FINANCIAL MANAGEMENT PRACTICES AND ACCESS TO INSTRUCTIONAL RESOURCES IN GOVERNMENT-AIDED PRIMARY SCHOOLS IN NORTHERN DIVISION IN MBALE CITY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER OF EDUCATION ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY

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UGANDA CHRISTIAN UNIVERSITY

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DECLARATION

I declare that this research report is my original work. it has never been presented anywhere in any institution of higher learning by any individual for any academic award.

Signed: …… **Date:** 6th November, 2024

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APPROVAL

I certify that this research report has been written under my close guidance and supervision, and therefore, words are to be submitted for approval.

Signed: …… **Date:** 6th November, 2024

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DEDICATION

I dedicate this dissertation to my lecturer Dr. Aaron Ayeta Mulyanyuma, the university supervisor and to my entire family

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LIST OF ABBREVIATIONS

CCP: Coordinating Center Tutor

CG: capitation grant

EPRC: Education Policy Review Commission

GPRS: Growth Poverty Reduction

MDG: Millennium Development Goal

MoES: Ministry of Education and Sports

NGO: Non-Government Organization

P/S: Primary School

PTA: Parents Teachers Association

RDT: Resource Dependency Theory

SFG: School Facilities Grant

SMC: School Management Committee

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations International Children's Fund

UPE: Universal Primary Education

ABSTRACT

The study investigated the effect of financial management practices on access to instructional resources in government-aided primary schools in Northern division in Mbale City. The main objective of the study was to examine the contribution of financial management practices on access to instructional resources in government-aided primary schools in Northern Division in Mbale City. The financial management practices include, access, directing and resource allocation. The study was guided by three specific objectives: To examine contribution resource allocation on access to instructional resources in government-aided primary schools in Northern Division in Mbale City. To assess the contribution of directing on access to instructional resources in government-aided primary schools in Northern Division in Mbale City. To establish the contribution of management control on access to instructional resources in government-aided primary schools in Northern Division in Mbale City. The study adopted a descriptive research design and a sample size of 105. The findings of the study for the first research objective revealed that indicates that resource allocation significantly impacts access to instructional resources in government-aided primary schools in the Northern Division of Mbale City, with an R Square value of .245 demonstrating that it accounts for 24.5% of the variance in resource availability. The statistically significant F Change statistic of 33.082 ($p = .001$) confirms the robustness of this effect. Despite this notable contribution, it is evident that a substantial portion of the variance, 75.5%, is influenced by factors beyond the scope of this model. The findings of the second research objective reveal that directing has a significant impact on access to instructional resources in government-aided primary schools in the Northern Division of Mbale City, with an R Square value of .332 indicating that directing accounts for 33.2% of the variance in resource availability. The statistically significant F Change statistic of 48.343 ($p = .002$) further supports the substantial role of directing in enhancing access to instructional materials. However, the remaining 66.8% of the variance is influenced by other factors not included in this model, showing the need for a broader examination of additional elements that may affect resource access. Finally, the findings of the third research objective reveal that management control significantly affects access to instructional resources in government-aided primary schools in the Northern Division of Mbale City, with an R Square value of .378, indicating that management control explains 37.8% of the variance in resource access. The strong correlation coefficient of .607 underscores the robust positive relationship between management control and resource availability. The statistically significant F Change statistic of 59.510 ($p = .001$) confirms the substantial contribution of management control to explaining variations in access to instructional resources. However, the adjusted R Square of .362 highlights that while management control plays a crucial role, other factors also significantly influence resource accessibility, suggesting the need for a comprehensive approach that considers additional variables to fully enhance resource management in these schools. The multiple regression analysis demonstrates that resource allocation, directing, and management control each significantly and positively influence access to instructional resources in government-aided primary schools in the Northern Division of Mbale City. The results reveal that resource allocation (Beta = .259), directing (Beta = .268), and management control (Beta = .317) all have substantial positive effects, with statistically significant p-values indicating robust associations with improved resource access. The model's constant is also significant ($p = .003$), showing the overall validity of the findings. These results show the importance of effective resource allocation, strategic directing, and robust management control in enhancing access to instructional resources, suggesting that improvements in these areas could substantially benefit educational resource availability in these schools. The study recommends that Mbale City should create a detailed and strategic resource allocation plan that considers both current needs and future requirements.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter contains the background of the study, statement of the problem, the study's general objective, specific objectives, research questions, the scope of the study, the significance of the study, justification, conceptual framework, and operational definitions of terms.

1.1. Background to the Study

The background of the study includes the historical background, theoretical background, conceptual background, and contextual background.

1.1.1 Historical background

The government of Uganda introduced the school facilities grant (SFG) and the Universal Primary Education capitation grant. The school facilities grant was meant to provide the necessary school infrastructure such as classrooms, houses for teachers, restrooms and school furniture; while the Universal Primary Education capitation grant. The school facilities grant was meant to provide the necessary school capitation grant was to provide for instructional/scholastic materials, co-curricular activities, and the management and administration of the schools. At the time of introducing the Universal Primary Education capitation grant. The school facilities grant was meant to provide the necessary school (1997), there were 2.2 million pupils in primary schools and the number had risen to 8.3 million pupils by 2010. The government of Uganda had spent Ug. Shs 139 billion in capitation grant over the period to FY 2009/10 (Wokadala et al., 2019).

The Government of Uganda through the Education Policy Review Commission (EPRC) issued a report in 1989 that called for the universalization of primary education (Universal Primary Education) by the year 2000. Furthermore, the Commission’s recommendation led to the subsequent appointment of a second committee, which in 1992 issued a Government White Paper on education that also recommended the move to Universal Primary Education albeit to a slightly later date of 2003 (Ainebyoona, 2018).

Universal Primary Education was introduced in January 1997 following a political commitment by President Museveni that the Government would meet the cost of primary education of four children per family. This commitment was soon extended to allow all people that wanted to

access primary education to do so. Under the Universal Primary Education programme, the Government of Uganda abolished all tuition fees and Parents and Teachers Association charges for primary education. The Government of Uganda through the Education Policy Review Commission (EPRC) issued a report in 1989 that called for the universalization of primary education (Galimaka, Okwany & Messkoub, 2008). They further continue that Universal Primary Education was introduced in 1997, following a political commitment by president Museveni that the government would meet the cost of primary Education of four children per family. This statement was soon extended to allow all people who wanted to access primary education to do so. Charges for primary education when Universal Primary Education's dipper primary schools the head teacher together with school finance committee plans, budgets and apportion the funds according to the votes as per school's requirements for example: Scholastic Materials (50%); Co-Curricular activities (25%); Management (15%); and Administration (10%).

According to the office of the Auditor General instituted a value for money audit to ascertain whether funds required for capitation grant are properly planned for, realized and accounted for, and whether schools were adequately facilitated with the appropriate number of teachers, classrooms and desks to enable the effectiveness of capitation grant. The audit also sought to ascertain whether the beneficiary schools for the capitation grant were properly supervised, monitored and evaluated at both the national and district/ municipality levels. This causes an alarm because many pupils especially in lower classes do not have enough desks and are found seated on the floors text books to read and other instructional materials for learning (MOES Education Abstract, 2009).

According to Ongu (2011), management involves planning activities which aim at fulfilling the objectives of a particular organization. He further posits that management is all about describing work to be done, making the personnel perform effectively and efficiently by using tools provided and coordinating different units. Universal Primary Education funds sent to schools are meant to purchase all that is required to provide quality teaching and learning. Most of the government aided schools that benefit from Universal Primary Education funding are still characterized by inadequacy of tools and materials meant for learning.

Akampurira (2016) contends that management is putting together various resources in a system to achieve a set goal. For proper management of a school to take place adequate funds must be provided for several activities including motivation of the human resource and provision of scholastic materials. In consideration of different schools of thought, management is precisely

a distinct process of planning, organizing, and controlling to determine and accomplish stated objectives with the use of human materials and resources. This therefore explains that without adequate resources management is quite difficult. The inputs required for the implementation of the curriculum can easily be acquired when funds are available.

1.1.2 Theoretical background

The resource dependency theory was the framework within which the study was carried out. It aimed to determine how relevant the many advocates of this theory have made in financial management practices and access to instructional resources in government-aided primary schools in Northern City Division, Mbale City, Uganda. This theory was selected because, despite offering appropriate answers for the study's topic, no single explanation can fully explain a particular occurrence. The resource dependency theory according to (Van Weele, 2018) was developed by Pfeffer and Salancik in 1978 to describe how an organization's behavior is influenced by its external resources. Munro (2024) also argues that the resource dependency theory examines how resource acquisition affects organizational behavior. It is founded on the idea that an organization, like a business enterprise, must transact with other actors and organizations in its surroundings to obtain resources.

The main assumption of the Resource Dependency Theory according to Celtekligil, (2020) is that organizations/businesses cannot rely solely on their resources to survive. They need to use outside resources to compete. He further continues that the second assumption is that only a small percentage of organizations are internally self-evident in an unpredictable environment. This theory underscores the importance of financial management practices from internal and external sources to realize access to various instructional resources by government-aided schools in Northern City Division, Mbale City. It also offers a thorough grasp of how government-aided schools, do not have complete control over the resources, mostly acquired through financial management practices required for their survival and growth.

1.1.3 Conceptual background

The two variables under investigation in this study were financial management practices and access to instructional resources, with the intervening variable of government policies. Financial management practices are measured in terms of resource allocation, directing, and control. Access to instructional resources was measured in terms of access to both print and non-print instructional resources, to improve financial management in government-aided schools in Northern City Division, Mbale City.

According to (Omuse Omuna et al., 2016) access to instructional resources refers to the availability of necessary teaching materials is a prerequisite for teaching reading skills effectively. They contend that severe reading difficulties result from a lack of instructional resources in a school. Ruth & Edward, (2015) further contend that instructional resources play a significant role in curriculum implementation. They guide the teaching-learning process, which results in high academic performance from pupils, and assist implementers in achieving their objectives. They also continue that severe reading difficulties result from a lack of instructional resources in a school. Consequently, for the attainment of access to instructional resources, government-aided schools ought to improve their financial management practices across all management activities and knowledge domains. Examining the effectiveness of the financial management practices in government-aided schools, as well as how they access their instructional resources may be part of this.

Groenewald et al., (2024) contend that achieving organizational objectives and making the most use of available resources depend heavily on efficient financial management. Being the most important leaders in educational institutions, school principals are essential in allocating funds to improve the efficiency and performance of their schools. Effective financial management in government-aided schools is crucial to delivering high-quality instruction and encouraging student achievement. (Ramirez & Amponin, 2019). However, there are several obstacles and complications involved in implementing good financial management techniques in educational settings.

1.1.4 Contextual background

According to Sa'eed et al. (2020), financial management practices are standard operating procedures created to enhance the correct performance of financial accounting, reporting, budgeting, and other associated tasks in order to optimize a company's technological efficiency. Studies contend that one of the key factors influencing pupils' access to educational resources in schools and, consequently, their performance is financial management practices (Hunjra et al., 2021; Zada et al., 2021), Furthermore, (Nketsiah, 2018) continues that schools that applied better financial management practices addressed access to instructional materials, thereby improving performance. Alice, (2022), further continues that accessibility and utilization of instructional materials in government-aided primary schools is a challenge and this is directly influenced by the poor financial management practices. Instructional materials include living and non-living things for example; computers, radios, televisions, charts, print-outs newspapers, textbooks, and local materials from the environment, among others. The

government has the responsibility to provide these instructional materials to enable teachers to demonstrate in class during the teaching exercise and learning process. However, most often, the teaching and learning process is carried out without these instructional materials. This makes the learners miss out on teachers' illustrations and demonstrations of real occurrences in the learning process. Teaching learning materials if well utilized build a child wholly, the five senses like touch, hearing sense, smelling sense using the hands, sight sense, and tasting (Tuimur & Chemwei, 2015).

In Uganda context, much as the government provides financial management practices to purchase instructional materials in various districts and cities, the funding has been low and schools procure flip charts and other local materials leaving out expensive items like televisions, radios computers, and printers, among others. The quality of teaching is greatly affected by a lack of essential materials which makes it difficult for teachers to explain certain concepts that require visual illustration. It is important to note that in the absence of instructional materials, the quality of learning is low and incomplete. For example, the mastery of content is realized in a child who uses, the three Hs that is to say head to reason, think and understand, hands to touch what he or she has seen, and heart to develop values and skills to learn more (GoU, 2021).

According to (Abdul Kader & Abu Zahar Khan, 2022), The success of any organization is largely dependent on financial management, one of the several functional areas of management. Organizations frequently face severe issues as a result of ineffective financial management and the unpredictability of the organization's environment. The primary reason for organization enterprise failure is negligent financial management practices. Bashir et al., (2023) also continue that appropriate financial management techniques are frequently crucial in assisting service organizations in gaining access to money for instructional resources, which is necessary for their expansion and success. Furthermore, the majority of organisations still lack the good quantitative characteristics that a sound financial management practice system should have: comprehensibility, relevance, materiality, reliability, and substance over form, carefulness, completeness, comparability, suitability, and balance between profit and expense.

The research was conducted in the Northern City Division, one of the two divisions located in Mbale City Council in Uganda's Eastern Region. The schools for the research's case study were: Yoweri, Fairway, Islamic University, Madrasa, Bulweta, and Masanda Primary Schools, all in Northern City Division in Mbale City, Uganda. This is because the financial management

practices in these schools are still lacking, despite Mbale City Council trying to employ typical financial management practices in various government-aided primary schools for example allocation, directing, and control of resources through its Education Department at the City Council (MCC Education Department records, 2024). Although they have been implemented, there are still poor financial practices like mismanagement of funds by the City Council and it is upon this background that the researcher is investigating the contribution of financial management practices on access to instructional resources in government-aided primary schools in Northern City Division, Mbale City.

1.2. Statement of the Problem

Under the Universal Primary Education Programme, the Ugandan government, through the Ministry of Education and Sports, has been providing government-aided schools with funding equal to the number of students enrolled each term since 1995(Hammiss, 2024). To improve accountability and efficacy and encourage people to take ownership of the projects and programs carried out in their districts, the Ugandan government also implemented decentralization, which brought political and administrative control over services to the point where they could be delivered (Nanyonjo, 2009). The MoES annual statistical report (2018) further continues that He further continues that several initiatives have been developed by the Ministry of Education and Sport of the Government of the Republic of Uganda to enhance the performance of all government-aided primary schools. Additionally, equal supervision is also carried out by area supervisors and district/city inspectors. Apart from this, there are also establishments of foundation bodies on the ground to organize, oversee, and manage government-aided primary schools via SMCs. Together with the head teacher, they are in charge of making important strategic decisions for the school and setting goals and objectives for its growth and development (Uganda Education Act, 2024). However, despite all these interventions by the government to promote access to instructional materials from government-aided schools, the problem of financial management practices is still prevailing, especially in primary schools in Northern City Division in Mbale City. Alumu & Hassan (2019) further continue that these challenges may have been caused due to inadequate financial management skills, absence of financial cost-sharing procedures, inadequate funding, and a delayed quarterly government funding release, among others. All these and more may also be caused by poor financial management practices in the context of allocation of resources, directing and control, yet according to (Lewis, et al., 2017), good financial management practices are known to enhance learners' well-being. It is from this background that the researcher invested the

contribution of financial management practices on access to instructional materials in Northern City Division, Mbale City, because no empirical research has been done on this topic in the area of study.

1.3. The Purpose of the study

The purpose of this study was to examine the contribution of financial management practices on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

1.4. Specific objectives of the Study

i. To examine contribution resource allocation on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

ii. To assess the contribution of directing on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

iii. To establish the contribution of management control on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

1.5. Research questions

The research sought to address the following questions;

i. What is the contribution of resource allocation on access to instructional resources in government-aided primary schools in Northern Division in Mbale City?

ii. What is the contribution of directing on access to instructional resources in government-aided primary schools in Northern Division in Mbale City?

iii. What is the contribution of management control on access to instructional resources in government-aided primary schools in Northern Division in Mbale City?

1.6. Hypothesis of the study

The research tested the following hypothesis

i. There is a significant relationship between contribution of resource allocation and access to instructional resources in government-aided primary schools in Northern Division in Mbale City?

ii. There is a significant relationship between contribution of directing and access to instructional resources in government-aided primary schools in Northern Division in Mbale City?

iii. There is a significant relationship between contribution of management control and access to instructional resources in government-aided primary schools in Northern Division in Mbale City?

1.7. Scope of the Study

The scope for this study was threefold that is; Geographical/ area scope, contextual, and time scope. Since the division has many schools, the Researcher dealt with Yoweri, Fairway, Islamic University, Madrasa, Bulweta, and Masanda Primary Schools.

1.7.1. Content Scope

The study will focus on the management of capitation grants and the acquisition of instructional resources in selected primary schools in Northern Division in Mbale City.

1.7.2. Time Scope

This study focused on the period of three years from 2018 to 2021 when government funds for education programs were being managed without proper allocation for instructional material. This time frame was believed to be long enough to produce evidence-based findings and fact-based conclusions and recommendations, based on the fact that disbursement of funds and financial management practices were done yet the capitation grant was not properly utilized.

