

**POLITICAL LEADERS' INVOLVEMENT AND SCHOOL PERFORMANCE IN
SELECTED SECONDARY SCHOOLS OF BUKEDEA DISTRICT**

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DECLARATION

I **MORUTUM SIMON** declare that this dissertation has been prepared following rules and regulations of Uganda Christian University in writing of dissertations and that: the dissertation is my original effort, the information and documents within the dissertation were taken within the appropriate academic perspective, the image, figure and statistics within the dissertation where applicable, comply with scientific rules, the works of other authors have been dully acknowledged; and this dissertation has never been submitted to any department in this or other university as an academic work leading to any award.

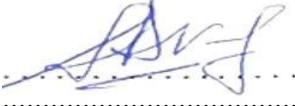


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APPROVAL

This is to confirm that the research proposal carried under the topic political leader's involvement and school performance of selected secondary schools in Bukedea District.

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I am so grateful to the almighty God in a special way for the gift of life, his love; care and protection that has enabled me finish this research report. May the glory and honor remain His forever.

I acknowledge the work of my supervisor Mr. Okurut David for His guidance, advice, comments, constructive criticisms and correction for without which this study would not have been possible.

May the almighty God bless you.

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ABSTRACT

The study examined political leaders' involvement and school performance in selected secondary school in Bukedea District. The study adopted a quantitative approach. The study objectives were as follows, to establish the influence of political leaders on infrastructure provision in selected secondary schools of Bukedea District, to examine the influence of political leaders on Students' dropout in selected secondary schools in Bukedea District and to determine the influence of political leaders on authentic assessment in selected secondary schools in Bukedea District. The study population was 650 respondents out of which a sample 248 was selected. The key informants in the study included members of the LC1 committee, members of LC3 committee, members of LC5 committee, MPs, members of BOG committee and members of PTA committee. The sampling technique used include simple random for Head teachers and members of LC1 committee and purposive technique for members of LC3, Members of LC5, MPs, Members of BOG Committee and Members of PTA Committee. After data collection analysis and presentation. it was established that monitoring of school activities and programs on the nature of political leaders' involvement makes a school an entrepreneurial place where the school is willing to take risks, the leadership is considered to ensure representation mentoring, facilitating and nurturing of school staff members in their way of doing duties to ensure results orientated out comes focused by the staff. The study further concluded that the style of political leaders' involvement and school performance is characterized by monitoring of school activities marketing the school, contribution funds in schools and advocating for government support while school performance is characterized by infrastructure development, authentic assessment and Students' dropout. It was further noted that political leader's involvement and school performance had positive and moderate relationship. On establishing the relationship between political leaders' involvement and infrastructure provision in Bukedea district the Pearson correlation index is represented as $r = 0.568^{**}$, its positive with sig value = $0.000 < 0.05$ indicating a moderate relation implying a positive and significant relation between political leaders influence on infrastructure provision. It was noted that there is a significant and moderate relationship between political leaders involvement of monitoring school activities programs and school performance, it was seen that schools with strong political leaders involvement of monitoring schools activities and programs are different in market place which increases their school performance, it therefore concluded that political leaders involvement through marketing of school, contribution of funds in schools and advocating for government support tremendous role towards school performance and hence secondary schools in Bukedea District need to embrace it for better results. Secondary schools. The Pearson correlation index obtained on political leaders influence on Students' dropout is represented as $r = 0.830^{**}$. It's positive with sig value $0.000 < 0.05$ indicating a high relationship implying there is positive and high relationship. The Pearson product moment correlation index obtained on political leaders involvement on authentic assessment is represented as $r = 0.953$, its positive with sig value = $0.000 < 0.05$ indicating a very high relationship implying there is a positive and very high relationship.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study explored relationships between political leaders' involvement and school performance in secondary schools and ways they can most effectively support head teachers in the school performance of secondary schools in Bukedea district. It collected information from Members of Local Councils one (LC1s), Members of local council three (LC3s) and Members of local council five (LC5s), Members of Parliament (MPs), Members of Boards of Governors (BOGs), Members of Parents-Teachers' Associations (Ps), and Head teachers. The aim of this research is to find out ways political leaders can most effectively be involved in the school performance, coordination, development, and creation of fundamental human relations in the selected secondary schools of Bukedea district.

This chapter explains the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, significance of the study, research questions, scope of the study and the conceptual framework.

1.1 Background to the study

World over people affect vital characteristic of the school performance in many ways. People perceive and execute the school plan, while determining the school capability at the same time. Capabilities are needed to fulfill the plan. Competencies are a function of the knowledge and skills of a school's workforce. Hence, if a school is to consider its workers as its very vital asset, it has to be knowledgeable with what motivates workers to attain their maximum potential (Lawler, 2003).

