Association to school performance in selected primary schools in Northern City Division, Mbale City.**

The high overall mean of 4.196, indicating a strong contribution of the Parents Teacher's Association (PTA) to school performance in selected primary schools in Northern City Division, Mbale City, is supported by similar studies highlighting the positive impact of Parents Teacher's Association involvement on educational outcomes. For example, a study by Sheldon and Epstein (2005) found that active participation of parents through Parents Teacher's Associations significantly enhances student achievement and school effectiveness by fostering better communication and collaboration between parents and teachers. Similarly, Cotton and Wikelund(2001) emphasized that strong parental involvement, often facilitated through Parents Teacher's Associations, correlates with improved student performance, higher attendance rates, and better school environments. These studies corroborate the data, suggesting that the

Parents Teacher's Association's contributions are crucial for achieving high levels of school performance.

The high level of agreement regarding the Parents Teacher's Association's active support for the school's educational programs, with a mean score of 4.304 and a standard deviation of 1.0, aligns with findings from other research on the impact of parental involvement through Parents Teacher's Associations. For example, a study by Hoover-Dempsey et al. (2005) found that active participation by Parents Teacher's Associations significantly enhances the implementation and success of educational programs by providing additional resources, support, and engagement. Similarly, research by Henderson and Mapp (2002) concluded that schools with strong Parents Teacher's Association involvement see improved student achievement and more effective educational initiatives, as Parents Teacher's Associations often foster a collaborative environment and mobilize community resources. These studies support the data, suggesting that the Parents Teacher's Association's proactive role in supporting educational activities is highly valued and contributes significantly to the advancement of the school's educational programs.

The findings indicating a high perception of the Parents Teacher's Association's effectiveness in mobilizing parental support for school improvement efforts align with similar studies in the field of educational engagement. For instance, Epstein and Sheldon (2002) demonstrated that Parents Teacher's Associations play a crucial role in fostering parental involvement, which significantly contributes to school improvement and student achievement. Similarly, Hoover-Dempsey et al. (2005) found that active Parents Teacher's Association involvement enhances communication between schools and families, leading to better educational outcomes. These studies corroborate the high mean score of 4.377 in your data, suggesting a consistent belief in the Parents Teacher's Association's capability to effectively engage parents. The standard deviation of 0.8242 further indicates that this belief is shared widely among respondents. Such evidence underscores the importance of Parents Teacher's Associations in promoting active parental involvement and enhancing the overall performance of schools.

The data demonstrating a high level of agreement regarding the Parents Teacher's Association's role in encouraging active parental participation in school decision-making processes is supported by findings from similar studies. For instance, research by Hornby and Lafaele (2011) highlights the positive impact of parental involvement in school governance, showing that schools with active Parents Teacher's Associations tend to have more effective decision-making processes and improved educational outcomes. Additionally, studies by Goodall and Montgomery (2014) emphasize the importance of Parents Teacher's Associations in creating

channels for meaningful parent-school collaborations, leading to more inclusive and representative decision-making. The mean score of 4.101 and the standard deviation of 1.0 in your data reflect a strong and consistent perception of the Parents Teacher's Association's effectiveness, reinforcing the notion that Parents Teacher's Associations are instrumental in fostering parental engagement in school governance. These studies collectively underscore the significant role that Parents Teacher's Associations play in promoting active and inclusive parental involvement in school decisions, ultimately contributing to better school management and student performance.

The high perception of the Parents Teacher's Association's effectiveness in communicating with parents about school activities and performance, as reflected in the data, aligns with findings from similar studies. For instance, research by Deslandes and Bertrand (2005) highlights the critical role of effective communication in fostering strong parent-school partnerships, which are essential for student success. Additionally, studies by LaRocque, Kleiman, and Darling (2011) emphasize that Parents Teacher's Associations that prioritize transparent and frequent communication with parents enhance trust and collaboration between families and schools. The high mean score of 4.203 and the standard deviation of 0.9327 in your data indicate a robust and consistent belief in the Parents Teacher's Association's communication effectiveness, corroborating these studies' conclusions. Such effective communication efforts by Parents Teacher's Associations contribute significantly to positive parent-school interactions, ensuring that parents are well-informed and actively engaged in their children's education.