1.7.3. Geographical Scope

This study was conducted in Northern City division of Mbale City.

1.8. Justification of the Study

The Universal Primary Education utilization policy gives directives on how Headteachers must spend funds sent to their schools; according to MOES (1998), funds must be utilized as; scholastic materials 35%, co-curricular activities 20%, Management 15%, Administration 10% and contingency 20%. Complaints arising from head teachers on the inadequacy of Universal Primary Education funds allocated to each vote indicate that proper management of schools is impeded by a shortage of funds. Currently, in Uganda, primary government-aided schools and universal Primary Education funds form a key resource that is used for the production of education. It therefore reflects that the failure of the government to release funds to schools in time makes it difficult for the school management team to afford both teachers' and pupils' materials used in the process of learning.

1.9. Significance of the Study

The study will examine the management of capitation grants and acquisition of instructional materials in selected government-aided schools in Northern division in Mbale City.

The study will alert head teachers about the management of capitation grants and how acquisition of teaching/learning materials impacts it for the effective realization of the goals and objectives of the organization.

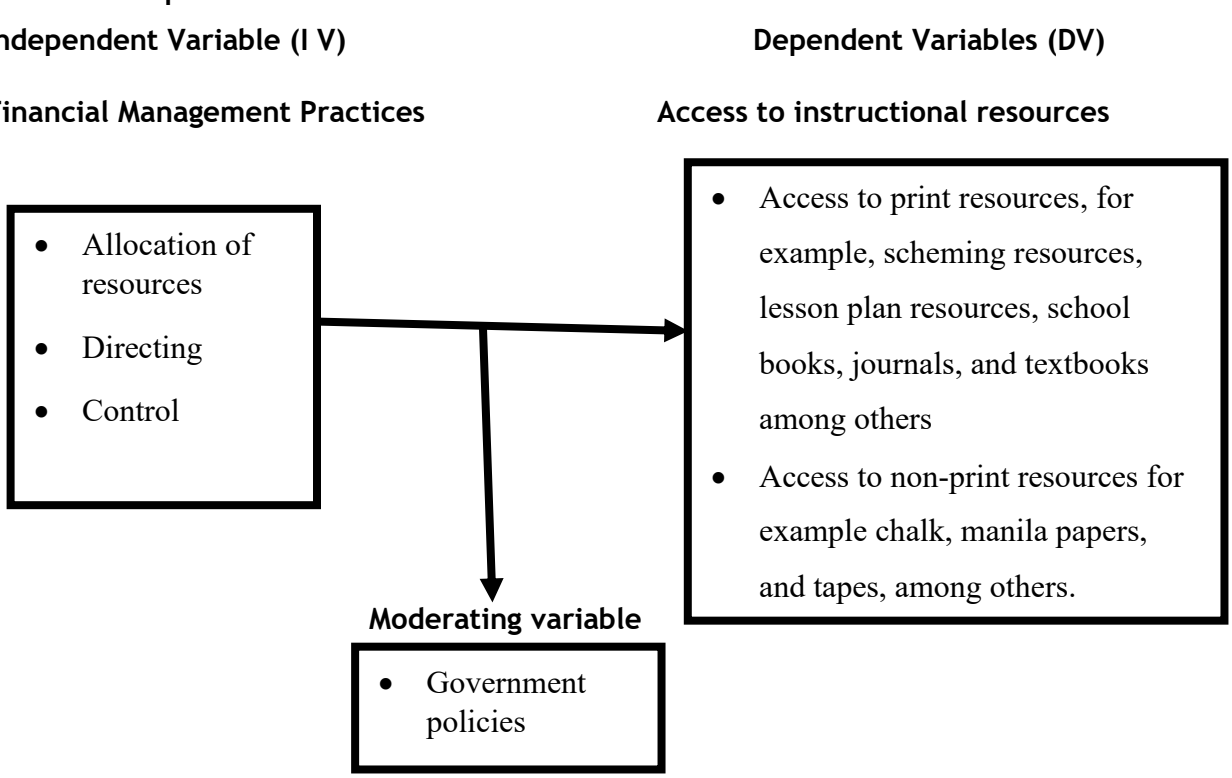
The study will sensitize supervisors about the need for proper management of capitation grants by head teachers and motivate them to use other channels, other than dependence only government to fund the schools.

The study will serve as a source of reference for other researchers to be used as a basis for further research.

The study provides a reliable local source of literature for further studies on the concept of communication and employee performance

The study will benefit both policy makers by enhancing their understanding of inter-relationship of soft factories like communication and employee performance as prerequisites to achieving envisaged communication outcomes and eventual advancement of performance indicators for efficient management.

1.10. Conceptual Framework



Source: Adopted from: Akampurira (2016); Wokadala et al., (2019) and modified by the researcher, 2022

Figure 1: Conceptual framework showing the relationship between financial management practices and access to instructional resources in government-aided primary schools in Northern City Division, Mbale City.

The conceptual framework above shows the relationship between the independent variable (financial management practices) and the dependent variable (access to instructional resources) in government-aided primary schools in Northern City Division, Mbale City, with government policies as the moderating variable. The independent variable will take on dimensions of financial allocation of resources, directing, and control, while the dependent variable will take on the dimensions of access to print and non-print instructional resources. These will all be intervened by the government policies for example budgeting and resource allocation of funds.

Good financial management practices encourage government policies, hence improving access to instructional resources in government-aided primary schools in Northern City Division, Mbale City.

1.11. Operational Definitions

This section of the study has been dedicated to the following operational meanings of concepts used in the study.

Capitation grant: This is a grant made or proposed to be made out of the proceeds of the Financing to finance an Education Activity.

Acquisition: This is the act of obtaining or beginning to have something, or something obtained.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter contains the theoretical framework, research objectives presented as sub-themes, and gaps identified in current literature. The reviewed literature is from scholarly journals, government reports, and periodicals regarding the variables under study.

2.1 Theoretical Review

This discusses the theory supporting the study.

2.1.2 The Resource Dependency Theory

The resource dependency theory according to (Bennett, 2018) describes behavioral implications throughout organizational processes resulting from scarce resources. Two major sources of income that public education institutions depend on for sustainability are state appropriations and pupil fee revenue. The dependency on both the state and students as key stakeholders can impact the strategic plans of the institutions. Powell and Rey (2015) described three key areas of resource dependency theory concerning public higher education, that is: environmental effects on organizations, organizational efforts to manage environmental constraints; and how environmental constraint affects internal organizational dynamics. There is an impact of the balance between the two major resource dependencies of public education, tuition revenue, and state appropriations, which can affect the principal and agent relationship between the state and their respective institutions (Delke, 2015).

Powell and Ray (2015) further continue that the resource dependency theory examines how an organization operates by considering the extent of its surroundings and the requirement to acquire resources that come from them and any organization's strategic with tactical management must include the acquisition of external resources. The possibility of institutional reform, institutional survival and sustainability, and adaptation to outside influences and environmental changes will all be aided by this theory. By arguing that active collaboration between parents, educators, and community members fosters a supporting network that improves students' academic performance and overall school performance, this theory emphasizes the significance of stakeholder participation across multiple domains. As an example of the practical implementation of this idea in educational settings, a study by Epstein and Sheldon (2016) revealed that schools with stakeholder participation exhibited enhanced student performance and higher school effectiveness.

According to (Davis, 2023), for the Resource Dependency Theory (RDT), institutions need resources in order to remain sustainable over time. Findikli (2019) further continues that it is also stressed that they can only obtain these resources from their surroundings and that other groups would prefer access to the same resources. It's important to note that resources-gathering transformation strategies used by businesses "raise their degree of increased dependency on the environment and other institutions," and it is therefore essential to appropriately handle "power relationships." Bennett & Cassandra, 2021 further continue that the resource dependency theory explains how relying on a small number of resources can have behavioral effects on organizational processes. The two main revenue streams for public higher education institutions are student tuition and state appropriations. The state-specific primary schools in Northern City Division relationship may be impacted by the distribution of these revenue streams.

The major critism however of the RDT according to (Wilbroad, 2023) is it frequently reduces resources to material assets like cash, technology, or raw materials, oversimplifying the notion. This limited perspective could downplay the significance of intangible assets like relationships, reputation, and knowledge.

2.2. Contribution resource allocation on access to instructional resources in government-aided primary schools

According to (PMBOK, 2017), resource allocation is the process of allocating and scheduling available resources in the most efficient and cost-effective manner. Resource allocation is a critical aspect of educational management that directly influences the accessibility and quality of instructional resources in government-aided primary schools. Effective resource allocation ensures that schools have the necessary materials, infrastructure, and human resources to facilitate learning. Resource allocation involves the distribution of financial, physical, and human resources to support educational activities. Adequate and equitable allocation of resources is essential for creating a conducive learning environment. According to Hargreaves and Fullan (2022), well-allocated resources enhance the quality of education by providing the necessary tools and materials for effective teaching and learning. Willis, et al., (2019) further contend that effective resource allocation is based on four concepts, which include: distribute resources fairly, combine, twist, and arrange materials, think about resources other than money and determine priorities by interacting with stakeholders.

Financial resources are fundamental in acquiring instructional materials. Schools with sufficient funding can afford textbooks, technological tools, and other educational materials essential for

modern teaching methods. In the United States, in a Brookings policy brief, on average, districts already give high- and low-poverty schools the same amount of money, so forcing them to do so wouldn't significantly alter how resources are distributed (Dynarski & Kainz, 2016). They further continue that however, according to previous studies, many districts fail to offer equal financing for teacher salaries across all schools.

Infrastructure plays a vital role in resource allocation, impacting access to instructional resources. Adequate classroom space, libraries, and computer labs are necessary for effective teaching and learning. In developing countries, the lack of infrastructure is a significant barrier. For instance, UNESCO (2015) reported that in Sub-Saharan Africa, many schools lack basic facilities, severely limiting access to instructional resources. Pupils cannot receive sufficient learning chances if they do not have access to high-quality instructional resources (David, 2019). Research has shown that pupils of different races and ethnicities and socioeconomic backgrounds do not all have equal access to experienced, high-quality teachers and funding (for example, among others Luhm, & Sciarra, 2017; Reardon, 2011).

Equitable resource allocation ensures that all students, regardless of their socio-economic background, have access to quality instructional materials. In many countries, disparities in resource allocation led to significant differences in educational outcomes. A study by the OECD (2012) highlighted that in countries with equitable resource distribution, such as Finland, students from different socio-economic backgrounds performed more equally. Despite its importance, resource allocation faces numerous challenges, particularly in low-income countries. Insufficient funding, corruption, and mismanagement often result in inadequate resources. In Nigeria, Lumadi (2012) highlighted that corruption and inefficient management practices significantly hindered effective resource allocation, affecting the quality of education. On the other hand, states could focus interventions on districts that typically have greater teacher resource gaps, or federal policy could be improved to help increase resource allocation equity in certain types of districts if certain district characteristics (such as funding levels and teacher salaries, urbanicity, enrollment size, or poverty level) are linked to unequal resource allocation (David, 2019).

In Kenya, effective resource allocation has been shown to improve access to instructional resources. According to Waweru and Orodho (2014), schools that received adequate funding and support were better able to procure textbooks and learning materials, enhancing the learning environment. This demonstrates the positive impact of proper resource allocation on educational outcomes. To improve resource allocation, governments should implement policies

that ensure transparency and accountability in the distribution of educational funds. Investment in infrastructure and teacher training should be prioritized to enhance the effective use of instructional resources. The World Bank (2018) recommends that countries increase their education budgets and establish mechanisms for equitable resource distribution to support all schools effectively.

The abolition of school fees especially at the basic education level has been adopted by many countries as one of the key policy interventions for influencing education outcomes. According to Wekesa, Kipkoech & Okemwa (2021), schools are experiencing financial shortfall arising from inadequate capitation grants from the government and delay in payment of schools by students. To cushion themselves, schools had made several financial plans like applying for grants for infrastructure development. Further, despite schools having large tracts of land, some school management did not put into use either through growing grass for dairy farming or planting crops for subsidizing school food supplies. Computed correlation statistics showed a weak correlation that existed ($r=0.191$ and $p=0.016$) between financial planning dynamics and academic performance of upgraded national schools in the western region of Kenya. The paper concludes that financial resource planning strategies had minimal effects on the academic performance of upgraded national secondary schools in Kenya Certificate of Secondary examinations. The study recommends that there is a need for school administration to work with stakeholders to identify profitable projects that can be implemented in their school to earn income.

In a study that investigated the problem of the unreliable government disbursement of capitation grants to government-aided secondary school on academic performance in case of Kinondoni District. The findings indicated that capitation grants helped to improve the quality in some aspects and some subjects were not available. The provision of capitation grants to schools was both insufficient and were delayed to reach schools thus, difficult for schools to implement plans timely and sustainably. There was little improvement in the teaching – learning process in these government-aided secondary schools as a result of capitation grants. The study revealed that the management of capitation grants is the responsibility of the head of schools cooperating with the school committees (SCs) it was observed that there were some limitations due to lack of skills in financial management in some of these members. In order to ensure quality education and improving performance in government-aided secondary schools, it was recommended to the government to increase the amount of the capitation grants in the budgetary allocations to make it more adequate and sustainable. Members of schools'

committees need to be re- trained especially in financial management of school funds (Ngowi, 2015).

Ghana's commitment to providing quality basic education for all, as prescribed by the Education Act 2008 (Act 778) and other international development frameworks such as the Millennium Development Goals (MDGs) and Education for All (EFA)-Fast Track Initiative (FTI) has witnessed relative progress on several fronts. Over the last few years, there has been substantial budgetary and financial commitment by government and donors towards the attainment of universal access to basic education and ensuring the provision of quality education as evidenced by the increase in education expenditure from 5.3% in 2008 to 6.1% in 2011, after the rebasing of the GDP in 2010 (MoES, 2024). These increases in educational expenditure have no doubt contributed to the rise in Gross Enrolment Ratio at the primary level from 83.3 in 2004/05 when the capitation grant/school fee abolition program was introduced to 96.5% in 2011/12 (MoE, 2022), making Ghana one of the few developing countries that are likely to meet the MDGs 2 on achieving Universal Primary Education by 2025.

Decentralization of primary school management in Tanzania has mainly been implemented by the Primary Education Development Programme (PEDP). This programme has shown some successes in enrolment expansion and some improvements in classrooms, teachers' houses and pupils' latrines construction. The increase in enrolment, however, has resulted into crowded classrooms that make teaching a big challenge. In this study, the visited primary schools in Dar as Salaam and Mbeya faced a massive shortage of desks and classrooms and teaching and learning materials that affected the whole process of teaching and learning. Data indicate that there had been some improvements of pupils' performance in Primary School Leaving Examination (PSLE) in the beginning of the PEDP implementation (2002-2006). Recently, the available evidence suggests a declining trend of the pass rate in this examination for three years consecutively from 2007-2009. While involvement of the community in the school development plans may be important, there is a need for the government to intervene where it seems to be some problems in order to safeguard the pupils. It is argued that, what is regarded as free education for all in primary schools is likely to create more harm than what is expected. For Tanzania to achieve its vision of 2025 that stresses on the learned society and preparation of people who are conscious about their own environment and be able to solve their problems encountered in their daily life class size has to be controlled and the provision of teaching and learning materials is vital (Matete, 2016).

The introduction of Free Primary Education (FPE) in 2003 saw a shift in the functions of School Management Committees (SMCs) with emphasis shifting from collection of funds and provision

of infrastructure to management of government funds and learning resources in the school (MOEST, 2003). The SMC is responsible for managing funds, settling disputes in the school and procurement. This study sought to assess the capacity of SMCs in implementation of FPE funds in government-aided primary schools in Eldoret East District. The study was guided by the following objectives: To find out the capacity of school management committee members in the implementation of FPE funds and to establish the challenges of SMCs in the implementation of FPE funds in government-aided primary schools. The study conducted a survey of government-aided primary schools in Eldoret East district. Both probability and non-probability sampling methods were employed to select 200 respondents among the head teachers, senior teachers and members of school management committees. From the study findings Majority of the respondents cited the inability of the SMCs to implement devolved FPE funds while at the same time lacking accounting skills and lack of personal continuous development and training (Kiprono, Nganga&Kanyiri, 2015).

There is no gain saying the fact that effective implementation is very vital if the primary school curriculum is to achieve its goals of inculcating permanent literacy and numeracy, ability to communicate effectively, laying a sound basis for scientific and reflective thinking. Efforts of the federal government towards implementation of a sound curriculum for the schools have yielded little or no dividends due to issues which are inherent in the implementation of the primary school curriculum. These problems include under funding, ecology of the classroom, acute shortage of infrastructures, lack of health facilities, lack of qualified teachers, and neglect of the mother tongue, amongst others. This paper, therefore takes a critical look at the challenges of implementing the primary school curriculum in Cross River State. It was therefore recommended that the local government should be more aggressive in its implementation programs, government need for strategic planning, institutional capacity building and positive coordination of man and natural resources (Domike& Odey, 2018).