Though it's not easy to know what motivates people at work an effort must be made. Mostly people have centered on the evaluation of performance and allocation of rewards in individual performance in schools. Schools are accepting planning in

their operations. one of the reward system is the planning process. It is the planning process that influences performance between pay checks; it provides a foundation for measuring individual results in the school and it directs rewards to the right performance.

Ever since Government of Uganda (GOU) took over control of education, political issues and societal interests posed major challenges on school performance (Kisaame, 2015). Such interference on school performances and conditions of employment created by differing interests of the various stakeholders and political leaders in particular means that their roles must be well stipulated, guided, and needs to be handled sensitively. In Uganda, the head teacher is the performer at the school system in the primary and the secondary school levels.

School performance is the positive effects of school and its actors to attaining the goals, related to the academic achievement and personal development of students; according to the social constructivist view, dependent on the social views of the school stakeholders.

Boddy (2014) defined performance as the outcome of an activity. In education system; there are three models of rewarding individual results.

‘Merit-pay’ is the first model, involving individual pecuniary awards based on performance of students Boddy (2014).

‘knowledge and skill-based’ compensation is the second model, involving rewards for individual acquired qualifications, skills and demonstrated knowledge and this is believed to upsurge performance of students Boddy (2014).

School-based compensation is the third model, involving group-based rewards that are based on the performance of the students (Boddy (2014).

In this study, what a teacher gets as outcome of her\his performance is referred to as performance-based reward despite his/her skillfulness, the level of education and knowledge.

Employers in government secondary institutions in Bukedea district don't have any standard measure for rewarding employees. Organization use rewards for great performance levels, which is measured in terms of student results or knowledge and skills of a teacher Belays and Mel akum (2019).

Available evidence in schools shows that teachers who teach candidate classes are rewarded for better performance of the students which is not applicable to their counter parts who teach in lower, yet they play a vital role in preparing students in the lower classes. It's against this that some teachers have performing poorly in terms lesson delivery, student's assessment and team teaching among others. Organizations have the chance to deliver solutions to the problems that affect teachers and increasing their performance and motivation.

Organizations understood that they could not copy other schools rewards practices. Boddy (2014) observed that to increase teachers performance there is need to create a rewards plan to support to the workforce strategy of the school. However, his study based on the assumption that the attitudes of employers towards performance rewards, defines workers performance. The value employers put in the rewards that is given to their teachers, defines the performance of teachers' performance and perception towards rewards.

A politician is a person active in party politics, holding or seeking an elected seat in government. Political leaders propose, support, monitor, marketing the school,

contribution of funds to the school and advocating for government support. It is worth noting that no school performance system can be detached from the political ideological orientation of its school in the district because it is the means for inculcating national values to society. More so in the recent times, it is generally accepted that the success or failure of any school performance depends on the political system of the area concerned (Wales, 2016). Therefore, school performances cannot work in isolation from the political structures in place, and effective school performance requires the head teacher to behave as; a political leader to deal with people of diverse socio-political backgrounds, an economist to effectively handle school resources, and a psychologist to analyze and manage the various psychosocial situations in the school (Wales, 2016).

Borrowing from the theory of change, a head teacher must build a protective environment with robust school and community-based systems where people receive quality support and services to build public trust and functional systems (Usman, 2016).

1.2 Problem statement

There appears to be a concern that high proportions of personnel working in government secondary institutions in Bukedea District are demotivated as a result of poor incentives, other behavioral sanctions and inadequate control. Subsequently, professional code conduct is falling in many government secondary institutions in Bukedea District.

Teachers' incentives in government secondary intuitions in Bukedea District are not given. Teachers in government Secondary schools in Bukedea District are given many additional responsibilities with no reward. The working environment of many teachers is not conducive and hence lowering teacher's self-esteem thus demotivating. Organizations use rewards for great performance levels in intuitions of learning which is measured in terms of student results or knowledge and skills of teachers (Boddy (2014), without rewards, the performance of teachers is most likely low. In spite of many studies on school performance, little literature exists on the relationship between political leaders' involvement and school performance in Bukedea District and hence this study.

1.3 Purpose of the study was;

To examine political leader's involvement and school performance in selected secondary schools of Bukedea district.

1.3.1 Specific objectives

- I. To examine the influence of political leaders on infrastructure provision in selected secondary schools in Bukedea district.
- II. To examine the influence of political leaders on Students' dropout in selected secondary schools in Bukedea district.