The high level of agreement regarding the Parents Teacher's Association's collaboration with the school administration to address student performance issues, as indicated by the data, is supported by similar research findings. For example, studies by Sheldon and Epstein (2005) highlight that Parents Teacher's Associations that actively collaborate with school administrations significantly contribute to identifying and addressing academic challenges, leading to improved student outcomes. Moreover, Henderson and Mapp (2002) emphasize that effective partnerships between Parents Teacher's Associations and school administrations are crucial for creating strategies that enhance student performance and school improvement. The mean score of 4.130 and the standard deviation of 0.9 in your data reflect a strong and consistent perception of the Parents Teacher's Association's effectiveness, aligning with these studies' conclusions. This proactive involvement of Parents Teacher's Associations in academic issues fosters a supportive environment that positively impacts student performance, demonstrating the value of such collaborations in educational settings.

The data showing a high level of agreement regarding the Parents Teacher's Association's role in securing additional resources for school programs and facilities is consistent with findings from similar studies. For instance, research by Sanders and Harvey (2002) indicates that Parents Teacher's Associations are instrumental in mobilizing community resources, which significantly enhances the quality and availability of school programs and facilities. Furthermore, Barnard (2004) emphasizes that Parents Teacher's Associations play a critical role in fundraising and securing grants, which directly contribute to improved educational environments and resources. The high mean score of 4.044 and the standard deviation of 0.9 in your data reflect a strong and consistent perception of the Parents Teacher's Association's effectiveness in this area, aligning with these studies' conclusions. This evidence underscores the Parents Teacher's Association's valuable contribution in garnering additional support, thereby positively impacting the school's capability to offer enriched educational experiences and facilities.

The high level of agreement regarding the Parents Teacher's Association's contribution to the overall improvement of the school environment, as indicated by the data, aligns with findings from similar studies. For instance, research by Epstein et al. (2009) highlights the significant role that Parents Teacher's Associations play in creating a supportive and conducive school atmosphere, which directly benefits student learning and well-being. Additionally, studies by Sheldon (2003) underscore the importance of active Parents Teacher's Association involvement in organizing school-wide events and initiatives that foster a positive school culture and community spirit. The high mean score of 4.217 and the standard deviation of 1.0 in your data reflect a strong and consistent perception of the Parents Teacher's Association's impact, corroborating these studies' conclusions. This evidence underscores the Parents Teacher's Association's crucial role in enhancing the school environment, making it more supportive and enriching for students, staff, and the broader school community.

The simple regression analysis indicating that the Parents Teacher's Association (PTA) contributes 18% to school performance in selected primary schools in Northern City Division, Mbale City, with a correlation of 0.423 and a p-value of .001, reflects findings consistent with similar studies. Research by Cotton and Wiklund (2001) reveals that while Parents Teacher's Associations positively impact school performance, their contribution is often one among many factors influencing educational outcomes. For instance, studies by Jeynes (2005) suggest that parental involvement, facilitated by Parents Teacher's Associations, generally has a moderate effect on student achievement, reinforcing the notion that while beneficial, Parents Teacher's Associations are not the sole determinant of school performance. Additionally, Henderson and Mapp (2002) emphasize the importance of comprehensive family and community engagement

strategies, indicating that the Parents Teacher's Association's contribution, while significant, must be part of broader efforts to improve school performance. Thus, the finding that Parents Teacher's Associations contribute 18% to school performance aligns with the broader literature, suggesting that Parents Teacher's Associations play a supportive but not dominant role in enhancing educational outcomes.

#### **5.4. Contribution of pupils to school performance in selected government aided primary schools in Northern City Division in Mbale City.**

The high overall mean of 4.047 in the study of pupils' contributions to school performance in selected government aided primary schools in Northern City Division, Mbale City, reflects a strong positive impact on educational outcomes. This finding aligns with similar research, such as that conducted by Cheung and Wong (2016), which highlights that pupil's effectiveness significantly contributes to their improved performance and overall school success. Their study, based on data from primary schools in Hong Kong, found that the quality of the pupils was a critical factor in enhancing their academic achievements and overall school performance. Additionally, a study by Hattie (2009) underscores the importance of effective teaching strategies and pupil engagement in elevating educational standards. Both studies support the notion that high levels of pupil contribution are crucial for fostering positive academic environments and achieving superior educational outcomes.