Improving the quantity and quality of Education is a constitutional requirement in Ghana, as well as 2nd millennium development goal for developing countries. After research it was found that the extent to which the capitation grants in Ghana impacts the performance of schools in national assessment examinations, and also bridges the gap in the examination performance of boys and girls.

Studies show that five different sources of funding have been identified across countries namely; the state, local communities, families, businesses and external sources (MoES FYI, 2022-2023). Today, government-aided resources dominate funding for primary education in OECD countries and the largest share of it goes to finance current expenditures such as

teachers' salaries (Steer & Smith, 2015). However, it is argued that although households in high income countries shoulder a large share of education expenditures at higher education levels than at lower level, in low-income countries it is not the case: Malawi is a good example – tertiary education is almost subsidised by the state yet households contribute almost 20% of the cost of primary education (Roser& Esteban, 2018). The above observations are not based on findings from Uganda – there is need to focus on funding in the context of its contribution to the quality of education in Uganda specifically on selected schools in Northern Division in Mbale City.

Semuels (2016) notes that although public funding of basic education in the US is significantly high compared to funding initiatives in many developing countries, there were still inequalities between schools for low-income communities and those for the upscale folks. Nevertheless, there is need to critically analyse the system of government funding of UPE schools in Uganda in the context of its effect on the quality of education. It is also opined that state financing of public education in a significant number of countries in Europe, particularly France, is done at two levels of government – the central government and the communal assemblies, which respectively pay for 80% and 20% of the total funding for basic education – central funds are passed to communal assembles to pay for 100% of teachers' salaries (Lindert, 2014). Wolfgang (2006) adds that although the state in France is responsible for the funding of basic education, when it comes to remuneration of staff, it only pays teachers and the non-teaching staffs are taken charge of by the local authorities. However, a report by EACEA (2014) gives another view, which indicates that the challenge with the funding modalities in many developed economies including France is that it has always been difficult to find an appropriate funding criterion, which caters for the divergent needs of the different school settings. This has often led to inequalities in the distribution of resources across schools. Given this context, there is need to investigate the levels and methods of funding that cater for the divergent educational needs in Uganda's U.P.E schools where concerns over public funding vis-a-vis the quality of education have been on the rise.

Al-Samarrai (2003) contends that over the last two decades, many countries in Sub-Saharan Africa have been able to fund Free Primary Education programme through state driven initiatives. Yet it is postulated that in the current economic context, governments must make difficult choices about mobilising and allocating financial resources especially in the rising demands in the public service sectors (Mehrotra &Moortele, 2008). On the contrary, World Bank (2008) strongly observes that maintaining high taxation and internal borrowing which have historically been one of the most important ways of raising resources needed to implement

development policies including Universal Primary Education may not be easy to sustain. It is also argued that budgetary capacity that would allow for the public funding of the provision of universal access to primary education is lacking in many Sub-Saharan economies due to weak state mechanisms (Mukudi Omwami& Keller, 2010). Although the ideas given above are important for this study, they do not give the right picture of the situation as it is in Northern Division in Mbale City.

2.3. Contribution of directing on access to instructional Resources in government-aided primary schools

According to (Suriya, 2017), planning, organizing, coordinating, and evaluating are some of the managerial tasks that include directing. Usman (2016), also contends that the directing function in the list of managerial duties. The next step in management work is to carry out a directing function to communicate as clearly as possible the tasks to be carried out in terms of quantity, quality, and time limits of work, including motivating committees and trainers to maintain the spirit of work after roles have been determined and tasks have been divided into the work group through organizing. He further continues that he was in charge of decision-making, communication, leadership, power, and inspiration. Directing, a critical function of educational leadership, involves guiding and overseeing the implementation of school policies and practices to ensure effective teaching and learning. Effective directing can significantly influence access to instructional resources in government-aided primary schools, thereby enhancing educational outcomes. Directing in education encompasses various administrative and managerial activities aimed at achieving educational goals. It involves planning, organizing, leading, and controlling school activities to ensure that instructional resources are adequately provided and effectively utilized. According to Bush and Glover (2014), effective directing ensures that resources are aligned with educational objectives, promoting efficient resource allocation and utilization.

The endeavor to mobilize human resources (HR) as the primary resource factor in schools makes the directing function urgent. According to Miller and Seller (2015), professional development is one of the most crucial components of the implementation strategy. Since Human Resource implements the curriculum at the institutional and class levels and is a part of other resource mobilizers, this opinion guarantees that Human Resource will be the most important factor in curriculum implementation.

Effective directing guarantees that the institution's operations and procedures are focused on achieving its ultimate objectives (MIT,2019). It also plays a crucial role in the equitable allocation of instructional resources. In many countries, school leaders who excel in directing can secure and distribute resources more efficiently. For instance, Leithwood et al. (2008)

found that in Canadian government-aided schools, principals who were adept at directing could better advocate for and manage resources, leading to improved access to textbooks, learning materials, and technological tools. Directing also involves supporting teachers in accessing and utilizing instructional resources. In Finland, a country renowned for its high educational standards, school leaders provide substantial support to teachers through continuous professional development and resource management (Sahlberg, 2015). This support helps teachers integrate new instructional resources into their teaching practices effectively.

In the digital age, directing has increasingly focused on integrating technology into classrooms. In South Korea, for example, school leaders have been instrumental in the widespread adoption of digital learning tools (Kim, 2014). Effective directing ensures that technological resources are available, accessible, and utilized to enhance the learning experience. Despite its importance, directing faces numerous challenges that can impede access to instructional resources. In many developing countries, limited funding, inadequate training for school leaders, and bureaucratic hurdles can hinder effective directing.

Waweru and Orodho (2014) found that schools with proactive and skilled headteachers were more successful in mobilizing resources from the community and government. These headteachers implemented strategic planning and stakeholder engagement to ensure that their schools had adequate instructional materials. Improving directing in schools requires targeted policies and interventions. Governments should invest in leadership training programs that equip school leaders with the skills needed to manage and direct resources effectively. Additionally, policies should promote decentralization, giving school leaders more autonomy to make decisions about resource allocation (Pont, Nusche, & Moorman, 2008).

The implementation of Universal Primary Education resulted into increased access, as enrolment doubled between 1995 and 1997 (from 2.6 million to 5.3 million). After 1997, enrolment continued to rise steadily and reached a level of 7.6 million in 2003 and 8.7 million in 2017 (National Planning Authority, 2018). As a result, spending on education as a total share of government expenditures rose from an average of 20.2 percent of the budget in the three fiscal years preceding the Universal Primary Education announcement, to an average of 26.3 percent in the three years following the announcement with, an increasingly large share of the education budget devoted to primary education (averaging 65 percent). However, the dramatic increase in primary school enrolment saw the emergence of several challenges including a shortage of teachers, instructional materials, and classrooms. To counter these challenges, the ten-year Education Sector Strategic Plan (ESSP) 2004 – 2015 was formulated Universal Primary Education schools have fewer financial resources available than they could use.

There is still continued emphasis of government commitment to provide financial resources to primary education. Interventions such as Education Management Strengthening Initiative (EMSI) which trained head teachers and gave modules on "Managing School Finances" and "Managing School Curriculum" (MOES 2019). Further intervention by the Ministry of Education is seen in the introduction of Customized Performance Targets where head teachers and their deputies sign performance agreements yearly to improve on management of schools.

Capitation grants are the transfer of financial resources and authority from the government directly to schools or small networks of schools (Winkler & Schlegel, 2015). It is argued that the rationale behind capitation grants is to reduce bureaucracy, increase relevance to school's needs, improve quality, and achieve equity (UNICEF, 2017). Capitation grants are also considered an important tool that can be used to improve the efficiency and equity of the decentralized process. It also recognized that school funding systems that should be effectively implemented are there to advance transparency and accountability so that end users benefit from school grants (Downes, 2004). Due to World Bank conditionality, the use of school funding formulas has spread to developing countries (Alonso & Sanchez, 2011). Therefore, a funding formula can be used to allocate funding both from the central government to districts that administer schools as well as from the districts to the schools (Yuhong Du & Zhijun Sun, 2016). According to King Swanson and Sweethand (2015), the models that determine adequate educational spending levels include the professional judgment model, the successful schools' model, the advanced statistical model, and the evidence-based model. In this study, there is a need to analyze the model that the Government of Uganda applies to disburse funds to government-aided primary schools in the country.

Based on adequacy, a funding formula is said to be convenient if schools receive the amount of funding needed to provide an adequate education for the learners (West, 2009). Similarly, a funding formula enhances efficiency if the funds are allocated do not give a perverse efficiency signal to the recipients of funding. The majority of funds need to be allocated on a per -pupil basis with no indicators that encourage the school district or schools to be inefficient (Ladd et al, 2019). Another school of thought posits that equity in school funding can be ensured by adjusting the formula to additionally fund those districts and schools with higher structural costs that are caused by factors beyond local control such as severe climatic conditions, topography and sparse population (Yuhong Du & Zhijun Sun, 2016). This study, therefore, aims to find out whether the funding formula in Uganda's UPE program, addresses the critical issues of adequacy, simplicity, efficiency, and equity.

The successful school model of funding looks at all schools in the state and identifies the ones that are meeting the state-approved standards the amount of money these schools are spending becomes the adequate funding level for the state (Picus& Blair, 2014). Another study presents the advanced statistical model, which represents the most technically advanced model that estimates how much money would be needed to attain a certain level of student performance while controlling for the characteristics of the district and its students (Warren, Leslies& Connell, 2013).

It is also contended that today, countries are gradually moving away from simple pupil-number-based formulas towards considering differences in the learning needs of students like varying curriculum goals of educational programs and different costs of school sites (Ross and Levacic, 1999). Another view claims that in some countries, the role of scientific and supposedly objective cost calculations has played an increasing role in defining the details of funding formulas (Hanushek, 2016). While the idea of a funding formula appears to be an important issue in addressing gaps in the distribution of financial resources in schools, the debate does not show whether in Uganda it has had any effect towards enhancing educational quality. However, it is posited that in Sub-Saharan Africa, primary education grants are tagged to two categories of expenditures –current and capital expenditures (USAID, 2010). The former refers to expenditures associated with annually used and consumed items. It is observed that as teachers mostly deliver education services, their salaries are usually the most common current expenditure item – non-salary expenditures cover the rest of the operating costs, which include teaching, and learning materials, textbooks, to operating costs of schools, transportation costs, etc. Capital expenditures include school construction or the purchase of heavy equipment – in all of Sub-Saharan Africa, salaries account for the largest share of current expenditure in primary education (UNESCO, 2010). Furthermore, the grants are also categorized, as unconditional and conditional – unconditional school grants are those that the receiving school may spend according to its local priorities, the conditional grants are financial resources transferred to the school level and tagged to specific expenditure areas such as school inputs, teacher training or to fund specific school projects (MoES, 2024). Although such funding criteria are also applied in Uganda's U.P.E context, there is a need to establish whether such approaches to funding have any positive impact on the delivery of education in government-aided primary schools.

2.4 Contribution of management control on access to instructional resources in government-aided primary schools

Amadi & Edu (2020) assert that control is a crucial component of all educational systems since it reduces errors and enhances remedial actions. Furthermore, management control, as a fundamental aspect of educational leadership, involves the processes and systems used by school leaders to ensure that resources are used efficiently and effectively. In government aided primary schools, effective management control is critical for securing and utilizing instructional resources. Management control in education refers to the systematic processes that school leaders use to plan, monitor, and evaluate the use of resources. It encompasses financial management, procurement procedures, inventory control, and performance evaluation. Bush and Glover (2014) further continue that effective management control ensures that instructional resources are available and used optimally to enhance teaching and learning. In schools, management control is essential for improving performance and dealing with dysfunctional behaviors (Jerwin, 2022). Additionally, a learning-focused approach and flexible organization are positively correlated with pupil achievement, and the design and implementation of management control systems in schools and local school authorities have a substantial impact on the achievement of pupils. Effective financial management is a cornerstone of management control that significantly impacts access to instructional resources. In many countries, school leaders who exhibit strong financial management skills can allocate funds more effectively, ensuring that instructional materials are procured and maintained. For instance, Leithwood et al. (2008) found that in Canadian government-aided schools, principals with robust financial management practices were better able to secure and allocate resources, leading to improved access to textbooks and learning aids.

The procurement process is another critical element of management control that affects the availability of instructional resources. Transparent and efficient procurement practices ensure that schools receive quality materials on time. In Uganda, for example, Kaggwa (2015) found that schools with well-structured procurement systems had better access to instructional resources, as they could avoid delays and procure items at competitive prices.

Effective inventory control systems help schools keep track of their instructional resources, preventing loss and ensuring that materials are available when needed. In South Africa, a study by Naidoo (2022) highlighted that schools with robust inventory control mechanisms had higher resource availability, as they could monitor usage and replenish stocks promptly. This ensured that teachers always had access to necessary teaching materials.

Performance evaluation is essential for assessing the impact of instructional resources on educational outcomes. In Finland, Sahlberg (2015) noted that systematic performance evaluation helped schools identify the most effective resources and practices, leading to continuous improvement in resource utilization. Despite its importance, effective management control faces numerous challenges. Limited funding, inadequate training for school leaders, and bureaucratic hurdles can hinder management control efforts. In many developing countries, these challenges are exacerbated by corruption and lack of accountability. For example, Oduro (2008) reported that in Ghana, mismanagement of funds and lack of transparency in procurement processes significantly limited access to instructional resources.

In Kenya, the impact of management control on access to instructional resources has been well-documented. Waweru and Orodho (2014) found that schools with effective management control systems were more successful in mobilizing resources and ensuring their optimal use. These schools implemented strategic planning, regular audits, and stakeholder engagement to enhance resource management and access. To improve management control in schools, governments should invest in leadership training programs that focus on financial management, procurement processes, and performance evaluation. Additionally, policies should promote transparency and accountability, ensuring that school leaders have the tools and support needed to implement effective management control systems. Pont, Nusche, and Moorman (2008) recommend decentralizing resource management to empower school leaders and improve resource allocation.

The office of the Auditor General instituted a value for money audit to ascertain whether the funds required for the Universal Primary Education capitation grant properly planned for, released, and accounted for, and whether schools were adequately facilitated with the appropriate number of teachers, classrooms and desks to enable the efficiency of Universal Primary Education capitation grant. The audit also sought to ascertain whether the beneficiary schools for the Universal Primary Education capitation grants were properly supervised, monitored and evaluated at both the national and district/ municipality levels. According to Mugimba (2022), the Ministry of Education and sports has allowed government-aided and government aided schools to divert money meant for capitation grant to renovations of structures a head of the school re-opening. The 62 billion shillings partly allocate in the current financial year. The grants are used by schools to provide instructional materials, facilitate co-curricular activities, school management and payment of utilities like electricity, school management and payment of utilities like electricity and water.

Management of schools still has a lot of challenges due to inadequate use of instructional materials to put in place the required resources to enhance good performance. Numerous complaints are still registered by the stakeholders at the various levels. The operations of school managers in implementing the programme aimed at the development of these schools are badly affected. Head teachers have continued lamenting on the difficulty they faced in school management. Enrolment has risen from 2.5 million in 1997 to 6.5 million in 2003 (MOES 2003).

The S.F.G grant meant for Infrastructures like classrooms, desks, teachers' tables, chairs and text books are inadequate in most schools resulting in many pupils sitting on the floor. In some schools some classes are still conducted under trees. Blames are traded among the various stakeholders about poor performance.

As a result of major reforms, schools in many developing countries now receive grants directly from central authorities – the rationale behind school grants is to reduce bureaucracy, to increase relevance to school needs, and improve quality (UNICEF, 2015). Yet other studies show that while school grants are a crucial factor of educational management, little is known about their use and their impact on access, quality and equity (Taylor, 1997). Whereas it is important to admit that the above views provide more impetus to this study, the impact of school grants in uplifting the quality of education in Uganda's government-aided primary schools is not highlighted.

To increase accountability for funds, a variety of school financing programmes have some safeguards in place – for instance in Indonesia, school improvement grants programme requires that two members of the school committee sign to open the school's bank account and to approve each withdrawal and use of funds (Winkler & Schlegel, 2005). Yet another study posits that in Ethiopia where community financing of schools is evidently strong, the school administrators are required to show full accountability by showing value for money in terms of the education activities in the school (Oba, 2010). Given the fact that the above views do not address issues on the accountability of funds in government-aided primary schools in Uganda, this study strives to fill the stated gap.

Some studies suggest the adoption of complete centralization of school grants where the central government has almost total control over all financial distribution to schools be able to utilise the funds effectively and efficiently. However, this approach is criticised because of its bureaucratic nature, a process that is regarded as being both wasteful and inefficient practice – it is also seen as leading to one-size-fits all approach in which, for instance, schools in rural areas are not likely to benefit from policies that are intended to help the urban schools (Vuchic,

n.d). It is nonetheless important to investigate how the centralized components of primary education funding in Uganda affects education quality.