- III. To examine the influence of political leaders on authentic assessment in selected secondary schools in Bukedea District

1.3.2 Research questions

- I. What is the influence of political leaders on the infrastructure provisions in selected secondary schools in Bukedea district?
- II. In what ways can political leaders influence on Students' dropout in selected secondary schools in Bukedea district?
- III. In what ways do political leaders influence on authentic assessment in selected secondary schools of Bukedea district?

1.4 Scope of the study

1.4.1 The geographical aspect.

This study examined the political leader's involvement and school performance of selected secondary schools in Bukedea District. This study was done in only government selected secondary schools in Bukedea Districts

1.4.2 The content scope

This study examined the political leaders' involvement and school performance of selected secondary schools in Uganda particularly Bukedea District. Specifically will examine political leaders' involvement in school performance like authentic assessment, students 'attendance and infrastructure development in selected secondary schools in Bukedea district.

1.4.3 Time scope

From 2018 to 2022, the study explored stakeholders' perceptions on the most effective ways political leaders can be involved in school performance of selected secondary schools in Bukedea district, and adopted mainly a quantitative approach.

1.5 Justification

Education is a vehicle for national development and school performance is critical because it is the means for achieving the school aims (Victoria, 2018).

School performance is inextricably interwoven with politics that it cannot exist in a political vacuum. Education is a political drama and there cannot be school performance without politics in Bukedea District. The success of any school performance depends on the mutual relationship between the political structure put in place and school performance structure (OECD, 2012), therefore, political leaders cannot work in isolation from the school leaders put in place.

Despite the above assertions being true, there is very little attention paid in research studies explaining the relationship between political leaders and school performance.

This study bridged the gap in literature. It is important that in every institution, the decision makers are clear about what is expected of them in terms of their level of authority to take decisions, who they report to and what their responsibilities are.

1.6 Significance of the study

By clearly defining the roles and responsibilities of the political leaders in school performance and their relationships, it will help to avoid the problems which can occur when people are not clear what is expected from them. Such literature is currently scanty, needs to be well documented and this study is intended to cover that gap.

The findings of this study clarified the roles and responsibilities of political leaders in school performance of selected secondary schools and their relationships, this is important because:

It enabled head teachers and political leaders articulate the expectations they hold on one another with respect to policy, and function most efficiently when they share a common understanding of each other's roles and responsibilities. Indeed, one of the reasons why teams fail is a lack of clarity among team members regarding their respective roles, responsibilities and the expectation they hold of one another when working together to accomplish their vision, mission, goals and objectives.

When roles and responsibilities are clearly defined head teachers and political leaders will become more productive, there will be less duplication of effort, less

confusion disappointments and frustration, and greater productivity. When roles and responsibilities are clearly defined head teachers and political leaders will look beyond their own individual positions and learn to understand, respect and value the unique contribution of one another, and they recognize that the overall success of the school is a function of shared responsibility and ownership.

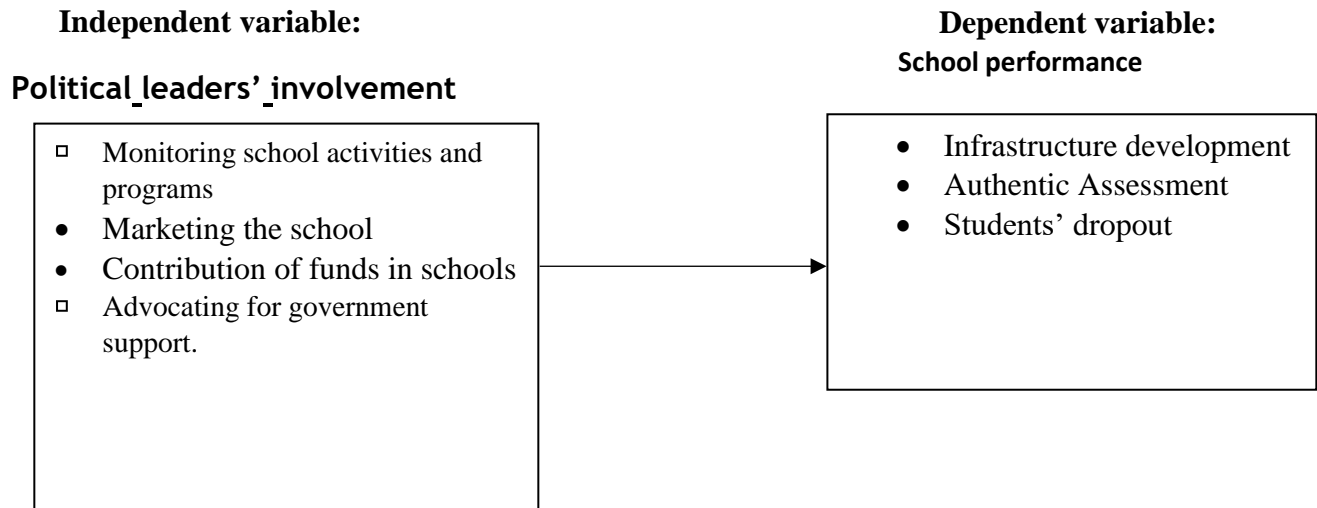
The results of the study provided vital information to the Boards of Governors, Parent Teachers Associations and communities on how political leader's interference affects the parents' decision. This will create awareness on political positive and negative effects of political leaders on school performance helped them to design coping strategies that will help the school progress smoothly.