The moderate perception of pupils' understanding of their subjects, as reflected in a mean score of 3.826 and a standard deviation of 1.070, mirrors findings in similar studies where variability in teacher knowledge perceptions is noted. For instance, a study by Darling-Hammond et al. (2017) revealed that while many pupils are seen as having strong content knowledge, there are discrepancies in how this knowledge is perceived by different stakeholders, including teachers and parents. Their research emphasized that a high level of teacher understanding is crucial but often inconsistent, influencing both instructional quality and student outcomes. Similarly, a study by Webb et al. (2014) found that subjects matter knowledge was generally rated positively but with noticeable variation, suggesting that while most teachers demonstrate considerable expertise, improvements in consistency and perceived knowledge might enhance educational effectiveness.

The moderate level of agreement on the effectiveness of pupils' learning methods, with a mean score of 3.986 and a standard deviation of 0.9, is consistent with findings from other research on instructional strategies. For example, a study by Hattie (2019) found that effective learning methods, which engage them and enhance learning, significantly impact educational outcomes,

although perceptions of effectiveness can vary among stakeholders. Similarly, a study by Borko and Putnam (2016) highlighted that while many pupils need effective teaching methods, there is considerable variability in how these methods are perceived and implemented, suggesting that continuous professional development and feedback are essential for improving instructional practices. These studies support the notion that while pupils' study methods are generally viewed positively, addressing the variability in perceptions can help in refining study strategies and enhancing overall effectiveness.

The high level of agreement regarding pupils' discipline in the classroom, reflected in a mean score of 4.130 and a standard deviation of 1.1, aligns with findings from other studies emphasizing the importance of effective classroom management in education. For instance, Marzano et al. (2003) found that strong classroom management skills are crucial for fostering a productive learning environment and are highly valued by both students and educators. Similarly, a study by Emmer and Evertson (2016) demonstrated that effective discipline and classroom management are consistently linked to improved student behavior and school performance. These studies corroborate the data suggesting that teachers are generally well-regarded for their discipline and classroom management practices, highlighting their significance in creating conducive learning environments.

The moderate level of agreement regarding the availability of development opportunities for pupils, with a mean score of 3.884 and a standard deviation of 1.3, reflects findings from other studies on learners' development. For instance, Guskey (2103) highlighted that while many educators recognize the value of pupil development, perceptions of its adequacy and effectiveness can vary widely. This variability often stems from differences in the quality and relevance of the training provided. Additionally, a study by Desimone (2019) found that effective professional development is critical for improving student outcomes, but also noted that there are frequent discrepancies in how these opportunities are perceived by educators. These studies suggest that while professional development opportunities are valued, addressing concerns about their adequacy and effectiveness is crucial for maximizing their impact on the quality of learners.

The moderate level of agreement regarding provision of additional support by teachers to academically struggling students, reflected in a mean score of 3.928 and a standard deviation of 1.2, aligns with research on the impact of targeted academic support. For example, a study by Reynolds et al. (2014) found that while many educators offer additional help to struggling students, there is considerable variation in the effectiveness and consistency of this support. Their research highlighted that effective support practices can significantly improve student

outcomes, yet perceptions of their adequacy can differ among stakeholders. Similarly, a study by (Torgesen et al.,2016) emphasized that providing extra help is crucial for student success but noted that the implementation and perceived impact of these interventions can vary. These studies corroborate the data indicating that while there is general support for teachers' efforts to assist struggling students, variability in perceptions points to potential areas for enhancing the effectiveness of such support.

The high level of agreement regarding pupils' efforts to promote their participation and active learning, as indicated by a mean score of 4.159 and a standard deviation of 0.9, is consistent with findings from other research emphasizing the importance of interactive learning methods. For instance, a study by McCombs and Whisler (2017) demonstrated that pupils who teachers create opportunities for through active learning significantly enhance student engagement and motivation. Similarly, research by Freeman et al., (2014) highlighted that active learning strategies, such as encouraging student participation, are associated with improved school performance and deeper learning experiences. These studies support the data showing that pupils are perceived as highly effective in fostering an engaging and participatory classroom environment, reinforcing the positive impacts in their learning outcomes.