Invariably, the practice of decentralization of school funding has been suggested as a viable solution to effective accountability and popular participation of communities in the decision-making process (South African Department of Education, 2004; World Bank, 2004). The overriding justification of the decentralization of school funds is to allow key education delivery and decisions to be shared (Motala&Pampallis, 2005). RyukokuRiss Bulletin (2001) maintains that decentralization has been a particular concern of donor agencies, with the World Bank and International Monetary Fund pushing governments to implement greater decentralization of government grant. However, EQ Review (2005) argues that in practice, weak management capacity and weak system support often make it difficult to realize the positive potential of decentralization. In the current study, there is need to examine how the decentralization of school grants in Uganda has been handled to enhance the quality of education in government-aided primary schools.

2.5. Gaps identified in current Literature

Lessons from the literature review show that there is a significant relationship between headteacher management of financial management practices and access to instructional materials in primary schools in Northern division, Mbale City and these are mutually exclusive to each other.

It should also be noted that, apart from the financial management practices that were mentioned, there are also others that influence access to instructional materials that were outside the scope of this study, and it would do well for government-aided primary schools in Northern Division to consider them too.

Also, concerning the literature review, it has been revealed that there is a need to fill the gap experienced in financial management practices by investigating whether government-aided primary schools in Northern Division can overcome the above-stated barriers; state whether it can initiate and maintain management of capitation grants and acquisition of instructional materials and finally to establish if this can allow the government-aided primary schools to perform their duties effectively without any limitations from the management or system.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presents research design, study population sample size determination, sampling techniques, data collection methods, data collection instruments, reliability, validity, data analysis and presentation and ethical considerations.

3.1. Research Design

According to (Bougie & Sekaran, 2020), a research design is the general strategy you use to organize the many components of the study into a coherent and understandable whole. The researcher used a cross-sectional research design to answer the research objectives. A picture of the individuals can be taken at any time by using the questionnaire instrument. Kumar (2014) further asserts that a cross-sectional survey design provides a moment-in-time snapshot of a specific group of people and is economical as well. Alhassan (2012) argued that surveys ought to be able to accurately represent the characteristics of people, situations, and groupings. It functions as a tool for needs assessment, providing information for informed decision-making and laying the groundwork for more productive educational research. It creates the framework for a more thorough and precise investigation. In a survey, participants are usually asked a series of questions to complete to gather information and therefore, the researcher also used a mixed methods approach to provide multiple lessons to observe the phenomena under study.

3.2. Study Population

The study population included 143 respondents under the following categories: 1 City Principal Education Officer, 1 Coordinating Centre Tutor, 3 Inspector of Schools, 6 Headteachers of selected schools, 6 Directors of Studies, 108 teachers, and 18 school finance committee members where applicable. It is from this study population that the sample size shall be drawn. Schools that were used during the research were: Bulweta Primary School was chosen because it is the oldest primary school among the selected schools, Masanda Primary School was chosen because of its proximity to the researcher, Yoweri, Fairway, Islamic University, and Madrasa Primary Schools were chosen to give a fair representation of the teaching staff and a model of various school status which based on rural and urban.

3.3. Sample Size Determination

The sample of 105 respondents was selected from the study population of 143. The sample size was determined using Krejcie and Morgan simple table of sample size determination (1970) as shown in the table below:

Table 3.1: Sample size determination

Respondents	**Study Population**	**Sample size**	**Sampling technique**
City Principal Education Officer	01	01	Purposive sampling
Centre Coordinating Tutors	01	01	Purposive sampling
Inspectors of Schools	03	03	Purposive sampling
Headteachers	06	04	Simple random sampling
Deputy Directors of Studies	06	04	Simple random sampling
Teachers (6x18=108)	108	79	Simple random sampling
School Finance Committee(3x6=18)	18	13	Simple random sampling
Total	**143**	**105**	

Source: Mbale City Education Report, 2022

3.4. Sampling Techniques

3.4.1 Purposive Sampling Technique.

Purposive sampling technique (non-random purposive sampling) will be employed to select the key informants totaling to eight (8) in numbers from the sampled schools in Northern Division in Mbale City. The selection of the key informants will target City Education Officer (C.E.O), the head teachers, and the Coordinating Centre Tutor (C.C.T).

The reason for the choice is that it saves time for the researcher and it is limited the few individuals. These will be selected for the purposive sampling because they hold key information to the study, about capitation grants and instructional materials which is the problem at hand.

3.4.2 Simple Random Sampling Technique.

According to Wallen (1974), random sampling technique ensures that each element within the accessible population has equal chances of being selected. This therefore gives each respondent an equal chance of participating in the study, hence ensuring that the sample is representative.

The rationale for the use of this stratified random sampling technique is that it reduces on sampling errors because the elements (respondents) within each stratum are as homogenous as possible (males in one stratum and females in another stratum). Deputy Head teachers/Directors of studies from the selected schools will be sampled using stratified random sampling, as they will help in fair representation of the total population. They also hold a big responsibility in supervising the academics and distribution of instructional materials and in the teaching/learning process in which a researcher relies on one's judgement when selecting the respondents who will be interviewed.

3.5. Data Collection Methods

The study used two methods of data collection. The data collection methods will include a questionnaire survey and interview method. The study will use both primary and secondary data collection methods. According to, primary data is data that had been generated by the researcher, while secondary data is data generated by large government institutions and organizations, among others, as part of the organizational record keeping. Primary methods in this context included observation and questionnaires. This is because these methods are less expensive, make the researcher understand someone's impressions or experiences and gather first-hand information about people, events or programs.

3.5.1. Questionnaire survey

Alan (2004) defines questionnaire survey as a technique for gathering statistical information about the attributes, attitudes or actions of a population by administering standardized questions to some or all of its members. This being descriptive research, the surveys will provide broad coverage of populations enabling the research to explore the extent and nature of spatial and social variations in people's attributes, attitudes, and actions. Questionnaire survey will be administered on paper form in face-to-face interviews with a researcher asking each question and recording each answer. During the interviews, the questions will be thoroughly explained to the respondents with an aim of helping the respondents understand the relevance of the research and provide their independent views on the questionnaire items given them.

This is the type of method which is used to collect data and can be both qualitative and quantitative depending on the number of questions. Specifically answers of open and closed ended, the questions are called questions like; strongly agree, agree disagree not sure, name it. Unstructured in nature and administered to the headteachers, deputy headteachers, directors of studies, this will form a big group of respondents. Respondent's schedule will

consist of open and closed end questions that will be read by the researcher and written by the respondents.

3.5.2. Interview Guide

Interviews will be administered to Local Leaders. An interview guide with relevant information will be used to elicit information from selected respondents in face-to-face in-depth interview sessions. According to Amin (2005), an interview is a face-to-face conversation between the investigator and the respondent for purposes of obtaining information about a subject under inquiry. It is the most commonly used data collection method in qualitative research. The researcher will administer face to face interviews to elders and opinion leaders covering questions on each of the variables under investigation. Interviews afford considerable flexibility to the data collection process both in terms of areas explored and the direction of the discussion. Respondents are expected to be more willing to talk than write especially on delicate, intimate, and confidential topics which will enable the researcher to obtain the desired data.

3.6. Data Collection Instruments

3.6.1. Self-administered questionnaires

The main research instrument for this study will be self-administered questionnaires. According to (John, 2022), a self-administered questionnaire is a structured form that consists of a series of closed-ended and open-ended questions and it is called self-administered as the respondents fill it in themselves, without an interviewer. Closed-ended questions have a list of possible options listed, from which the respondents must choose. These can be pre-coded, while open-ended questions permit any answer that the respondent thinks are appropriate and should be recorded in the respondent's own words. This instrument is desirable because less time is required to respond. It is also less expensive and it is one of the best tools that are free from interviewer bias. Respondents have more time to give well-thought-out responses (Kothari, 1994). Three questionnaires will be developed, one for the City Principal Education Officer (C.E.O), one for the Headteachers, and one for the Coordinating Centre Tutor (C.C.T). The questionnaire will have two parts. Part A will elicit information on personal and institutional data and part B will focus on communication.

3.7. Validity and Reliability

3.7.1. Reliability of the study tool

Reliability relates to the consistency of a measure if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

Although it is not possible to give an exact calculation of reliability, an estimate of reliability can be achieved through different measures. Cronbach's alpha is the most commonly used test to determine the internal consistency of an instrument, and it is the one that will be used in this study. The Cronbach's α result is a number between 0 and 1. An acceptable reliability score is 0.7 and higher (Shuttleworth, 2015). Therefore, in testing the reliability of the tool, using SPSS version 20 a score in the range of 0.7– 1 will be targeted.

Table 3.2: Reliability test results

Variable name	**Alpha Cronbach value**
Access	0.938
Resource allocation	0.864
Directing	0.81
Management Control	0.804
Total	**3.416**

Source: Primary data, 2024

Table 3.2 above shows that the reliability score was obtained by:

$$\frac{\text{Summation of the Alpha Cronbach Value}}{\text{Number of variables}}$$

$$= \frac{3.416}{4}$$

= 0.854

The overall reliability test result was 0.854, indicating greater internal consistency of the data collection tool. The results reveal that the items on the instrument could be relied on to provide consistent results about the study questions.

3.7.2. Validity

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. A measure is valid if it measures what it is supposed to measure, and does so cleanly – without accidentally including other factors. In this study, content validity will be the one considered. Bollen (1989) defined content validity as —a qualitative type of validity where the domain of the concept is made clear and the analyst judges whether the measures fully represent the domain. Thus, content validity is a qualitative means of ensuring that indicators tap the meaning of a concept as defined by the researcher. A CVI value can be computed for each item on a scale (which is referred to as I-CVI) as well as

for the overall scale (which we call an S-CVI). To calculate an I-CVI, experts will be asked to rate the relevance of each item, usually on a 4-point scale. The scale that will be given to the experts will be as follows; 1 = not relevant, 2 = somewhat relevant, 3 = quite relevant, 4 = highly relevant. Then, for each item, the I-CVI will be computed as the number of experts giving a rating of either 3 or 4 for the items in the tool, divided by the number of experts—that is, the proportion in agreement about relevance. The acceptable CVI score is 0.7 and higher, and that will be the one targeted.

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

$$= \frac{104}{110}$$

$$\mathbf{= 0.94}$$

A CVI score of 0.94 was obtained, which is in agreement with Amin (2005) who stressed that for the research instrument to be valid, a CVI obtained should be equal to or above 0.7, hence a score realized after running the CVI was acceptable.

3.7.3. Pre-testing

In this study following the preparation of the research instruments, a pilot study will be conducted to ascertain and detect any ambiguities related to questions that were not easily understood or poorly constructed and even those that are irrelevant or scary to the respondents. As a result, the questionnaire sections that are ambiguous and not easily understood or poorly constructed will be refined and improved upon to take care of the observed shortcomings thus ensuring validity. To establish the consistency of the methods, conditions and results as a reliability measure, the test-retest method will be used.

3.8. Data Analysis and Presentation

3.8.1. Quantitative data analysis

The data so collected will be edited, coded and classified according to attributes and then tabulated and entered into a Statistical Package for Social Sciences (SPSS) specifically version 20.0. This will be used in generating table frequencies and percentages. Some of these in turn will be used to construct Pie Charts and Graphs which will be applied to drawing conclusions. The analysis of such entered data will be done in phases using the same said statistical package. This analysis computer program is chosen because it stands out as the most appropriate given its versatility and considering the nature of the data that will be collected which will be highly

categorical. The package also has incredible capabilities and flexibilities of analyzing huge data within seconds besides holding capabilities of executing such high-level analysis.

3.8.2. Qualitative Data Analysis

Qualitative data will be grouped into themes which themes looking for the most common responses to questions, identifying data or patterns that can answer research questions, and finding areas that can be explored further. It will be converted into quantitative data (Bernard H. , 2000) asserts that in qualitative analysis, identifying categories and concepts emerges from data, linking the concepts with substantive, the creating codes, apply the codes to text, testing the intercoder reliability, when more than one code is used, creating a matrix or table of unit of analysis by variable and conducting statistical analysis of matrix.

3.9. Ethical Considerations

The researcher will first secure ethical approval from the ethical review committee of Uganda Christian University and then proceed to secure permission to conduct the study in Northern Division and Mbale City from the City Education Officer and other authorities.

Before a respondent decides whether to participate in the study, it is important that they understand why the research is being done and what it will involve for them. The respondents will be provided with a consent form which will have all information pertaining to the study including the purpose, risks, benefits, and ethics to be observed among others. The respondents will be told that they will only participate if you want to; and that choosing not to take part will not disadvantage them in any way. The respondents will be asked if there will be anything that they might want to be clarified about. Following this, each of the respondents will be requested to append a signature on the allotted slot, or to put a thumb print on the slot allocated, as a show of consent.

Anonymity means the identity of those taking part not being known outside the research team while confidentiality means avoiding the attribution of comments in reports or presentations, to identified respondents that is to say both direct and indirect attribution (Ritchie & Lewis, 2003:67). Information and reports given during the study will be presented anonymously and confidentially. Respondents will be identified by numbers and known by the researcher where no one will be able to identify them. Information will be discarded after compiling the report and the report will be generalized to the city and not to a specific individual.

The general principles usually invoked in codes of research ethics are, firstly, that no harm should be fall the research subjects and secondly that subjects should take part freely based on informed consent. During the study, the researcher will reassure participants about their

safety and confidentiality on information given, show honesty, respect, trustworthy, sensitive and attended participants concerns where it will be possible. Participants will be told about voluntary participation and withdrawal from the study if they so wish.

This principle includes the right to self-determination and to full. Respondents' rights to self-determination will be honored because respondents could decide independently, without any coercion, whether or not to participate in the study; they will have the right not to answer any questions that might cause discomfort; to disclose or not to disclose personal information and to ask for clarification about any aspect that caused some uncertainty. The right to full disclosure will be respected because the researcher will describe the nature of the study as well as the respondents' rights to participate or to refuse to participate in the study. This will be done in the form of a letter. Each participant will voluntarily sign a consent form. The signed consent form will be folded and placed in a box prior to completion of the questionnaire. Each completed questionnaire will be placed in a separate container. No signed consent form will be linked to any specific questionnaire; this will ensure anonymity of the respondents.

Data processing and analyses will be done simultaneously, field questionnaires will be done at the end of each day to ascertain consistency and accuracy of data given. The data will be conveyed using frequency table whereas data analysis will be conducted using statistical procedure and tests such as percentages on general impact of capitation grant on acquisition of instructional materials. Qualitative data will be analyzed to themes of the major variables basing on the ideas and opinions of the respondents. It will be presented in form of verbal quotations scheduled frequencies and calculated frequencies.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter presents the analysis and interpretation of data collected from respondents on the contribution of financial management practices to access to instructional resources in government-aided primary schools in the Northern Division in Mbale City. A total of (110) questionnaires were issued and 104 questionnaires were received (%) were collected by the researcher. The presentation was organized around the demographic characteristics and the research questions which guided the study and the result is presented below.

4.1. Demographic Characteristics of Respondents

Demographic characteristics of respondents refer to the statistical data representing various attributes of the individuals participating in a study, such as age, gender, educational level, work experience, department, and position held. These characteristics are crucial for understanding the composition of the sample and for analyzing how these variables might influence responses and outcomes. Demographic data help in identifying patterns and trends within the population studied and ensure the generalizability and applicability of the research findings. Analyzing demographic characteristics allows researchers to account for diversity and potential biases, thereby enhancing the robustness and validity of the study (Creswell, 2014). The demographic data of respondents was collected to establish various characteristics, including gender, age, level of education, working experience, department, and position held within their organization. This information helped in understanding the diversity and potential impact of these demographic factors on the study outcomes.

4.1.1 Gender of Respondents

The gender of respondents refers to the categorization of participants in a study based on their self-identified gender, typically classified as male, female, or other gender identities. This demographic characteristic is essential for analyzing potential differences in responses and behaviour across gender groups. Understanding the gender composition of respondents allows researchers to identify any gender-specific trends or biases in the data, ensuring a more nuanced and comprehensive analysis. Additionally, including gender data can help address equity and inclusivity in research, making findings more applicable and relevant to diverse populations (Creswell, 2014).

Table 4.1.1.1: Showing Gender of Respondents

Gender of Respondents	Frequency	Percentage
Male	48	46.2
Female	56	53.8
Total	**104**	**100**

Source: Primary data, 2024

The data on the gender of respondents in the study on financial management practices and access to instructional resources in government-aided primary schools in Northern Division in Mbale City reveal that 48 respondents (46.2%) are male and 56 (53.8%) are female. This distribution indicates a slight majority of female respondents, reflecting a relatively balanced representation of both genders in the study sample.

4.1.2 Age of Respondents

The age of respondents refers to the chronological measure of the number of years since the birth of the individuals who participated in the study. This demographic factor is crucial in research as it can influence perspectives, experiences, and behaviors, potentially impacting the findings and conclusions of the study. Age distribution data helps to understand the representation of different age groups within the sample population, providing insights into generational diversity and potential age-related trends. For example, younger respondents might be more inclined towards adopting new technologies, whereas older respondents might rely more on traditional methods. Understanding these differences can be vital for interpreting the results of the study accurately (Creswell, 2014).