In view of the above, this study significantly identified the political leaders 'attributes that are most needed to support in the school performance of selected secondary schools much more effectively and specifically in school performance, resources and infrastructure development.

1.7 Conceptual framework

This study has two variables, political leaders' involvement and school performance.

Political leader's involvement constitutes the independent variable while school performance has the dependent variable.



Source: Aldridge, J. M., & Fraser, B. J. (2016), Adapted by the Researcher.

Figure 1 above shows relationship between political leaders' involvement and school performance of selected schools. It illustrates school performance as dependent variable directly resulting from independent variable which is in this case is political leader's involvement and can be used by any organization.

This argument is supported by Denison 1984

1.8 Operational definition of terms

Political leaders these are politically elected leaders for example Chairman local council

School performance is the positive effects of the school and its actors to attain the goals related to academic achievement.

Performance is the outcome of activities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews different literature of different scholars, about what they say on political leaders 'involvement. The literature reviews school performance systems and gives a brief discussion on the theoretical framework of performance, the influence of political leaders on the infrastructure provision, political leaders influence on Students' dropout and this chapter also highlights on influence political leaders on authentic assessment highlights on school performance to give the readers the study focus.

2.1 Theoretical perspectives of school performance of teachers

Performance of teachers has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). The influence of teachers teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura &Tayo 2007; Adu and Olatundun, 2007; Lockheed &d Komenan, 1988; Schacter &Thum, 2004; Starr, 2002). The above studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance. Poor academic performance of students in Uganda has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004)leading to poor school performance.

It has also been observed that conditions that would make effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in secondary schools in Uganda are poor specifically Bukedea (Oredein,2000). These prevailing conditions would definitely show a negative influence on the instructional quality in public/government schools, which may

translate to poor academic performance, attitude and values of secondary school teachers. Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous Instructional quality have been found to also influence students' examination score (Starr, 2002) either positively or negatively. To this end, Blankstein (1996) had stated that students' grades and test scores are not good indicators of the quality of teachers' instruction.

In support of this view, a study carried out in Nigeria by Joshua et al. (2006) showed that Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness. Since students' academic scores are not the only predictors of teachers' effectiveness, researchers have sought other fairer ways of evaluating teachers' effectiveness. Students, administrators, colleagues and the teachers' self-evaluation have been used to evaluate teachers' effectiveness. Students' competence in the evaluation of the effectiveness of their teachers has been of great concern to researchers in education. However, studies have shown that students' ratings are valuable indicators of teachers' effectiveness (Barnett et al. 2003; Imhanlahini & Aguele 2006; Pozo-Munoz et al. 2000). Despite the fact that there are research reports in support of students' rating of their teachers' effectiveness, Nuhfer (2004) and Pozo-Munoz et al. (2000) warned that students rating should be one of a comprehensive evaluation system and should never be the only measure of teachers' effectiveness. The school administrators' evaluation has also been used to evaluate teachers' effectiveness.

The accuracy of school administrators' evaluation of teachers' effectiveness has also been studied. Jacob and Lefgren (2006) found a positive correlation between a principal's assessment of how effective a teacher is at raising students' achievement and that teacher's success in doing so as measured by the value-added approach. The above study suggests that administrator's rating may also be one of a comprehensive evaluation system to measure teachers' effectiveness in public/government secondary

schools. Hence therefore effective teachers positively influence the academic achievement of students.