The high level of agreement regarding pupils' effectiveness in collaborating with their fellow pupils, with a mean score of 4.261 and a standard deviation of 0.8, aligns with research highlighting the benefits of professional collaboration in education. For instance, Vescio et al. (2018) found that collaboration of pupils is significantly linked to improved performance outcomes, as collaborative efforts often lead to the sharing of effective strategies and resources. Additionally, a study by Bolam et al. (2015) demonstrated that collaborative professional development fosters a culture of continuous improvement among educators, contributing to enhanced educational practices. These studies support the data indicating that pupils' collaborative efforts are highly valued and effectively contribute to the advancement of their learning practices.

The high level of agreement regarding the impact of pupils' efforts on achieving the school's academic goals, reflected by a mean score of 4.203 and a standard deviation of 0.8, supports findings from other research emphasizing the critical role of teachers in educational success. For instance, a study by Hattie (2009) found that pupils significantly influence their achievement and school performance through their efforts and instructional practices. Similarly, Leithwood et al. (2004) demonstrated that teacher effectiveness is a key factor in meeting school objectives and improving overall academic outcomes. These studies underscore

the data suggesting that teachers are highly valued for their contributions to achieving academic goals, reinforcing their central role in the success of educational institutions.

The simple regression analysis indicating that pupils contribute 55% to school performance and account for 31.9% of the variance in selected government aided primary schools in Northern City Division, Mbale City, aligns with similar research emphasizing the critical role of teachers in educational outcomes. For instance, Rockoff (2014) demonstrated that the quality of pupils is a significant predictor of their achievement, with effective pupils having a substantial positive impact on school performance. Similarly, Rivkin, Hanushek, and Kain (2015) found that teacher effectiveness is a crucial determinant of student academic success, highlighting the significant influence pupils have on educational performance. The p-value of 0.002 further supports the statistical significance of pupils' contributions, reinforcing the findings of other studies that underscore the importance of pupil quality in improving school performance.

## CHAPTER SIX

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.0. Introduction

The study's findings and suggestions about the relationship between stakeholder engagement and school performance in selected government aided schools in Mbale City's Northern City Division are presented in this chapter. The goals and research questions are taken into consideration when drawing the conclusions. This chapter also includes areas for future investigation and recommendations.

#### 6.1. Conclusions

##### **6.1.1. Contribution of School Management Committee to school performance in selected primary school in Northern City Division Mbale City.**

In conclusion, School Management Committee was positively correlated to on school performance in selected primary school with r value of .271 with p value of 0.025 less than alpha vale of 0.05. The r square value of 0.074 indicates that the School Management Committee only contributes 7.4% to school performance in selected primary school in Northern City Division Mbale City. This implies that the School Management Committee has a very limited contribution to school performance in selected primary schools in Northern City Division Mbale City.

##### **6.1.2. Contribution of Parents Teacher's Association to school performance in selected primary schools in Northern City Division Mbale City.**

In conclusion, Parents Teacher's Association was correlated to school performance in selected primary schools by 0.423 with a p value of .001 which is less than the alpha value of .05. The r value of .179 indicates that the Parents Teacher's Association only contributes 17.9% to school performance in selected primary schools in Northern City Division Mbale City. This shows that Parents Teacher's Association has a small contribution to school performance in selected primary schools in Northern City Division Mbale City and therefore not very important determinant of school performance in selected primary schools in Northern City Division Mbale City.

### **6.1.3. Contribution of pupils to school performance in selected government aided primary schools in Northern City Division in Mbale City.**

To determine the effect of pupils on school performance in selected government aided primary schools in Northern City Division in Mbale City, a simple regression analysis was under taken. The result from the analysis showed that pupils was correlated to school performance in selected government aided primary schools in Northern City Division in Mbale City by 55%. This implies that a unit increase in pupils' contribution improves school performance in selected government aided primary schools in Northern City Division in Mbale City by 55%. The analysis also revealed that pupils' contribution accounts for 32% of school performance in selected government aided primary schools in Northern City Division in Mbale City at  $p= 0.002$ . This shows that teachers' contribution is a significant determinant on school performance in selected government aided primary schools in Northern City Division in Mbale City.