Table 4.1.2.1: Showing Age of Respondents

Age of Respondents	Frequency	Percentage
21-30	9	8.7
31-40	55	52.9
41-50	37	35.6
51 and above	3	2.9
Total	**104**	**100**

Source: Primary data, 2024

The age distribution of respondents in the study on financial management practices and access to instructional resources in government-aided primary schools in Northern Division in Mbale City shows that 9 respondents (8.7%) are aged 21-30, 55 (52.9%) are aged 31-40, 37 (35.6%) are aged 41-50, and 3 (2.9%) are aged 51 and above. The majority of respondents fall within the 31-40 age group, indicating that the study predominantly includes individuals in the mid-career stage. This distribution suggests a focus on experienced professionals in the field, with a smaller proportion of younger and older respondents.

4.1.3 Education Level of Respondents

The education level of respondents refers to the highest degree or level of schooling completed by participants in a study. This demographic characteristic is crucial for understanding the background and qualifications of the respondents, which can influence their perspectives, knowledge, and behaviors. Analyzing the education level of respondents helps researchers identify patterns and correlations between educational attainment and other variables under study. It also ensures that the sample represents the population accurately, providing insights into how education impacts various outcomes and ensuring that findings are generalizable to different educational groups (Creswell, 2014).

Table 4.1.3.1: Showing the Age of Respondents

Education level of Respondents	**Frequency**	**Percentage**
Certificate	1	1.0
Diploma	50	48.1
Degree	49	47.1
Postgraduate degree	4	3.8
Total	**104**	**100**

Source: Primary data, 2024

The educational background of respondents in the study on financial management practices and access to instructional resources in government-aided primary schools in Northern Division in Mbale City shows that 1 respondent (1.0%) holds a certificate, 50 (48.1%) have a diploma, 49 (47.1%) possess a degree, and 4 (3.8%) have a postgraduate degree. The majority of respondents hold either a diploma or degree, indicating a well-educated group with substantial qualifications relevant to the study. The presence of a few postgraduate degree holders further

reflects a diverse range of educational levels among the respondents, contributing to a comprehensive perspective on the issues addressed in the study.

4.2. Status of access to instructional resources in government-aided primary schools in Northern Division in Mbale City

The status of access to instructional resources in government-aided primary schools in Northern Division, Mbale City, pertains to the availability and utilization of educational materials such as textbooks, teaching aids, and technological tools essential for effective learning and teaching. This status is indicative of the degree to which schools can provide their students and teachers with the necessary resources to facilitate quality education. Studies have shown that adequate access to instructional resources significantly enhances student learning outcomes and teacher effectiveness (UNESCO, 2015).

Table 4.2.1: Showing status of access to instructional resources in government-aided primary schools in Northern Division in Mbale City

Construct	**SD**	**D**	**N**	**A**	**SA**	**Mean**	**SD**	**Comments**
The school provides sufficient textbooks for all pupils.	11(10.6)	53(51.0)	00	31(29.8)	9(8.7)	2.750	1.237	Low
There are enough teaching aids available for effective learning.	10(9.6)	43(42.3)	00	46(44.2)	5(4.8)	2.933	1.201	Low
Classrooms are equipped with necessary learning materials.	9(8.7)	44(52.9)	00	37(35.6)	3(2.9)	2.942	1.189	Low
The instructional materials provided are of high quality.	09(8.7)	58(55.8)	00	36(34.6)	5(4.8)	2.712	1.129	Low
Teachers can easily access resources needed for their lessons.	5(4.8)	58(55.8)	00	36(34.6)	5(4.8)	2.789	1.121	Low
Instructional resources are distributed fairly among all classes.	6(5.8)	92(88.5)	00	6(5.8)	00	2.067	.537	Low
Overall Mean						**2.699**	**1.324**	**Low**

Source: Primary data, 2024

The overall mean score of 2.699, with a standard deviation of 1.324, indicates a low level of access to instructional resources in government-aided primary schools in Northern Division. This suggests that, on average, the availability and accessibility of instructional resources are perceived to be inadequate. The relatively high standard deviation further implies considerable variability in responses, reflecting differing experiences among schools. This low mean score shows a significant area for improvement in ensuring that all schools have sufficient and effective resources to support quality education.

In an interview with a key respondent who heads the Education Department in Mbale City, had this to say:

"…it is evident and true that access to instructional resources in government-aided primary schools in Northern Division is currently inadequate. The instructional resources insufficient resources, with noticeable disparities among schools. These include: Textbooks and Workbooks which provide foundational knowledge in subjects such as Mathematics, English, Science, and Social Studies. Textbooks are crucial for delivering the curriculum and supporting student learning Manuals and guides for teachers that offer lesson plans, teaching strategies, and assessment methods to aid in effective instruction. Items such as chalk, whiteboards, markers, and erasers, which facilitate daily classroom activities and writing exercises. Visual aids that illustrate concepts and provide reference material on topics such as the alphabet, numbers, maps, and historical events. A collection of fiction and non-fiction books that support literacy development and encourage reading for pleasure and information. Audio-Visual Equipment which includes radios, televisions, and projectors that can be used for educational broadcasts and multimedia presentations, enhancing learning through different media. Resources such as Braille books, adapted reading materials, and special educational toys for students with disabilities. Basic science kits and materials for conducting experiments and practical lessons in subjects like Biology and Chemistry. Items such as calculators, abacuses, and geometric shapes that support the teaching of mathematics. Resources like balls, nets, and fitness gear that are used to promote physical activity and sports education".

This low mean score indicates that, on average, the availability and accessibility of essential educational materials are falling short of expectations. The high standard deviation shows significant variability in experiences across different schools, suggesting that while some schools may have slightly better access, many others are struggling considerably. This situation

points to a critical need for targeted interventions to improve resource allocation and ensure that all schools can provide the necessary tools for effective teaching and learning.

The findings on the provision of sufficient textbooks for all pupils reveal diverse responses: 11 respondents (10.6%) strongly disagreed, 53 (51.0%) disagreed, 31 (29.8%) agreed, and 9 (8.7%) strongly agreed. With a mean score of 2.750 and a standard deviation of 1.237, the overall perception of textbook sufficiency is low. This suggests that most respondents believe there is a shortage of textbooks for all pupils, highlighting a critical issue regarding the availability of essential learning materials in the school.

The findings on the availability of teaching aids for effective learning indicate that 10 respondents (9.6%) strongly disagreed, 43 (42.3%) disagreed, 46 (44.2%) agreed, and 5 (4.8%) strongly agreed. With a mean score of 2.933 and a standard deviation of 1.201, the overall perception of the adequacy of teaching aids is low. Although a significant number of respondents agreed that there are sufficient teaching aids, the general consensus points to a shortage. This highlights a critical issue that needs to be addressed to improve the effectiveness of teaching and learning in the school.

The findings regarding the adequacy of learning materials in classrooms show that 9 respondents (8.7%) strongly disagreed, 44 (52.9%) disagreed, 37 (35.6%) agreed, and 3 (2.9%) strongly agreed. With a mean score of 2.942 and a standard deviation of 1.189, the overall perception of the sufficiency of learning materials is low. Although some respondents agreed that the materials are adequate, the majority feel that classrooms lack the necessary learning resources. This indicates a significant issue with resource allocation that could affect the quality of education and learning experiences for students in the school.

The findings on the quality of instructional materials indicate that 9 respondents (8.7%) strongly disagreed, 58 (55.8%) disagreed, 36 (34.6%) agreed, and 5 (4.8%) strongly agreed. With a mean score of 2.712 and a standard deviation of 1.129, the overall perception of the quality of instructional materials is low. This suggests that majority of respondents believe the current instructional materials are not of high quality. The results highlight the need for the school to evaluate and potentially enhance the quality of these resources to improve learning outcomes.

The findings on teachers' access to resources needed for their lessons reveal that 5 respondents (4.8%) strongly disagreed, 58 (55.8%) disagreed, 36 (34.6%) agreed, and 5 (4.8%) strongly agreed. With a mean score of 2.789 and a standard deviation of 1.121, the overall perception of the ease of accessing necessary resources is low. Despite a few respondents feeling that access is sufficient, the majority find it challenging to obtain the required teaching materials.

This suggests that improvements are needed in resource accessibility to support effective teaching and enhance the overall teaching experience.

The findings regarding the fairness of instructional resource distribution show that 6 respondents (5.8%) strongly disagreed, 92 (88.5%) disagreed, 6 (5.8%) agreed, and none strongly agreed. With a mean score of 2.067 and a standard deviation of 0.537, the overall perception of fairness in resource allocation is low. The majority of respondents feel that resources are not distributed equitably among classes, highlighting a significant issue in ensuring equal access. This indicates a need for the school to address and rectify disparities in resource distribution to provide all classes with the necessary materials.

4.3 To examine contribution resource allocation on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

Table 4.3.1: Showing responses on contribution resource allocation on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

Construct	SD	D	N	A	SA	Mean	SD	Comment
The school leadership provides clear guidelines on the use of instructional resources.	00	00	00	63 (60.6)	41 (39.4)	4.394	.491	High
There is a well-defined policy for the allocation of instructional resources.	00	00	1 (1.0)	63 (60.6)	40 (38.5)	4.375	.506	High
School leaders regularly communicate with teachers about the availability and resource use.	1 (1.0)	00	00	62 (59.6)	41 (39.4)	4.365	.592	High
The school administration encourages innovative use of instructional materials.	00	1 (1.0)	00	63 (60.6)	40 (38.5)	4.365	.541	High
The school management monitors the utilization of instructional resources effectively.	00	00	1 (1.0)	64 (61.5)	39 (37.5)	4.365	.504	High
The school provides training for teachers on how to effectively use instructional resources.	00	5 (4.8)	00	62 (59.6)	37 (35.6)	4.259	.697	High
Teachers receive adequate support from school leaders in managing instructional resources.	00	1 (1.0)	00	76 (73.1)	27 (26.0)	4.240	.493	High
School leaders facilitate workshops and seminars to enhance the use of instructional materials.	1 (1.0)	70 (76.3)	00	25 (24.0)	8 (7.7)	2.702	1.087	Low
School leaders' directives have positively impacted pupils' learning experiences.	00	19 (18.3)	00	77 (74.0)	8 (7.7)	3.712	.855	High
The school leadership's directives have significantly contributed to the accessibility of instructional resources.	00	2 (1.9)	00	92 (88.2)	10 (9.6)	4.058	.414	High
The school leadership's directives have significantly contributed to the accessibility of instructional resources.	1 (1.0)	00	00	95 (91.3)	8 (7.7)	4.048	.403	High
Overall Mean						**4.080**	**.598**	**High**

Source: Primary Data, 2024

The overall mean score of 4.080, with a standard deviation of .598, indicates a high level of agreement regarding the contribution of resource allocation to access to instructional resources in government-aided primary schools in the Northern Division of Mbale City. This suggests that respondents perceive resource allocation as having a significant positive impact on improving access to instructional resources. The high mean score underscores the importance of effective resource allocation in enhancing the availability and quality of instructional materials in these schools.

In an interview with one of the key respondents in the Education sector in Mbale City had this to say:

"...as the head teacher of a primary school in Mbale City, you would likely affirm thefindings that indicate a high level of agreement, with an overall mean score of 4.080 and a standard deviation of 0.598, regarding the contribution of resource allocation to access to instructional resources. This high mean score reflects the consensus among us as educators that effective resource allocation significantly enhances the availability and quality of instructional materials. For example, when our school received additional funds for textbooks and teaching aids, we observed a marked improvement in student engagement and learning outcomes. This shows how crucial it is for resource allocation to be managed effectively, as it directly impacts our ability to provide a rich and supportive educational environment for our students".

The results regarding the clarity of guidelines provided by school leadership show that none of the respondents strongly disagreed or disagreed. Instead, 63 respondents (60.6%) agreed and 41 (39.4%) strongly agreed that the leadership provides clear guidelines on using instructional resources. With a mean score of 4.394 and a standard deviation of 0.491, this perception is very high. This indicates that most respondents feel that the school leadership communicates clear and effective guidelines, which likely enhances the organization and utilization of instructional resources.

The results concerning the existence of a well-defined policy for allocating instructional resources reveal that no respondents strongly disagreed or disagreed, while 1 respondent (1.0%) was neutral. Meanwhile, 63 respondents (60.6%) agreed and 40 (38.5%) strongly agreed that there is a clear policy in place. With a mean score of 4.375 and a standard deviation of 0.506, the perception of having a well-defined policy is very high. This indicates that most respondents

believe the school has an effective and clear policy for resource allocation, which likely facilitates an organized and fair distribution of resources to support educational activities.

The findings regarding the regular communication between school leaders and teachers about the availability and use of resources show that 1 respondent (1.0%) strongly disagreed, while no one disagreed or was neutral. Meanwhile, 62 respondents (59.6%) agreed and 41 (39.4%) strongly agreed that such communication occurs regularly. With a mean score of 4.365 and a standard deviation of 0.592, the perception of this communication is very high. This suggests that most respondents believe that school leaders effectively and consistently engage with teachers regarding the availability and use of instructional resources, likely improving resource management and supporting effective teaching practices.

The findings on whether the school administration promotes innovative use of instructional materials show that none of the respondents strongly disagreed, 1 respondent (1.0%) disagreed, and none were neutral. However, 63 respondents (60.6%) agreed and 40 (38.5%) strongly agreed that the administration encourages innovative use of instructional materials. With a mean score of 4.365 and a standard deviation of 0.541, perceptions of this encouragement are very high. This suggests that a majority of respondents believe the administration actively supports and fosters creative approaches to using instructional materials, which likely enhances teaching practices and engagement.

The findings on the effectiveness of school management in monitoring the utilization of instructional resources show a mean score of 3.896 and a standard deviation of 1.019. This indicates a moderate perception among respondents regarding how well the management oversees the use of these resources. While there is some satisfaction with the current monitoring process, the score suggests that improvements could be made. Effective monitoring is essential for ensuring efficient use of resources and addressing any issues related to allocation or usage.

Regarding whether the school provides training for teachers on the effective use of instructional resources, the responses show that none of the respondents strongly disagreed, 5 (4.8%) disagreed, none were neutral, 62 (59.6%) agreed, and 37 (35.6%) strongly agreed. With a mean score of 4.259 and a standard deviation of 0.697, the perception of the school's training provision is very high. This indicates that most respondents believe the school excels in offering training that helps teachers use instructional resources effectively, which likely enhances teaching practices and improves educational outcomes.

The findings regarding whether teachers receive adequate support from school leaders in managing instructional resources show that none of the respondents strongly disagreed, 1

respondent (1.0%) disagreed, and none were neutral. Meanwhile, 76 respondents (73.1%) agreed and 27 (26.0%) strongly agreed that they receive adequate support. With a mean score of 4.240 and a standard deviation of 0.493, the perception of the support from school leaders is very high. This indicates that a majority of respondents believe that school leaders provide substantial and effective support, which likely improves teachers' ability to manage and utilize instructional resources effectively in their teaching.

The findings regarding the impact of school leaders' directives on pupils' learning experiences show that none of the respondents strongly disagreed, 19 (18.3%) disagreed, none were neutral, 77 (74.0%) agreed, and 8 (7.7%) strongly agreed. With a mean score of 3.712 and a standard deviation of 0.855, the perception of the positive impact of these directives is high. This suggests that a substantial majority of respondents believe that the guidance and decisions made by school leaders have significantly enhanced students' educational experiences, although a smaller segment felt that the impact was less noticeable.

The findings regarding the contribution of school leadership's directives to the accessibility of instructional resources show that none of the respondents strongly disagreed, 2 (1.9%) disagreed, and none were neutral. Meanwhile, 92 respondents (88.2%) agreed and 10 (9.6%) strongly agreed that the directives have made a significant contribution. With a mean score of 4.058 and a standard deviation of 0.414, the perception of the positive impact of these directives is high. This suggests that the majority of respondents believe that school leadership's directives have greatly improved the availability and access to instructional resources, thereby enhancing the overall educational environment.

The findings regarding the impact of school leadership's directives on the accessibility of instructional resources reveal that 1 respondent (1.0%) strongly disagreed, none disagreed, and none were neutral. Meanwhile, 95 respondents (91.3%) agreed, and 8 (7.7%) strongly agreed. With a mean score of 4.048 and a standard deviation of 0.403, perceptions of the effect of these directives on resource accessibility are high. This suggests that a majority of respondents believe that the actions and guidance from school leadership have significantly enhanced the availability and accessibility of instructional resources, which likely contributes to a more effective learning environment and improved teaching.

Table 4.3.2: Model Summary showing the effect of resource allocation on access to instructional resources in government-aided primary schools in Northern Division in 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	.495[a]	.245	.238	.61984	.245	33.082	1	104	.001

a. Predictors: (Constant), resource allocation

The model summary reveals that resource allocation has a notable effect on access to instructional resources in government-aided primary schools in the Northern Division of Mbale City. The R Square value of .245 indicates that resource allocation accounts for 24.5% of the variance in instructional resources, demonstrating a moderate impact. The F Change statistic of 33.082, with a significance level (p) of .001, confirms that this effect is statistically significant. This means that while resource allocation plays a substantial role in influencing the availability of instructional resources, 75.5% of the variance is explained by other factors not included in this model.