2.2 The influence of political leaders on the infrastructure provision

The increase in the development of public infrastructure in sub-Saharan Africa would improve the standard of living of the citizens and the socio-economic development of those countries. This study is aimed at identifying the challenges in the delivery of social and economic infrastructures in the region through public private partnership procurement arrangements. The method adopted is the review of current practices of public private partnerships in sub-Saharan Africa while using South Africa implementation process as case study for the region. The review was carried out through the review of past studies, reports and relevant policy documents. The lack of capacity and policy direction, high participation costs, delays in negotiation and poor performance are among the challenges identified. It is advised that the governments across sub-Saharan African countries should be committed to the processes and the political leadership should support and create good environment for the implementation of infrastructural projects under PPP arrangement. © 2014 The Authors. Published by Elsevier Ltd. Peer-review under responsibility of the Organizing Committee of CY-ICER 2014. Keywords: Infrastructure, public private partnership, sub-Saharan Africa, regional development; 1. Introduction the social and economic development of any nation is facilitated by the provision of adequate and functional infrastructures. It is estimated that the cost of maintaining and expanding existing infrastructures in developing countries is about USD 600billion which represented 7 percent of their GDP (Kateja, 2012). The public spending in * Corresponding name: Afeez Olalekan Sanni. Tel.: +60-197-484-926 E-mail address: afeezsanni@yahoo.com © 2014 Elsevier Ltd.

2.3 Political leaders influence on Students' dropout

The goals of education are derived from the ruling party. Ozurumba and Ebuara (2014) stated, "In the philosophy of education, the content of education is expressed in curriculum, syllabuses, and textbooks which have tended to reflect the dominant ideologies and policy outcome of government in power" (p. 196). Policy planning and its implementation are determined by political context (Davi, 2017). Moreover, political will and commitment affect political action and its effects on social policy (Michael, 2009). Strengthening the above, Unchendu (2004) stated that the politics of education included multifaceted interactions surrounded by different interest groups, policymakers, politicians, researchers, educationists, and officials. He further added that, at all levels of educational hierarchy, these practitioners need educational organizations to assist in achieving these specific goals. Educational Planning Winter 2021 38 Vol. 28, No. 1 Education is a powerful tool to create political power, to maintain the consensus on political power, to enhance individuals' potentials, and to introduce and socialize individuals with the system of politics. The effectiveness of the political party system is partly based on the effectiveness of education policy (Bigham & Ray, 2012; Devi, 2017; Kayode, Oluwafemi, & Victor, 2012). This is due to the intentionally planned education system that contributes to the function of the political system. Government policy controls the education system and it is there to serve a function of politics. Hence, politics determines the type of education citizens need and the type of education, in turn, reflects the competency of politicians. Therefore, educational policies are not free of politics (Bigham & Ray, 2012; Devi, 2017). Furthermore, the system of government in Sub-Saharan African countries grants power and an education ladder that permits and perpetuates inept leadership or management. Due to this, educational reforms have failed and will continue to fail since the following two practices continue. First, incapable leaders and managers are involved in the solution of educational problems in the absence of knowing the real problems, and second, inexperienced and inept managers bring the desired change by using similar solution repeatedly and anticipate unique outcomes (Kayode, Oluwafemi, & Victor, 2012). Quality Education Different scholars define the word

quality differently. For example, some scholars define quality as multidimensional (Campbell & Rozsnyai, 2002), relative (Harvey & Green, 1993), dynamic (Adams, 1997), very abstract (Scott, 1994), and slippery (Pfeffer & Coot, 1991) concepts. However, in most countries, two major quality elements underlie their education policies—improving students’ cognitive development and enhancing learners’ social or emotional development (Sifuna & Sawamura, 2010; UNESCO, 2004). In this study, quality education is defined as practices education systems undergo to ensure every individual’s capacity to survive his/her environment (UNICEF, 2006). Quality Management in Education Different scholars defines the term quality assurance differently. Goetsch and Davis (2005) argued that quality management involved all the “Organization’s policies, procedures, plans, resources, processes, and delineation of responsibility and authority, all deliberately aimed at achieving product or service quality levels consistent with customer satisfaction and the organization’s objectives” (p. 174). Consistent with the above, Woodhouse (1999) defined quality assurance as “... policies, attitudes, actions, and procedures necessary to ensure that quality is being maintained and enhanced” (p. 30). In quality management literature, terms such as quality assurance, quality management, quality assessment, quality enhancement, quality development

2.3 Influence political leaders on authentic assessment

Authenticity has been identified as a key characteristic of assessment design which promotes learning. Authentic assessment aims to replicate the tasks and performance standards typically found in the world of work, and has been found to have a positive impact on student learning, autonomy, motivation, self-regulation and Meta cognition; abilities highly related to employability. Despite these benefits, there are significant barriers to the introduction of authentic assessment, particularly where there is a tradition of ‘testing’ decontextualized subject knowledge. One barrier may be the lack of conceptualization of the term authentic assessment sufficient to inform assessment design at the individual course level. This article tackles that omission by a systematic review of literature from 1988 to 2015. Thirteen consistent characteristics of authentic assessment are identified leading to the classification of

three conceptual dimensions: realism, cognitive challenge and evaluative judgment. These dimensions are elaborated and used to propose a step-based model for designing and operating authentic assessment in individual higher education subjects.