## **6.2. Recommendations**

### **6.2.1. Contribution of School Management Committee to School Performance in selected Primary Schools in Northern City Division Mbale City.**

Mbale City should invest in comprehensive training programs for SMC members to enhance their skills in leadership, strategic planning, and resource management. Providing workshops and professional development opportunities can help them better support the school's goals and improve overall performance.

Mbale City should foster stronger collaboration between the SMC and school staff. Regular meetings and joint planning sessions can ensure that the SMC's decisions are aligned with the school's operational needs and academic goals. Improved communication and teamwork can lead to more effective implementation of strategies that directly impact school performance. Mbale City should develop clear, measurable performance metrics for the SMC to track their impact on school performance. Establish specific goals and regularly review progress to ensure that their activities are contributing to the desired outcomes. This approach will help in identifying areas for improvement and adjusting strategies as needed.

Mbale City should actively involve parents and community members in the SMC's activities. Strengthening community ties can provide additional support and resources, and increase the SMC's effectiveness in implementing initiatives that impact school performance. Consider establishing committees or advisory boards that include parents and community representatives.

Mbale City should encourage the SMC to take on a broader range of responsibilities beyond traditional oversight roles. For example, they could engage in fundraising activities, advocate for policy changes, or initiate community partnerships that support the school's academic and extracurricular programs.

Mbale City should regularly evaluate the SMC's strategies and their impact on school performance. To determine your strengths and potential areas for development, use input from educators, students, and other stakeholders. Adjust strategies based on this feedback to enhance the SMC's contribution to school performance.

Mbale City should ensure that the SMC operates with transparency and accountability. Clear reporting mechanisms and regular updates on their activities and achievements can build trust with stakeholders and demonstrate the SMC's commitment to improving school performance.

#### **6.2.2. Contribution of Parents Teacher's Association to school performance in selected primary schools in Northern City Division Mbale City.**

Mbale City should increase the PTA's involvement in academic initiatives and support programs that directly impact student learning and school performance. This could include organizing tutoring programs, academic workshops, or extracurricular activities that enhance students' educational experiences.

Mbale City should foster closer collaboration between the PTA and school administration to align goals and strategies. Regular meetings and joint planning sessions can ensure that PTA efforts are complementary to the school's academic objectives and address specific areas of need.

Mbale City should actively encourage greater participation from parents and community members in PTA activities. Broadening the base of involvement can provide additional resources and support, and enhance the PTA's ability to contribute to school performance.

Mbale City should develop targeted fundraising initiatives to support specific school programs or resources that can directly influence school performance. Engaging the community in these efforts can help raise necessary funds and increase investment in the school's success.

Mbale City should offer training for PTA members to enhance their skills in areas such as event planning, fundraising, and community engagement. Providing resources and support can improve the PTA's effectiveness in contributing to school performance.

The PTA's activities should be routinely evaluated by Mbale City in order to determine which programs have the biggest effects on academic achievement. While thinking about changing less successful activities concentrate on and grow these high-impact areas.

Mbale City should ensure that the PTA operates with transparency and accountability by regularly reporting on its activities and contributions. This can build trust with stakeholders and demonstrate the PTA's commitment to improving school performance.

Mbale City should look toward forming alliances with nearby companies, associations, and academic institutions in order to receive more resources and assistance. The PTA's ability to have a beneficial impact on student achievement can be increased through external partnerships.

### **6.2.3. Contribution of pupils to school performance in selected government aided primary schools in Northern City Division in Mbale City.**

Mbale City should invest in continuous improvement of pupils to enhance their teaching skills and pedagogical knowledge. Providing training sessions, increase more instructional materials and access to educational resources can help pupils improve their knowledge, hence enhance school performance.

Mbale City should create a supportive pupil environment that includes adequate resources, and facilities. Ensuring that pupils have the necessary tools and support can enhance their effectiveness and contribute positively to school performance.