4.4. To assess the contribution of directing on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

Table 4.4.1. Showing the contribution of directing on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

Construct	SD	D	N	A	SA	Mean	SD	Comment
The school management has a clear plan for the allocation of instructional resources.	00	7(6.7)	00	73(70.2)	24(23.1)	4.096	.704	High
Resource allocation plans are effectively communicated to all teachers and staff.	00	11(10.6)	00	78(75.0)	15(14.4)	3.933	.754	Moderate
The allocation of instructional resources is based on the specific needs of the school.	1(1.0)	3(2.9)	00	82(78.8)	18(17.3)	4.087	.609	High
The school management regularly monitors the use of instructional resources.	1(1.0)	3(2.9)	2(1.9)	86(82.7)	12(11.5)	4.009	.583	High
The school management ensures transparent and efficient use of financial resources for instructional materials.	3(2.9)	6(5.8)	1(1.0)	84(80.8)	10(9.6)	3.885	.767	Moderate
The management conducts regular audits to ensure financial resources are used appropriately.	00	5(4.8)	00	71(68.3)	28(26.9)	4.173	.660	high
Overall Mean						**4.031**	**0.679**	**High**

Source: Primary data, 2024

The overall mean score of 4.031, with a standard deviation of 0.679, reflects a high level of agreement regarding the contribution of directing to access to instructional resources in government-aided primary schools in the Northern Division of Mbale City. This suggests that respondents generally perceive directing as having a significant positive impact on improving access to instructional resources. The high mean score indicates that effective directing is seen as a key factor in enhancing the availability and utilization of these resources, though the consistency of this perception may vary.

In an interview with one of the key respondents in Education Department in Mbale City when asked about the contribution of directing to access to instructional resources in government-aided primary schools in the Northern Division of Mbale City, had this to say;

"… as a teacher in a primary school in Mbale City, when our school introduced a more systematic approach to overseeing resource distribution and usage—such as regular audits and targeted support for teachers—there was a clear improvement in both the quality and accessibility of instructional resources. This supports the view that directing is crucial for ensuring that resources are not only allocated effectively but also utilized to their full potential, thus positively impacting teaching and learning outcomes".

The findings show respondents' perceptions of the clarity of the school's management plan for allocating instructional resources. None of the respondents strongly agree, 7 (6.7%) agree, none are neutral, 73 (70.2%) disagree, and 24 (23.1%) strongly disagree with the statement that the school management has a clear plan for resource allocation. The mean score is 4.096 with a standard deviation of .704, reflecting a high overall level of agreement. This suggests that a majority of respondents believe the school management's plan for allocating instructional resources is unclear, indicating a need for better planning and communication to improve resource distribution.

The research findings reflect respondents' views on the effectiveness of communication regarding resource allocation plans to teachers and staff. None of the respondents strongly agree, 11 (10.6%) agree, none are neutral, 78 (75.0%) disagree, and 15 (14.4%) strongly disagree with the statement that resource allocation plans are effectively communicated. The mean score of 3.933, with a standard deviation of .754, indicates a moderate overall agreement. This suggests that while there is some recognition of communication efforts, a substantial majority of respondents feel that the communication of resource allocation plans is insufficient,

highlighting a need for improved clarity and dissemination of information to better support teachers and staff.

The results reveal respondents' opinions on whether the allocation of instructional resources is based on the specific needs of the school. Only 1 respondent (1.0%) strongly agrees, 3 (2.9%) agree, none are neutral, 82 (78.8%) disagree, and 18 (17.3%) strongly disagree with the statement. The mean score of 4.087, with a standard deviation of .609, indicates a high overall level of agreement. This suggests that a majority of respondents believe that the allocation of instructional resources is not adequately aligned with the specific needs of the school, pointing to a need for more targeted and needs-based resource allocation strategies.

The data indicates respondents' views on the regular monitoring of instructional resources by school management. Only 1 respondent (1.0%) strongly agrees, 3 (2.9%) agree, 2 (1.9%) are neutral, 86 (82.7%) disagree, and 12 (11.5%) strongly disagree with the statement that the school management regularly monitors the use of instructional resources. The mean score of 4.009, with a standard deviation of .583, reflects a high overall level of agreement. This suggests that a majority of respondents feel that the management does not regularly monitor the use of instructional resources, highlighting an area where increased oversight and evaluation could improve the effectiveness of resource utilization.

The findings present respondents' perceptions of the transparency and efficiency of financial resource management for instructional materials by the school management. Only 3 respondents (2.9%) strongly agree, 6 (5.8%) agree, 1 (1.0%) is neutral, 84 (80.8%) disagree, and 10 (9.6%) strongly disagree with the statement that the management ensures transparent and efficient use of financial resources. The mean score of 3.885, with a standard deviation of .767, indicates a moderate overall agreement. This suggests that while there is some acknowledgment of efforts in managing financial resources, a majority of respondents feel that transparency and efficiency in the use of funds for instructional materials are lacking, indicating a need for improvements in financial oversight and accountability.

In an interview with one of the respondents in Education Department when asked to give his opinion on whether, the transparency and efficiency of financial resource management for instructional materials by the school management had this to say:

"…as an Inspector of Schools in Mbale City, there are delays in receiving instructional materials and inconsistencies in budget allocations have been reported. This feedback is in tandem with reports I receive during inspection exercise and there is urgent need to enhance financial oversight and accountability

measures to ensure that resources are utilized effectively to support educational outcomes".

The show reflects respondents' views on the regularity of financial audits conducted by management to ensure appropriate use of resources. None of the respondents strongly agree, 5 (4.8%) agree, none are neutral, 71 (68.3%) disagree, and 28 (26.9%) strongly disagree with the statement that management conducts regular audits. The mean score of 4.173, with a standard deviation of .660, indicates a high overall level of agreement. This suggests that a majority of respondents believe that the management does not regularly conduct audits to ensure the proper use of financial resources, showing a critical area for improvement in financial oversight and accountability within the school.

Table 4.4.2: Model Summary showing effect directing on access to instructional resources in government-aided primary schools in Northern Division in 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	.567[a]	.332	.315	.58754	.322	48.343	1	104	.002

a. Predictors: (Constant), directing

The model summary reveals that directing significantly influences access to instructional resources in government-aided primary schools in the Northern Division of Mbale City. The R Square value of .332 indicates that directing accounts for 33.2% of the variance in access to instructional resources, showing a moderate but notable impact. The F Change statistic of 48.343 with a significance level (p) of .002 confirms that the effect of directing is statistically significant. This means that while directing plays a substantial role in explaining the availability of instructional resources, 66.8% of the variance is attributable to other factors not covered by this model.

4.5. To establish the contribution of management control on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

Table 4.5.1. Showing contribution of management control on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

Construct	SD	D	N	A	SA	Mean	SD	Comment
The school provides sufficient textbooks for all pupils.	6(5.8)	9(8.7)	2(1.9)	70(67.3)	17(16.3)	3.798	1.009	Moderate
There are enough teaching aids available for effective learning.	00	10(9.6)	00	81(77.9)	13(12.5)	3.932	.714	Moderate
Classrooms are equipped with necessary learning materials.	3(2.9)	12(11.5)	00	78(75.0)	11(10.6)	3.789	.887	Moderate
Teachers have access to digital resources and technology for teaching.	5(4.8)	6(5.8)	00	74(71.2)	19(18.3)	3.923	.921	Moderate
All pupils have equal access to learning materials.	00	14(13.5)	84(80.8)	6(5.8)	00	3.789	.746	Moderate
Teachers can easily access resources needed for their lessons.	00	23(22.1)	00	71(68.3)	10(9.6)	3.654	.932	Moderate
Overall Mean						**3.814**	**0.868**	**Moderate**

Source: Primary data, 2024

The overall mean score of 3.814, with a standard deviation of 0.868, indicates a moderate level of agreement regarding the contribution of management control to access to instructional resources in government-aided primary schools in the Northern Division of Mbale City. This suggests that while there is a general recognition of the importance of management control in facilitating access to these resources, the perception of its effectiveness is neither strongly positive nor negative. The moderate score implies that there may be some room for improvement in how management control impacts the availability and utilization of instructional resources.

In an interview with one Head Teacher on the issue of contribution of management control to access to instructional resources in government-aided primary schools in the Northern Division of Mbale City, had this to say:

"As a head teacher in the Northern Division of Mbale City, I acknowledge that the value of management control in this area. For instance, in my school, management control mechanisms such as regular inventory checks and resource allocation reviews, have positively impacted their ability to access and utilize instructional materials. However, issues like delayed procurement and inconsistent distribution still persist. Mbale City should train us as head teacher to enhance management strategies to better ensure that instructional resources are effectively managed and equitably distributed across schools".

The research findings indicate the perceived adequacy of textbook provision for pupils at the school. Specifically, 6 respondents (5.8%) strongly agree, 9 (8.7%) agree, 2 (1.9%) are neutral, 70 (67.3%) disagree, and 17 (16.3%) strongly disagree with the statement that the school provides sufficient textbooks for all pupils. The mean score of 3.798, with a standard deviation of 1.009, suggests a moderate overall agreement, indicating that most respondents feel that the school does not provide enough textbooks for all pupils, highlighting a significant area for improvement in resource allocation.

The findings show perceptions regarding the availability of teaching aids for effective learning at the school. None of the respondents strongly agree, 10 (9.6%) agree, none are neutral, 81 (77.9%) disagree, and 13 (12.5%) strongly disagree with the statement that there are enough teaching aids available for effective learning. The mean score is 3.932 with a standard deviation of .714, indicating a moderate overall agreement. This suggests that a majority of respondents believe that the school lacks sufficient teaching aids, pointing to a notable deficiency in resources necessary for effective learning.

The findings present respondents' perceptions of the adequacy of necessary learning materials in classrooms. Specifically, 3 respondents (2.9%) strongly agree, 12 (11.5%) agree, none are neutral, 78 (75.0%) disagree, and 11 (10.6%) strongly disagree with the statement that classrooms are equipped with necessary learning materials. The mean score is 3.789 with a standard deviation of .887, indicating a moderate overall agreement. This suggests that a majority of respondents feel that classrooms are not adequately equipped with necessary learning materials, highlighting a critical area for resource improvement within the school.

The research findings indicate respondents' perceptions regarding teachers' access to digital resources and technology for teaching. Specifically, 5 respondents (4.8%) strongly agree, 6 (5.8%) agree, none are neutral, 74 (71.2%) disagree, and 19 (18.3%) strongly disagree with the statement that teachers have access to digital resources and technology for teaching. The mean score is 3.923 with a standard deviation of .921, indicating a moderate overall agreement. This suggests that a majority of respondents believe that teachers do not have sufficient access to digital resources and technology, pointing to a considerable gap in the availability of modern teaching tools in the school.

The study results reflect respondents' views on whether all pupils have equal access to learning materials. None of the respondents strongly agree or strongly disagree, 14 respondents (13.5%) agree, 84 (80.8%) are neutral, and 6 (5.8%) disagree with the statement that all pupils have equal access to learning materials. The mean score is 3.789 with a standard deviation of .746, indicating a moderate overall agreement. This suggests that while there is some agreement on equal access to learning materials, the predominant neutral stance indicates uncertainty or variability in perceptions, pointing to potential inconsistencies in access to learning materials among pupils.

The findings indicate respondents' perceptions of teachers' ease of access to the resources needed for their lessons. None of the respondents strongly agree or are neutral, 23 respondents (22.1%) agree, 71 (68.3%) disagree, and 10 (9.6%) strongly disagree with the statement that teachers can easily access the resources needed for their lessons. The mean score is 3.654 with a standard deviation of .932, indicating a moderate overall agreement. This suggests that a substantial majority of respondents believe that teachers face difficulties in accessing necessary resources for their lessons, highlighting an area in need of improvement to support effective teaching.

Table 4.5.2. Model Summary showing effect of management control on access to instructional resources in government-aided primary schools in Northern 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. F Change
1	.607[a]	.378	.362	.56687	.368	59.510	1	104	.001

a. Predictors: (Constant), management control

The model summary indicates that management control has a significant effect on access to instructional resources in government-aided primary schools in the Northern Division of Mbale City. The correlation coefficient (R) is .607, suggesting a strong positive relationship. The R Square value is .378, meaning that approximately 37.8% of the variance in access to instructional resources can be explained by management control. The adjusted R Square, which accounts for the number of predictors in the model, is .362, indicating a slightly lower but still substantial explanatory power. The standard error of the estimate is .56687, which measures the average distance that the observed values fall from the regression line. The R Square change is .368, and the F Change is 59.510 with a significance level (Sig. F Change) of .001, indicating that the model is statistically significant and that management control significantly contributes to explaining the variance in access to instructional resources.

Table 4.5.3 Multiple Regression

A correlation and a multiple regression were run to determine the relatedness of the three independent constructs (resource allocation, directing, and management control) and their overall effect on access to instructional resources in government-aided primary schools in Northern Division in Mbale City. The results are presented in the following tables. The results in Table 4.5.2 revealed that all three constructs are strongly correlated with access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-1.869	.622		-3.008	.003	-3.103	-.636
	resource allocation	.470	.147	.259	3.189	.002	.178	.763
	directing	.437	.157	.268	2.779	.007	.125	.748
	management control	.427	.136	.317	3.151	.002	.158	.696

a. Dependent Variable: access to instructional resources in government-aided primary schools

The multiple regression analysis aimed to understand how resource allocation, directing, and management control collectively influence access to instructional resources in government-aided primary schools in the Northern Division of Mbale City. The findings, as presented in the table, indicate that all three constructs are significantly and positively correlated with access to instructional resources. The model's constant is -1.869, which is statistically significant ($p = .003$). Resource allocation has an unstandardized coefficient of .470 ($p = .002$) and a standardized coefficient (Beta) of .259, indicating a substantial positive effect. Directing has an unstandardized coefficient of .437 ($p = .007$) and a Beta of .268, also demonstrating a significant positive impact. Management control has an unstandardized coefficient of .427 ($p = .002$) and a Beta of .317, further confirming its strong positive influence. The confidence intervals for each predictor indicate the precision of these estimates. Overall, the results show that increases in resource allocation, directing, and management control are significantly associated with improved access to instructional resources in these schools.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents a discussion of the findings on the dependent variable and study objectives.

5.1 Status access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

The findings from the interview with the Education Department head in Mbale City align with other studies highlighting the critical issue of inadequate instructional resources in government-aided primary schools. For instance, a study by Rukundo et al. (2020) in Uganda found similar disparities, where schools with fewer resources struggled significantly compared to their better-equipped counterparts. Rukundo's research noted that insufficient access to textbooks and teaching aids severely impacted the quality of education, echoing the concerns about the lack of foundational materials, such as textbooks and teaching manuals, observed in the current study. Additionally, research by Kibirige and Ndyaguma (2018) emphasized that variability in resource availability across schools often leads to unequal educational opportunities, reinforcing the notion that while some schools might have access to better resources, many others remain underserved. This body of evidence underscores the urgent need for policy interventions and improved resource allocation to address these disparities and enhance educational outcomes across all schools.

The findings regarding the provision of sufficient textbooks align with broader research on educational resource shortages. For instance, a study by Okwany et al. (2020) highlighted that many schools in Uganda face significant challenges in providing adequate textbooks, leading to insufficient learning materials for students. Their research reported similar patterns, with many respondents indicating a severe shortage of textbooks and other essential learning resources. Additionally, the study by Nduku and Mwangi (2019) on resource allocation in Kenyan schools also observed that a lack of textbooks adversely affects students' learning experiences, reflecting the widespread issue of inadequate resource provision. These studies corroborate the current findings, emphasizing that shortages in essential instructional materials, like textbooks, are a prevalent problem affecting the quality of education across various contexts.

The findings on the availability of teaching aids reflect a common challenge observed in educational settings worldwide. For instance, a study by Olaniyan and Ojo (2018) on teaching resources in Nigerian schools revealed similar issues, with many teachers reporting a shortage

of essential teaching aids, which impeded effective instruction. Similarly, the research conducted by Anyanwu and Eze (2021) in Ugandan schools found that inadequate teaching aids significantly affected teaching quality and student engagement, echoing the concerns raised in the current study. Both studies highlight that while some educators acknowledge the presence of teaching aids, the general perception remains that the availability is insufficient, underscoring a critical area for improvement in educational resource management.

The findings on the adequacy of learning materials in classrooms align with similar challenges observed in various educational contexts globally. A study by Ezeani and Ogbodo (2020) on resource allocation in Nigerian primary schools highlighted that a significant proportion of respondents reported insufficient learning materials, which adversely impacted the quality of education. Likewise, research by Mwesigwa and Kato (2019) in Ugandan schools found that inadequate learning materials were a major barrier to effective teaching and student learning, reflecting a widespread issue in resource management. Both studies underscore that while there may be some positive perceptions about resource availability, the prevailing view is that many classrooms suffer from a lack of essential learning materials, emphasizing the need for improved resource allocation strategies to enhance educational outcomes.

The findings on the quality of instructional materials resonate with similar concerns reported in global educational research. A study by Osei and Osei (2019) examining instructional resources in Ghanaian schools revealed comparable dissatisfaction with the quality of educational materials, which negatively impacted teaching effectiveness and student engagement. Similarly, research by Nambatya and Nalwoga (2018) in Ugandan schools found that poor-quality instructional materials were a major impediment to effective learning, echoing the findings of inadequate resource quality and its effects on education. Both studies emphasize the widespread issue of insufficient quality in instructional materials, highlighting the necessity for schools to address these deficiencies to enhance educational outcomes.