2.4 Summary of literature review.

The foregoing literature review for this study focused on theoretical perspectives of school performance of teachers, the influence of political leaders on the infrastructure provision, political leaders influence on Students' dropout, influence political leaders on authentic assessment in public/government secondary schools. However, it has been clear that no study had been conducted to determine the effects of political leaders on the performance of secondary school teachers in Bukedea District. Therefore, a research gap was evident in investigating whether motivation of teachers increased their morale to perform as well as the effect of intrinsic and extrinsic motivation on the Performance of teachers.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This section describes the study design, area of study, study population, sampling procedure, sample size, data source, data collection procedure and instruments, strategy for data processing and analysis and ethical considerations involved for this study.

3.1 Research Design

This study employed a cross-sectional survey and correlational research design to explore the relationship between political leaders' involvement and school performance in secondary schools in Bukedea District. A cross-sectional survey was chosen because it allows the researcher to gather data from a diverse group of participants specifically, head teachers, Local Council (LC) committee members (LC1, LC3, and LC5), Board of Governors (BOG) members, Parent-Teacher Association (PTA) members, and Members of Parliament (MPs) within a single time frame. This approach enables the study to capture a snapshot of the current state of political engagement in school performance without the need for repeated visits, which conserves both time and financial resources. The cross-sectional nature of this design is particularly effective for answering research questions that seek to understand how political stakeholders are presently involved in school performance and how their roles can be optimized.

The correlational aspect of the design was selected to identify and describe relationships between two measured variables: the involvement of political leaders and the performance of schools. According to Jackson (2014), correlational designs are appropriate for studies focused on examining associations between variables, which in this case helps determine the extent to which political leadership impacts educational outcomes. To enhance the reliability and validity of the findings, the

study adopted a mixed-methods approach. By combining quantitative and qualitative methods, the researcher aimed to triangulate the data, ensuring a comprehensive understanding of the issue and greater accuracy in the results. Data collection relied on a self-constructed, researcher-administered questionnaire, designed specifically for gathering quantitative data efficiently. Descriptive and correlational analyses were then conducted to interpret the data and draw meaningful conclusions, thus providing actionable insights into effective political engagement in educational performance in Bukedea District Government Secondary schools.

3.2 Study Area

This study was conducted in Bukedea District, focusing exclusively on government grant-aided secondary schools located in both urban and rural communities. These schools were selected because they represent primary points of influence for political leaders in Bukedea, either directly or indirectly, making them ideal settings for examining political engagement in educational outcomes. Bukedea District is situated in the Teso sub-region of Uganda's Eastern Region, lying within latitude 1°15'N to 2°00'N and longitude 33°45'E. The district is bordered by Sironko District to the east, Kumi District to the north, Pallisa District to the west, and Mbale District to the south (Bukedea District Land Board, 2012). Administratively, Bukedea comprises two counties: Bukedea and Kachumbala. Kachumbala County includes five sub-counties Kachumbala, Aligoi, Komuge, Akwarkwar, and Kongunga and contains one government secondary school staffed by 17 teachers, serving approximately 600 students. Bukedea County is larger, with eight sub-counties Bukedea, Kidongole, Kolir, Malera, Koena, Kangole, Kamon, and Kabarwa. It hosts seven government secondary schools with a combined teaching staff of 160 educators and a student population of about 3,900. By focusing on these government-aided institutions, the study provides a comprehensive view of how political influence impacts secondary education across diverse community settings within Bukedea.

3.3 Study Population

A study population comprises all individuals relevant to the research objectives (Whitley & Kite, 2012). In this study, the population will include participants from seven selected secondary schools in Bukedea District, specifically targeting a range of stakeholders who play critical roles in school governance and political influence on education. The participants will consist of seven head teachers, 70 members of Boards of Governors (BOGs), 70 members of Parent-Teacher Associations (PTAs), 353 Local Council 1 (LC1) committee members, 137 Local Council 3 (LC3) committee members, 10 Local Council 5 (LC5) committee members, and three Members of Parliament (MPs). This makes a total study population of 650 individuals, as recorded

in the Bukedea District Education records (2021). The study will ensure gender representation within the sample to capture a balanced perspective across demographic groups. This carefully defined population aligns with the study's aim of examining the diverse influences of political leaders and school governance bodies on secondary education in Bukedea.