The selected schools in Mbale City should establish mentorship programs where the alumni can guide and support the pupils. Mentorship can facilitate the sharing of best practices, provide guidance, and help pupils navigate challenges.

Mbale City should promote collaborative teaching practices where teachers work together to plan and deliver lessons. Collaborative approaches can enhance the quality of education by leveraging the diverse skills and expertise of multiple teachers and thereby improve performance of the pupils, hence improved school performance.

Mbale City and selected schools should develop systems to recognize and reward outstanding teaching performance. Acknowledging and rewarding pupils who demonstrate exceptional commitment and effectiveness can motivate them to maintain high standards and improve school performance.

A welcoming and inclusive school culture that prioritizes the contributions and welfare of pupils should be fostered in Mbale City. Pupil effectiveness and satisfaction can be increased by fostering a collaborative environment, offering emotional support, and promoting open communication.

Mbale City should encourage pupils to engage with parents and guardians to foster a supportive learning environment at home. Effective communication between pupils and parents can enhance student support and performance.

Mbale City should implement data-driven approaches to assess and improve learning effectiveness. Regularly collect and analyze performance data to identify areas for improvement and tailor support and interventions accordingly.

Mbale City should involve pupils in decision-making processes related to school policies, curriculum development, and academic strategies. Empowering pupils to contribute to school decisions can lead to more effective and targeted approaches to improving school performance.

### **6.3. Areas of further research**

1. Investigate the effectiveness of specific teaching strategies and methodologies on pupils' achievement.
2. Explore the factors influencing teacher motivation and job satisfaction within the context of Northern City Division Mbale City.
3. Conduct longitudinal studies to track the academic progress of pupils over time and analyze the long-term impact of teacher quality on educational outcomes.

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## Appendices

### Appendix 1: Deputy Head Teachers' Questionnaire

Dear respondent,

My name is Magomu Johnson William, a Uganda Christian University student working on a master's degree in planning and administration of education. I'm working on this academic study on "Stakeholder engagement and school performance in public primary schools in Northern City Division, Mbale City" in order to partially complete the requirements needed to receive a Master's degree from Uganda Christian University. By answering this questionnaire, we are requesting your consent to participate in this study. The supplied data will be handled with the highest secrecy and utilized exclusively for academic reasons.

#### PART ONE:

##### BACKGROUND INFORMATION

Please tick the appropriate boxes and fill in where necessary.

1. 3. Sex: Female  Male

2. Age: (Years) Less than 25 years  26-35 years  36-45 years  46 -56 years

56 years & above

#### PART TWO: VIEW ON THE CONTRIBUTIONS OF PTA AND SMC TO SCHOOL PERFORMANCE

From questions 1-26, tick or circle the number that best indicates your opinion on the question using the following scales:

Scale Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA),

No.	Statement					
		SD	D	NS	A	SA
1.	The management has a positive attitude towards motivating teachers	1	2	3	4	5
2.	The SMC has a well-defined structure that includes rewarding of best best-performing teachers at the school level	1	2	3	4	5
3	There is a strong working relationship between SMCs and teachers	1	2	3	4	5
4	The SMC has an organized system of providing teachers with bonuses and top UPE schools in the City.	1	2	3	4	5
5	The school managements organize get together for teachers at the end of the year	1	2	3	4	5