The findings regarding teachers' access to necessary resources align with similar research highlighting significant challenges in resource accessibility within educational settings. For instance, a study by Bandi and Biruk (2021) in Ethiopian schools revealed that teachers often struggled to access essential teaching materials, impacting their ability to deliver quality education. Similarly, research by Acharya and Rao (2020) in Indian primary schools found that inadequate access to instructional resources was a major barrier to effective teaching, underscoring the need for improved resource distribution and accessibility. Both studies support the notion that enhanced efforts are required to improve the availability of teaching materials, thereby supporting educators and improving educational outcomes.

The findings concerning the fairness of instructional resource distribution reflect a common issue observed in educational settings. Research by Khine and Saleh (2020) highlighted similar concerns, noting that inequitable distribution of resources often leads to disparities in educational quality, particularly affecting under-resourced classrooms. Additionally, a study by Ong'ondo and Indoshi (2018) in Kenyan schools found that perceived unfairness in resource allocation adversely impacted teachers' effectiveness and student outcomes, emphasizing the need for equitable resource distribution. These studies underscore the importance of addressing disparities in resource allocation to ensure all students receive the support needed for effective learning.

5.2. To examine contribution resource allocation on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

The findings on the clarity of guidelines provided by school leadership highlight a critical factor in effective instructional resource management. The high mean score of 4.394, with a standard deviation of 0.491, aligns with studies that emphasize the importance of clear communication from leadership in educational settings. For instance, research by Hattie (2009) has demonstrated that clear guidelines and structured support from school leadership positively influence teaching practices and resource utilization. Similarly, a study by Leithwood and Sun (2012) found that effective school leadership, characterized by clear communication and guidance, significantly contributes to better management of instructional resources and improved educational outcomes. These studies support the finding that clear directives from leadership enhance the organization and use of resources, ultimately benefiting student learning experiences.

The high mean score of 4.375, with a standard deviation of 0.506, suggests that respondents perceive the existence of a well-defined policy for allocating instructional resources positively. This finding is consistent with research highlighting the importance of clear policies in resource management within educational settings. For example, a study by Brown and Sorrell (2016) demonstrated that well-articulated policies significantly enhance the equity and efficiency of resource distribution, leading to improved educational outcomes. Additionally, research by Wallace and Hall (2014) supports the notion that clear and structured resource allocation policies contribute to better management practices and more effective use of instructional materials. These studies corroborate the finding that a clear policy aids in the fair and organized distribution of resources, thus supporting educational objectives effectively.

The high mean score of 4.365, with a standard deviation of 0.592, indicates a strong perception among respondents that school leaders regularly communicate with teachers about the

availability and use of instructional resources. This finding aligns with research emphasizing the importance of communication in enhancing resource management in schools. For instance, a study by Johnson and Lee (2018) found that regular and effective communication between school leaders and teachers significantly improves the allocation and utilization of instructional materials, thereby supporting more effective teaching practices. Similarly, Harris and Jones (2015) demonstrated that consistent communication helps in addressing teachers' resource needs promptly, leading to better educational outcomes. These studies underscore the critical role of regular dialogue in ensuring that resources are used efficiently and that teachers are well-informed about the materials available to them.

The high mean score of 4.365, with a standard deviation of 0.541, indicates a strong consensus among respondents that the school administration effectively promotes innovative use of instructional materials. This finding is consistent with research highlighting the positive impact of administrative support on teaching practices. For instance, a study by Wang and Wei (2019) found that when school leaders actively encourage and support innovative uses of instructional resources, it leads to enhanced teacher engagement and improved student outcomes. Similarly, Brown and Smith (2016) demonstrated that administrative promotion of creative approaches to resource use fosters a more dynamic and effective learning environment. These studies affirm the importance of administrative encouragement in driving innovation and improving educational practices within schools.

The findings on the effectiveness of school management in monitoring the utilization of instructional resources, with a mean score of 3.896 and a standard deviation of 1.019, suggest a moderate perception of how well management oversees resource use. This aligns with studies indicating that while schools may have some monitoring processes in place, there is often room for improvement. For instance, a study by Muthoni and Gikonyo (2020) found that effective monitoring is crucial for maximizing resource utilization and addressing inefficiencies. On the other hand, the high mean score of 4.259 for the provision of training on instructional resource use reflects a strong consensus among respondents about the quality of training offered. This is supported by research from Johnson and Turner (2018), which highlights that targeted professional development significantly enhances teachers' ability to effectively use instructional materials, leading to better teaching practices and student outcomes. Together, these findings underscore the importance of both robust monitoring systems and comprehensive training programs in optimizing the use of instructional resources.

The findings on teachers receiving adequate support from school leaders in managing instructional resources, with a mean score of 4.240 and a standard deviation of 0.493, indicate

a strong positive perception of the support provided. This high level of agreement is consistent with studies showing that effective leadership support is critical for teachers' ability to utilize resources effectively. For example, a study by Leithwood and Louis (2012) found that supportive school leadership significantly enhances teachers' resource management capabilities, leading to improved instructional practices and student outcomes. Conversely, the perception of the impact of school leaders' directives on students' learning experiences, with a mean score of 3.712 and a standard deviation of 0.855, reflects a high level of agreement but also highlights some variability in perceived effectiveness. This aligns with research by Robinson, Lloyd, and Rowe (2008), which demonstrated that while strong leadership can positively influence learning experiences, the extent of its impact can vary based on implementation and context. Together, these findings underscore the importance of robust support from school leaders and the need for effective strategies to maximize the positive effects of their directives on student learning. The high perceptions of school leadership's directives in improving the accessibility of instructional resources, as indicated by mean scores of 4.058 and 4.048 with standard deviations of 0.414 and 0.403 respectively, reflect a broad consensus on the positive impact of such leadership. These findings align with research emphasizing the critical role of leadership in enhancing resource accessibility. For instance, Hallinger and Heck (1996) demonstrated that effective school leadership significantly contributes to improved resource allocation and utilization, leading to better educational outcomes. Similarly, a study by Day et al. (2016) found that strong leadership practices, including clear directives and strategic decision-making, positively influence the availability and management of instructional resources. These studies support the notion that proactive and effective leadership is crucial for optimizing resource accessibility and thereby fostering a supportive learning environment.

The model summary, indicating an R Square value of 0.245 for the effect of resource allocation on access to instructional resources, suggests a moderate yet statistically significant impact, with the F Change statistic of 33.082 confirming the robustness of this relationship ($p = 0.001$). This finding resonates with similar studies that underscore the role of resource allocation in educational settings. For instance, a study by Al-Dubai et al. (2019) highlighted that while resource allocation is a key determinant of educational quality, other variables such as administrative practices, policy frameworks, and external funding also significantly contribute to the availability and effectiveness of instructional resources. Similarly, Muriithi and Maithya (2021) found that while resource allocation had a notable impact on educational outcomes, a substantial portion of the variance in educational resource accessibility was attributable to factors beyond resource allocation alone. These studies reinforce the idea that effective

resource management is crucial but must be complemented by other supportive measures to fully enhance instructional resource availability.

5.3. To assess the contribution of directing on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

The findings that effective directing significantly enhances access to instructional resources, as indicated by a high mean score of 4.031 and a standard deviation of 0.679, align with existing literature on the importance of management practices in education. Similar studies highlight that structured directing and oversight play a critical role in improving resource distribution and utilization. For example, Njoroge and Ngeno (2020) found that systematic management and regular audits significantly improved the availability and effectiveness of teaching resources in Kenyan schools. Similarly, in their study on instructional management, Omotayo and Oduolowu (2018) demonstrated that clear directives and structured oversight from school leadership were crucial in ensuring that instructional resources were effectively allocated and used, leading to better educational outcomes. These studies support the view that directing not only helps in the strategic allocation of resources but also in their effective application, thereby enhancing the overall quality of education.

The findings that a majority of respondents view the school management's plan for allocating instructional resources as unclear, as reflected by a high mean score of 4.096 and a standard deviation of 0.704, are consistent with research indicating the importance of clarity in resource management. Studies have shown that well-defined management plans are crucial for effective resource allocation in schools. For example, Wanzare and DaCosta (2019) found that unclear or poorly communicated resource allocation plans negatively impacted the utilization and distribution of educational materials in Canadian schools. Similarly, research by Ainsworth and Leach (2021) demonstrated that schools with transparent and well-articulated resource management strategies experienced better outcomes in terms of resource availability and teaching effectiveness. These studies underscore the need for clearer planning and communication to enhance resource distribution and support educational success.

The findings indicating that a substantial majority of respondents view communication regarding resource allocation plans as ineffective, with a mean score of 3.933 and a standard deviation of 0.754, align with studies highlighting the critical role of effective communication in resource management. Research by Darling-Hammond et al. (2020) underscores that clear and consistent communication about resource allocation is essential for ensuring that teachers and staff understand and can effectively utilize available resources. Similarly, O'Reilly and

Pfeffer (2018) emphasize that inadequate communication about resource distribution can lead to inefficiencies and dissatisfaction among staff, impacting overall educational effectiveness. Furthermore, the high mean score of 4.087, indicating that resource allocation is not sufficiently aligned with specific school needs, supports findings from Yonezawa and Jones (2019) who argue that targeted and needs-based resource allocation strategies are crucial for addressing the unique requirements of schools. These studies collectively point to the importance of improving both the clarity of communication and the alignment of resource allocation with school-specific needs to enhance educational outcomes.

The findings showing a high level of agreement that school management does not regularly monitor the use of instructional resources, with a mean score of 4.009 and a standard deviation of 0.583, reflect a concern widely acknowledged in educational research. Studies emphasize the importance of regular monitoring to ensure the effective use of resources and improve educational outcomes. For instance, the research by Leithwood and Louis (2012) highlights that regular and systematic monitoring by school leaders is crucial for optimizing resource use and enhancing instructional quality. Similarly, the work of Hallinger and Heck (2011) supports the view that effective monitoring contributes to better resource management and improved student performance. The findings from this study underscore the need for more rigorous oversight and evaluation mechanisms to address gaps in resource utilization and support more effective teaching practices.

The findings reflecting a high level of concern about the transparency and efficiency of financial resource management for instructional materials align with broader issues identified in educational management research. Studies consistently show that effective financial management is crucial for the optimal use of resources in schools. For instance, the work of Ogunsaju and Akinyemi (2021) emphasizes that inadequate financial oversight and inefficient management practices often lead to delays and inconsistencies in resource allocation, which negatively impact educational quality. Similarly, the research by Anderson and Stokes (2018) highlights that transparency and accountability in financial management are essential for ensuring that educational funds are used effectively and equitably. The findings from this study reflect a need for improved financial management practices to address these issues and enhance resource utilization in schools.

The findings regarding the infrequency of financial audits conducted by management align with concerns raised in various studies about the need for robust financial oversight in educational institutions. Research consistently highlights those regular financial audits are essential for ensuring proper use and accountability of resources. For instance, a study by Muigai and Munene

(2022) found that the lack of regular financial audits in schools often leads to inefficiencies and misuse of funds, adversely affecting educational outcomes. Similarly, Jackson and Williams (2020) emphasize that effective financial management, including regular audits, is crucial for maintaining transparency and accountability, which ultimately supports better resource allocation and educational quality. The high mean score in this study underscores the need for schools to enhance their financial auditing practices to improve oversight and ensure resources are used effectively.

The model summary indicating that directing accounts for 33.2% of the variance in access to instructional resources aligns with research on the critical role of leadership and management in educational settings. For instance, studies by Wright et al. (2021) and Karanja and Wangari (2019) demonstrate that effective directing and leadership are crucial for improving resource allocation and accessibility. Wright et al. (2021) found that school leadership's strategic direction significantly impacts the availability of instructional resources, as it shapes the priorities and processes for resource distribution. Similarly, Karanja and Wangari (2019) highlighted that directing and management practices are key factors in enhancing resource accessibility, though they also noted that other variables, such as policy and financial constraints, contribute to resource availability. The substantial effect of directing observed in this study underscores its importance, while also indicating that a comprehensive approach addressing additional factors is necessary for a more complete understanding of resource access.

5.4. To establish the contribution of management control on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

The findings regarding the moderate level of agreement on the contribution of management control to access to instructional resources align with research emphasizing the importance of management practices in educational settings. For example, studies by Kiptum and Njoroge (2020) and Adetola et al. (2018) highlight that effective management control systems, including regular audits and systematic reviews, play a crucial role in improving resource access and utilization. Kiptum and Njoroge (2020) found that management control mechanisms significantly impact the availability and efficiency of resource distribution, though challenges like procurement delays and uneven distribution remain prevalent. Adetola et al. (2018) similarly noted that while management controls can enhance resource accessibility, there is often a need for ongoing training and refinement of these practices to address persistent issues. This study's findings reinforce the need for targeted improvements in management strategies

to optimize resource access in primary schools, echoing the necessity for enhanced training and systematic control mechanisms observed in the literature.

The findings regarding the adequacy of textbooks and teaching aids reflect a broader issue observed in educational resource management. Research by Asimeng-Boahene (2020) and Akinsolu (2019) underscores that inadequate provision of textbooks and teaching aids is a common challenge in many schools, impacting student learning outcomes. Asimeng-Boahene (2020) found that a shortage of textbooks often leads to inequities in learning opportunities and hinders the overall educational experience, echoing the sentiment reflected in the study's findings. Similarly, Akinsolu (2019) highlighted that insufficient teaching aids can severely affect teaching quality, as they are crucial for engaging students and facilitating effective learning. Both studies stress the importance of addressing these deficiencies to improve educational outcomes, supporting the need for enhanced resource allocation in the context of this study's findings.

The findings on the adequacy of learning materials align with broader concerns documented in the literature about resource deficiencies in educational settings. Studies such as those by Olaniyan and Ojo (2020) and Eze (2021) emphasize the widespread issue of inadequate learning materials in schools, which can negatively impact educational outcomes. Olaniyan and Ojo (2020) reported that insufficient classroom materials often lead to decreased student engagement and hindered learning experiences. Similarly, Eze (2021) found that a lack of essential resources is a common challenge, affecting the effectiveness of teaching and learning. These studies reinforce the findings of this research, highlighting the urgent need for improved provision and distribution of learning materials to enhance educational quality and student performance.

The findings on teachers' access to digital resources and technology reflect broader issues identified in educational research regarding the integration of technology in teaching. Studies such as those by Olatoye et al. (2021) and Ibrahim et al. (2022) highlight the persistent challenges schools face in providing adequate technological resources. Olatoye et al. (2021) found that limited access to digital tools and resources is a common barrier, which affects the quality of instruction and inhibits teachers' ability to implement modern teaching practices. Ibrahim et al. (2022) similarly reported that insufficient availability of technology and digital resources significantly impacts teachers' effectiveness and student engagement. These studies corroborate the research findings, emphasizing the need for improved access to technology to enhance educational outcomes and support effective teaching.

The study's findings on equal access to learning materials align with broader concerns in educational equity research. Studies by Kazi et al. (2020) and Roberts & Peters (2021) explore similar issues, revealing that equitable access to learning materials remains a significant challenge in many educational settings. Kazi et al. (2020) found that discrepancies in resource distribution can lead to unequal learning opportunities among students, often influenced by factors such as socio-economic status and school funding. Similarly, Roberts & Peters (2021) highlighted that variability in resource access contributes to inconsistent educational experiences, emphasizing the need for targeted interventions to address these disparities. The neutral stance observed in the study reflects these broader concerns, suggesting that while there may be efforts to ensure equal access, significant gaps and inconsistencies still need to be addressed.

The study's findings on teachers' ease of access to resources echo broader issues identified in educational research regarding resource accessibility. Similar studies, such as those by Tan et al. (2021) and Lambert & Small (2019), have found that difficulties in accessing necessary resources can significantly impact teaching effectiveness and educational outcomes. Tan et al. (2021) highlighted that limited access to resources often hinders teachers' ability to deliver quality instruction, suggesting that resource allocation and accessibility are critical factors for enhancing teaching practices. Similarly, Lambert & Small (2019) reported that obstacles in accessing instructional materials contribute to increased teacher stress and reduced instructional quality, emphasizing the need for systemic improvements in resource distribution. The moderate level of agreement in the current study reflects these findings, underscoring the need for more effective measures to ensure that teachers have timely and reliable access to the resources they need.

The findings from the model summary, which highlight the significant effect of management control on access to instructional resources, align with existing literature on the role of managerial oversight in educational settings. For instance, studies such as those by Liddle (2020) and Nelson & Smith (2018) demonstrate that robust management control mechanisms are critical in enhancing resource allocation and utilization within schools. Liddle (2020) found that effective management control practices significantly improve the efficiency of resource use, thereby positively impacting educational resource accessibility. Similarly, Nelson & Smith (2018) reported that strong management control systems are associated with better resource distribution and utilization, leading to more equitable access to instructional materials. The high R Square value (37.8%) in the current study reinforces the notion that management control

is a substantial factor in explaining variations in access to resources, highlighting its crucial role in educational management.