3.4 Sample Size and Sampling Techniques

A sample is a portion of the study population chosen to produce results that can be generalized to the broader population (Pikas et al., 2020). For this study, a sample size of 248 was determined from the total population of 650 using Slovin's formula, a standard approach for calculating representative sample sizes in large populations. This sample size is considered adequate for capturing the perspectives of key stakeholders involved in secondary school governance and political influence on education in Bukedea District.

Seven secondary schools were randomly selected from the Counties of Kachumbala and Bukedea to ensure a diverse representation. To select these schools, each institution within the district was assigned a unique identification number, which was then put into a random number generator to ensure unbiased selection. From each selected school, respondents included head teachers, members of the Board of Governors (BOGs), members of Parent-Teacher Associations (PTAs), Local Council committee members (LC1, LC3, and LC5), and Members of Parliament (MPs).

Proportionate sampling was applied within each stakeholder group to reflect the population structure accurately. This approach also included attention to gender representation, enhancing the reliability and generalizability of the findings across the governance and political involvement in Bukedea District government secondary schools. This sampling strategy ensured a comprehensive and balanced representation of stakeholders, aligned with the study's objectives.

Table 3. 1: Sampling techniques for the study

Category of respondents	Respondents	Study population	Sample size	Sampling techniques
Key respondents	Head teachers	7	7	Simple random sampling
Key Informants	Members of LC1 committee	353	181	Simple random sampling
	Members of LC3 committee	137	103	Simple random sampling
	Members of LC5 committee	10	10	Purposive
	MPs	3	3	Purposive
	Members of BOG committee	70	59	Simple random sampling
	Members of PTA committee	70	59	Simple random sampling
Total		650	248(Slovenes formula)	Using Slovenes formula($n=N/1+N(e^2)$)

Source: Bukedea District Education records 2021 for population, Slovenes formula for sample size, and researcher data (2021) for sampling techniques.

$$n = \frac{N}{1+N(e^2)} = \frac{650}{1+650(0.5^2)} = 248$$

The sample size for this study was determined to be 248, following the Sloven's formula for sample size calculation. This sample included a diverse group of respondents: 7 headteachers as key respondents, 70 members from the Board of Governors (BOG), 70 members from the Parent-Teacher Association (PTA), 35 members of the Local Council 1 (LC1), 13 members of the Local Council 3 (LC3), 10 members from the Local Council 5 (LC5), and 3 Members of Parliament (MPs) as key informants. Table 3.1 provides a detailed distribution of this sample.

The sampling techniques used were both simple random and purposive sampling. Simple random sampling was applied to select the 7 schools from the two counties,

Kachumbala and Bukedea, ensuring an unbiased selection process. Within the chosen schools, respondents were further selected through simple random and purposive sampling to achieve a representative sample of both male and female participants, in line with recommendations from Mugenda and Mugenda (1999).

The selected schools included Kongunga High School, Bukedea Secondary School, Kidongole Secondary School, St. Theresa Secondary School, Malera Secondary School, Kabarwa Secondary School, and Kolir Comprehensive Secondary School.

3.5 Data collection procedure

Prior to administering the research instruments, the researcher obtained an official introduction letter from the Faculty of Education at Uganda Christian University. This letter served as formal identification and provided an official endorsement of the research, which was essential for gaining access to the selected schools and respondents. It helped establish trust with participants and administrative staff, facilitating smooth data collection and enhancing credibility.

The researcher took a hands-on approach by personally distributing copies of the research instruments to ensure consistency in delivery and to address any immediate questions participants may have had about the study or the questionnaire. This direct administration aimed to maximize participant understanding of the questionnaire's purpose and instructions, thereby reducing the risk of incomplete or invalid responses.

For participants who completed the questionnaires immediately, the researcher waited on-site to collect the responses, which minimized delays and prevented potential loss of data. However, for respondents who required more time, the researcher set an agreed-upon date for retrieval. This flexibility was provided to accommodate participants' schedules and commitments, demonstrating respect for their time and encouraging a thoughtful and thorough completion of the instrument.

By employing this personalized distribution and retrieval strategy, the researcher aimed to ensure a high response rate, as participants felt both valued and supported throughout the process. This method also allowed the researcher to promptly address any issues or clarify misunderstandings regarding the questionnaire content, further contributing to the accuracy and reliability of the collected data.

3.6 Data Collection Instruments

This study utilized a researcher-administered questionnaire and an interview guide to collect comprehensive data from respondents, many of whom had demanding schedules. The questionnaire incorporated both closed-ended and open-ended questions to explore ways in which political leaders can be most effectively involved in improving the performance of secondary schools. The structured nature of closed-ended questions enabled respondents to provide quick, focused answers, while open-ended questions allowed for in-depth, qualitative responses that revealed insights beyond the limits of fixed responses.