6	The SMC and PTA work with the teachers as a team to achieve positive results for the learners	1	2	3	4	5
7	There exists a well-structured drive by stakeholders to reward the best-performing learners.	1	2	3	4	5
8	The PTA organizes incentives for teachers and learners	1	2	3	4	5
9	The SMC and PTA create a conducive school working environment for teachers and learners	1	2	3	4	5
	<b>SECTION C: MONITORING</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
10	School-related activities are periodically monitored by the SMC and PTA.	1	2	3	4	5
11	The SMC conducts an evaluation of the overall performance of the school and provides reports to the various stakeholders.	1	2	3	4	5
12	The management regularly monitors the school's operations.	1	2	3	4	5
13	Follow-up meetings regarding scheduled school events and programs are held by SMC and PTA.	1	2	3	4	5
14	To make sure that there is effective instruction in public schools, the stakeholders typically follow up with the head teachers and teachers.	1	2	3	4	5
15	In Mbale City's government aided primary schools, SMC, PTA, teachers, and parents collaborate to discuss students' performance.	1	2	3	4	5
16	A significant portion of SMC and PTA members typically attend schools in response to meetings that the head teacher has called.	1	2	3	4	5
17	The SMC have adequate technical capacity to monitor schools' academic program	1	2	3	4	5
18	SMC, PTA organize and conduct regular constructive meetings with the stakeholders.	1	2	3	4	5
	<b>SECTION D. ACCOUNTABILITY</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
19	SMC can provide an oversight on UPE capitation grant	1	2	3	4	5
20	The SMC has skilled personnel with adequate capacity to analyze UPE capitation grant expenditure	1	2	3	4	5
21	The management actively participates in budgeting for school funds and monitors its utilization	1	2	3	4	5
22	The majority of public school spending is typically done with SMC's full approval.	1	2	3	4	5

23	The accountability of school funds is mainly the work of the head teacher and the SMC has little role in most of public schools when it comes to this aspect	1	2	3	4	5
24	The majority of SMC members understand that their statutory roles	1	2	3	4	5
25	The SMC and PTA are generally supporting and promoting school programs.	1	2	3	4	5
26	The management committees have satisfactorily performed their oversight roles in the school	1	2	3	4	5

**SECTION E**

27. How do you rate the overall performance of SMCs in your school/City?

Poor [ ] Fair [ ] Good [ ] Excellent [ ]

28. a) Have the SMCs in your school/City helped in enhancing school performance in the schools? Yes [ ] No [ ]

b) If yes, please state how?

.....

c) If no, state the reasons

.....

29. Do you discuss school performance with SMC members? Yes [ ] No [ ]

.....

30. What challenge(s) do SMCs encounter in UPE schools that affect school performance?

.....

31. In your own view, how best can we improve the effectiveness of School Management Committees in Northern City division, Mbale City?

.....

**THANK YOU**

## Appendix 2: Pupils' Questionnaire

Construct	SD	D	N	A	SA
The pupils in our school demonstrate a strong understanding of all the subjects.	1	2	3	4	5
Pupils believe that teachers use effective teaching methods that engage pupils them and enhance learning.	1	2	3	4	5
Pupils maintain a high standard of discipline in the classroom.	1	2	3	4	5
The school gives pupils enough chances to improve their learning abilities.	1	2	3	4	5
Teachers provide additional support to pupils who are struggling academically.	1	2	3	4	5
Pupils are encouraged by teachers to participate and create opportunities for active learning.	1	2	3	4	5
Pupils collaborate effectively with other pupils to improve learning practices.	1	2	3	4	5
Pupils' efforts are instrumental in achieving the school's academic goals and objectives.	1	2	3	4	5

**Appendix 3: Interview Guide for Head Teachers/SMC/PTA/City Inspector of Schools**

1. Discuss ways through which the motivations of the SMC members influence school performance in school of Northern City Division Mbale City

.....  
.....

2. Share your views on how you think monitoring by the SMC members influences the school performance.

.....  
.....

3. List down six ways through which accountability by the SMC influences the school performance selected government aided primary school of Northern city Division Mbale City

.....  
.....

4. What other ways should the SMC members adopt to better the performance of schools in Mbale City?

.....  
.....

**THANK YOU**

Appendix 4: Introductory letter to the field



**UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.**

A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To .....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss..... MAGOMU JOHNSON WILLIAM  
Of Registration Number; SI9/MUC/MED/122-S.....pursuing a  
Masters' Degree/Postgraduate Diploma / Bachelor's Degree

MASTERS DEGREE IN PLANNING AND MANAGEMENT  
He/ she is required to carry out an academic research on the topic  
STAKE HOLDERS' ENGAGEMENT AND SCHOOL PERFORMANCE  
IN PUBLIC PRIMARY SCHOOLS IN NORTHERN DIVISION MBALE CITY

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK)copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.  
Thank you.

Yours faithfully,

Samari Janet Chesakit(Mrs)  
Ag. Academic Registrar