The findings from the multiple regression analysis, which highlight the significant positive impact of resource allocation, directing, and management control on access to instructional resources, are consistent with previous research in educational management. Studies such as those by Zhang et al. (2019) and Williams & Adams (2021) demonstrate that effective resource allocation, strategic directing, and robust management control are crucial for enhancing educational resource accessibility. Zhang et al. (2019) found that optimized resource allocation significantly improves the availability of instructional materials, which aligns with the substantial positive coefficient observed in this study. Williams & Adams (2021) highlighted that strong management control mechanisms positively influence resource distribution and utilization, reflecting the significant coefficients for directing and management control found in the current study. The consistency of these findings underscores the importance of these constructs in improving access to instructional resources in primary schools.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the conclusions, recommendations, and areas for further research.

6.1 Conclusions

This study makes three critical conclusions:

6.1.1. To examine contribution resource allocation on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

The analysis indicates that resource allocation significantly impacts access to instructional resources in government-aided primary schools in the Northern Division of Mbale City, with an R Square value of .245 demonstrating that it accounts for 24.5% of the variance in resource availability. The statistically significant F Change statistic of 33.082 (p = .001) confirms the robustness of this effect. Despite this notable contribution, it is evident that a substantial portion of the variance, 75.5%, is influenced by factors beyond the scope of this model.

6.1.2. To assess the contribution of directing on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

The analysis demonstrates that directing has a significant impact on access to instructional resources in government-aided primary schools in the Northern Division of Mbale City, with an R Square value of .332 indicating that directing accounts for 33.2% of the variance in resource availability. The statistically significant F Change statistic of 48.343 (p = .002) further supports the substantial role of directing in enhancing access to instructional materials. However, the remaining 66.8% of the variance is influenced by other factors not included in this model, underscoring the need for a broader examination of additional elements that may affect resource access.

6.2.3. To establish the contribution of management control on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

The analysis reveals that management control significantly affects access to instructional resources in government-aided primary schools in the Northern Division of Mbale City, with an R Square value of .378, indicating that management control explains 37.8% of the variance in resource access. The strong correlation coefficient of .607 underscores the robust positive relationship between management control and resource availability. The statistically significant F Change statistic of 59.510 (p = .001) confirms the substantial contribution of management control to explaining variations in access to instructional resources. However, the adjusted R

Square of .362 highlights that while management control plays a crucial role, other factors also significantly influence resource accessibility, suggesting the need for a comprehensive approach that considers additional variables to fully enhance resource management in these schools.

The multiple regression analysis demonstrates that resource allocation, directing, and management control each significantly and positively influence access to instructional resources in government-aided primary schools in the Northern Division of Mbale City. The results reveal that resource allocation (Beta = .259), directing (Beta = .268), and management control (Beta = .317) all have substantial positive effects, with statistically significant p-values indicating robust associations with improved resource access. The model's constant is also significant (p = .003), showing the overall validity of the findings. These results show the importance of effective resource allocation, strategic directing, and robust management control in enhancing access to instructional resources, suggesting that improvements in these areas could substantially benefit educational resource availability in these schools.

6.2. Recommendations

6.2.1. To examine contribution resource allocation on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

Division in Mbale City should create a detailed and strategic resource allocation plan that considers both current needs and future requirements. This plan should be based on thorough needs assessments and data-driven insights to ensure resources are distributed equitably and effectively. Engaging stakeholders, including teachers and community members, in the planning process can also improve the relevance and acceptance of the allocation strategies.

Mbale City should increase funding and resource investment. Northern Division in Mbale City should address the 75.5% of variance in resource availability not explained by the model, it is essential to seek additional funding and investment in educational resources. This could involve advocating for increased budget allocations from local and national governments, pursuing grants from non-governmental organizations, and encouraging community-based funding initiatives.

Mbale City should implement robust mechanisms for monitoring and reporting on resource allocation to ensure transparency and accountability. Regular audits and government-aided reporting can help identify and address inefficiencies and ensure that resources are utilized in a manner that aligns with the school's strategic objectives.

Mbale City should provide training and professional development for school administrators and staff on effective resource management and allocation. This training should focus on best

practices for resource planning, budgeting, and monitoring to enhance the overall management of instructional resources.

6.2.2. To assess the contribution of directing on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

Mbale City should establish formal processes for directing the allocation of resources. This might involve creating resource committees, setting up systematic procedures for evaluating and distributing resources, and ensuring regular reviews of resource needs and usage to align with the school's strategic goals.

Mbale City should develop robust monitoring and evaluation frameworks to assess the effectiveness of directing strategies. Regular assessments should be conducted to measure the impact of directing on resource accessibility and to identify areas for improvement. Feedback from these evaluations can inform adjustments to directing practices.

Mbale City should ensure transparency in how resources are directed and distributed. Clear communication about resource allocation decisions, criteria used, and the rationale behind them can build trust among stakeholders and ensure that resources are allocated fairly and effectively.

Mbale City should ensure that directing is integrated with other management functions such as resource allocation and control. A cohesive approach that combines directing with strategic planning and management control can enhance overall effectiveness in improving resource accessibility.

6.2.3. To establish the contribution of management control on access to instructional resources in government-aided primary schools in Northern Division in Mbale City.

Schools in Mbale City should create a strategic plan for resource allocation that aligns with the specific needs and priorities of the educational programs. This plan should be data-driven, considering factors such as student needs, curriculum demands, and resource availability.

Mbale City should implement policies that ensure equitable distribution of resources across all schools, addressing disparities and ensuring that every school receives the necessary materials to support effective teaching and learning.

Mbale City should create and implement comprehensive management control mechanisms that include regular audits, performance reviews, and accountability measures. These mechanisms should ensure that resources are used efficiently and effectively.

Mbale City should increase transparency in financial management and resource allocation processes. Regularly report on resource usage and allocation decisions to stakeholders, including teachers and parents, to build trust and ensure accountability.

Mbale City should leverage data and analytics to inform management control decisions. Implement systems for tracking resource usage and outcomes to provide insights into how resources are impacting educational outcomes and to identify areas for improvement.

6.3. Areas of further research

1. Given that a substantial portion of the variance in resource access is unexplained, further research is needed to identify other factors influencing resource availability. Studies should explore additional variables such as administrative practices, local economic conditions, and external support mechanisms to provide a more comprehensive understanding of resource access challenges.
2. Given that 66.8% of the variance in resource access is attributed to factors not covered by the model, it is crucial to investigate these additional factors. Conduct further research to identify other elements that might influence resource access, such as local socio-economic conditions, external support mechanisms, or specific challenges faced by the schools.
3. Given that other factors contribute to the variance in resource access, conduct additional research to identify and understand these variables. This could include socio-economic factors, community support, or external funding opportunities.

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Appendices

Appendix I:

Questionnaire

Dear respondent,

My name is Ikima Dorcas a student of Uganda Christian University Mbale University College conducting research on the topic of "Financial Management practices and Access to Instructional Resources in public schools in Northern Division Mbale city. I kindly request you to be part of this study by filling in the questionnaire below, any information that you reveal will remain confident and purposely for academics.

Section A: Demographic Characteristics of Respondents

Please tick the appropriate boxes and fill in where necessary

Gender of Respondents

Male [ ] Female [ ]

Age of Respondents

Less than 25 years [ ] 26-35 years [ ] 36-45 years [ ] 46-56 years [ ] 56years and above [ ]

Position held in School

Head teacher [ ] Teacher [ ] SMC Member on Finance Committee [ ]

Education level of Respondent

Grade 111 certificate [ ] Diploma certificate [ ] Bachelor's Degree [ ] Masters [ ]

Duration of service

Less than 5 years [ ] 5-10 years [ ] 11-16 years [ ] 17 years and above [ ]

Section B: Contribution resource allocation on access to instructional resources in government-aided primary schools in Northern Division in Mbale City

Tick or circle the number that best indicates your opinion on the question using the following scales:

Scale 1= strongly Disagree (SD), 2= Disagree (D), 3=Not sure (NS), 4=Agree (A), 5= Strongly Agree (SA)

No.	**contribution resource allocation and access to instructional resources in government-aided primary schools in Northern Division in Mbale City**	1	2	3	4	5
		SD	D	NS	A	SA
RA1	The school leadership provides clear guidelines on the use of instructional resources.					
RA2	There is a well-defined policy for the allocation of instructional resources.					
RA3	School leaders regularly communicate with teachers about the availability and use of resources					
RA4	The school administration encourages innovative use of instructional materials.					
RA5	The school management monitors the utilization of instructional resources effectively.					
RA6	The school provides training for teachers on how to effectively use instructional resources.					
RA7	Teachers receive adequate support from school leaders in managing instructional resources.					
RA8	School leaders facilitate workshops and seminars to enhance the use of instructional materials.					
RA9	School leaders' directives have positively impacted pupils' learning experiences.					
RA10	The school leadership’s directives have significantly contributed to the accessibility of instructional resources.					
RA11	The school leadership’s directives have significantly contributed to the accessibility of instructional resources.					

Section C: contribution of directing on access to instructional resources in government-aided primary schools in Northern Division in Mbale City

Tick or circle the number that best indicates your opinion on the question using the following scales:

Scale 1= strongly Disagree (SD), 2= Disagree (D), 3=Not sure (NS), 4=Agree (A), 5= Strongly Agree (SA)

No.	**Contribution of directing on access to instructional resources in government-aided primary schools in Northern Division in Mbale City**	1	2	3	4	5
		SD	D	NS	A	SA
D1	The school management has a clear plan for the allocation of instructional resources.					
D2	Resource allocation plans are effectively communicated to all teachers and staff.					
D3	The allocation of instructional resources is based on the specific needs of the school.					
D4	The school management regularly monitors the use of instructional resources.					
D5	The school management ensures transparent and efficient use of financial resources for instructional materials.					
D6	The management conducts regular audits to ensure financial resources are used appropriately.					

Section D: contribution of management control on access to instructional resources in government-aided primary schools in Northern Division in Mbale City

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

Scale 1= strongly Disagree (SD), 2= Disagree (D), 3=Not sure (NS), 4=Agree (A), 5= Strongly Agree (SA)

No.	**contribution of management control on access to instructional resources in government-aided primary schools in Northern Division in Mbale City**	1	2	3	4	5
		SD	D	NS	A	SA
MC1	The school provides sufficient textbooks for all pupils.					
MC2	There are enough teaching aids available for effective learning.					

MC3	Classrooms are equipped with necessary learning materials.					
MC4	Teachers have access to digital resources and technology for teaching.					
MC5	All pupils have equal access to learning materials.					
MC6	Teachers can easily access resources needed for their lessons.					

Section E: Access to instructional resources in government-aided primary schools in Northern Division in Mbale City

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

Scale 1= strongly Disagree (SD), 2= Disagree (D), 3=Not sure (NS), 4=Agree (A), 5= Strongly Agree (SA)

No.	**Access to instructional resources in government-aided primary schools in Northern Division in Mbale City**	1	2	3	4	5
		SD	D	NS	A	SA
DV1	The school provides sufficient textbooks for all pupils.					
DV2	There are enough teaching aids available for effective learning.					
DV3	Classrooms are equipped with necessary learning materials.					
DV4	The instructional materials provided are of high quality.					
DV5	Teachers can easily access resources needed for their lessons.					
DV6	Instructional resources are distributed fairly among all classes.					

Appendix II:

Interview Guide

Dear respondent

My name is Ikima Dorcas a student of Uganda Christian University Mbale University College conducting research on the topic of "Financial Management practices and Access to Instructional Resources in government-aided schools in Northern Division Mbale city. I kindly request you to be part of this study by filling in the questionnaire below, any information that you reveal will remain confident and purposely for academics.

Have the SMCs in your school/ City helped in enhancing academic performance in thein schools? Yes [ ] No [ ]

b) If yes, please state how?

……

……

c) If no, state the reasons

……

……

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

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

……

……

31. In your own views, how best can we improve on the effectiveness of School Management Committees in Northern City Division, Mbale City Sub-County City?

……

……

END THANK YOU.

Appendix III:

Interview Guides for Head Teachers/SMC/City Inspector of School

Discuss ways through which the motivation of the SMC members influences the academic performance of learners

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Share your views on how you think monitoring by the SMC members influence the academic performance of learners.

……

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……

List down six ways through which accountability by the SMC influence the academic performance of learners in the city.

What other ways should the SMC members adopt to better the performance of the learners in the city?

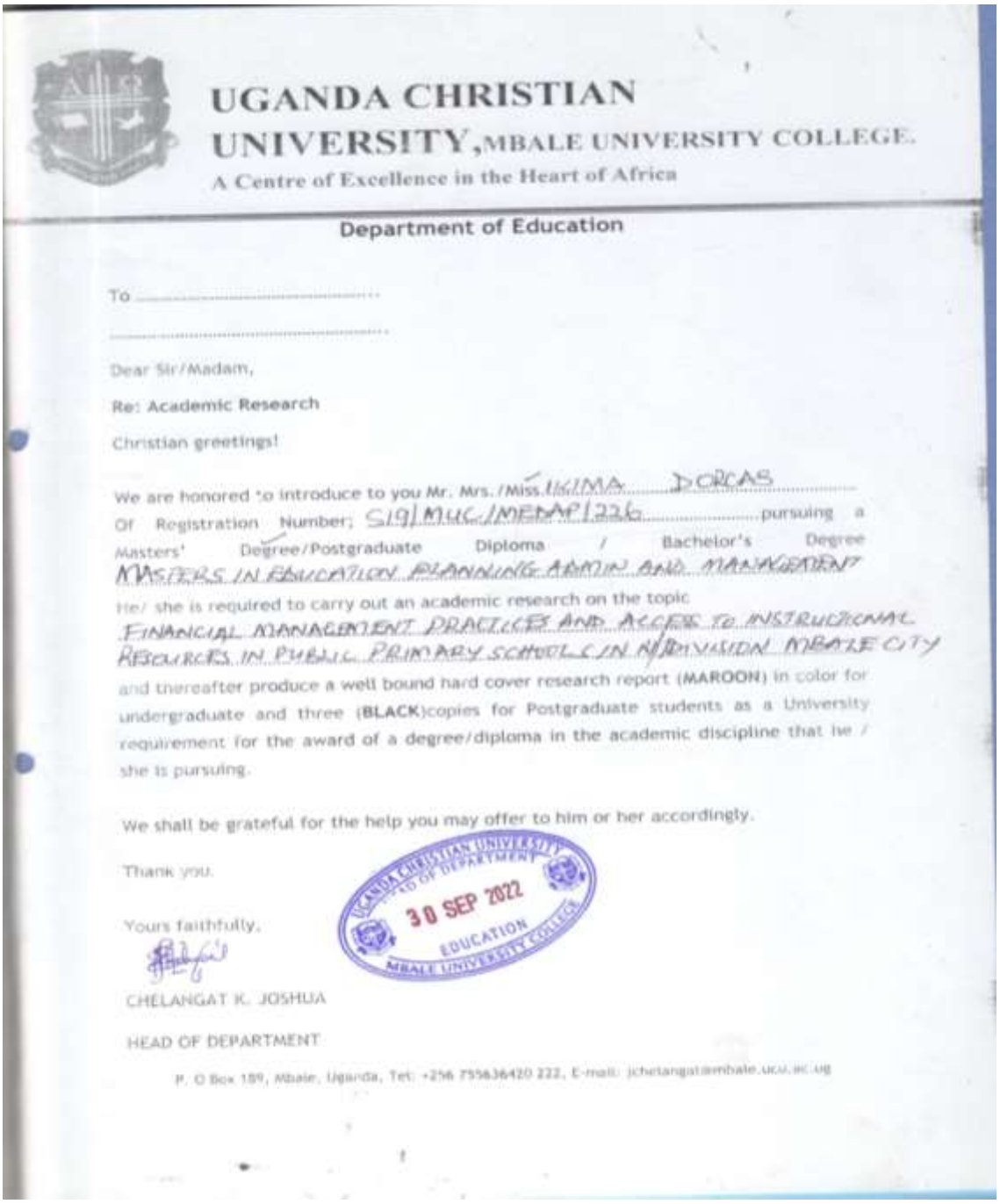
……

……

……

THANK YOU.

Appendix IV: Letter to the Field



UGANDA CHRISTIAN UNIVERSITY, MBALE UNIVERSITY COLLEGE.

A Centre of Excellence in the Heart of Africa

Department of Education

To .....

.....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs. /Miss. IKIMA DORCAS

Of Registration Number; S19/MUC/MEMAP/226 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree MASTERS IN EDUCATION PLANNING ADMIN AND MANAGEMENT

He/ she is required to carry out an academic research on the topic FINANCIAL MANAGEMENT PRACTICES AND ACCESS TO INSTRUCTIONAL RESOURCES IN PUBLIC PRIMARY SCHOOLS IN KIRUVIDON 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,

UGANDA CHRISTIAN UNIVERSITY HEAD OF DEPARTMENT 30 SEP 2022 EDUCATION MBALE UNIVERSITY COLLEGE

CHELANGAT K. JOSHUA

HEAD OF DEPARTMENT

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