The questionnaire consisted of three sections (see Appendix II). Section A gathered demographic information to profile the respondents, offering context to the responses collected. Section B examined the extent of political leaders' involvement in school performance in secondary schools across Bukedea District, and Section C included open-ended questions designed to elicit respondents' views on effective strategies for political leaders to support school performance. Closed-ended questions used a five-point Likert scale to facilitate ease and speed of response. This format was chosen for its effectiveness in enabling participants to make quick decisions and for its value in streamlining data coding and analysis. By coding responses in a structured way, the researcher aimed to minimize error, ensuring that the data remained consistent and analyzable (Sekaran, 2003).

In addition to the questionnaire, an interview guide was developed to capture more nuanced, qualitative data from selected respondents. The interview guide included semi-structured questions that allowed the interviewer to explore topics in greater

depth, while still maintaining consistency across interviews (Creswell & Creswell, 2018). This approach was intended to gain insights that might not emerge in the questionnaire responses, adding depth and richness to the study's findings. The combination of questionnaires and interviews provided a well-rounded approach to data collection, allowing the researcher to cross-validate information and build a comprehensive understanding of political leaders' roles in enhancing school performance in Bukedea District.

3.7 Data Quality Control.

To ensure data quality, this study meticulously addressed two critical aspects: validity and reliability. These components are essential in enhancing the credibility and accuracy of the research findings, as they determine the extent to which the research instrument measures what it is intended to measure and yields consistent results over time.

3.7.1 Validity of Research Instruments

Validity of the research instruments refers to the degree to which the instruments effectively measure the intended constructs (Kothari, 2004). To establish validity, the instruments underwent rigorous scrutiny and evaluation by the researcher's supervisor and other experts in the Faculty of Education at Uganda Christian University. The evaluation focused on the relevance of each item in the instruments in alignment with the research objectives. Each item was rated on a scale by the evaluators, who provided recommendations for modifications to improve both the clarity and relevance of the items. These recommendations were instrumental in refining the questions and adjusting the format of the tools to enhance their capability to collect the intended data accurately.

Following these revisions, the researcher calculated a Content Validity Index (CVI) to quantitatively assess the instrument's validity. This index was obtained by dividing the number of items rated as relevant by the total number of items in the instrument. According to Amin (2005), a CVI score of 0.70 or higher indicates that the instrument

is valid, as it demonstrates that the majority of items are deemed relevant to the research objectives. This process ensured that the instruments were suitable for capturing data in a manner that aligns with the study's purpose.

$$CVI = \frac{\text{summation of items rated relevant}}{\text{number of items in the questionnaires accepted}} = 19/24 = 0.8$$

3.7.2 Reliability of Research Instruments

Reliability refers to the consistency of the research instrument in measuring a variable accurately and dependably over repeated applications. To ensure the reliability of the instrument, the researcher conducted a pilot test (or pre-test) with a representative sample of 10-15 respondents who shared similar characteristics with the main study population. This pilot phase aimed to evaluate whether the instrument could consistently measure the intended variables under conditions similar to those of the actual study.

After collecting the completed questionnaires from the pilot test, the responses were entered into the Statistical Package for the Social Sciences (SPSS) for reliability analysis. The researcher then computed Cronbach's alpha, a widely recognized measure of internal consistency. According to Pallant (2005), a Cronbach's alpha score of 0.70 or higher indicates a strong level of reliability, suggesting that the instrument items are well-correlated and produce stable results. If the score met or exceeded this threshold, the instrument was deemed reliable for the main study.

3.8 Data Analysis

In this study, quantitative data collected from questionnaires were systematically analyzed to provide a clear overview of trends and relationships among variables. The data were first coded, organized, and entered into the Statistical Package for the Social Sciences (SPSS), a robust tool for managing and analyzing large datasets. According to Sarandakos (1998), quantitative analysis effectively summarizes extensive data sets, offering concise and interpretable results. Descriptive statistics

such as frequencies, percentages, and tables were generated to visually represent the data and summarize key findings. Additionally, Pearson's product-moment correlation analysis was performed to examine the relationship between independent variables and the dependent variable, allowing for an understanding of the nature and strength of these associations.

For the qualitative component, data collected from interviews were analyzed using a narrative approach, which involved examining and interpreting participant stories and experiences to uncover underlying themes and patterns. This narrative analysis approach enabled the study to gain in-depth insights into participant perspectives, capturing the nuances of their views in relation to the study's objectives. The qualitative findings were then triangulated with the quantitative data from the questionnaires, adding a layer of depth to the overall analysis. The qualitative data were organized into sub-themes corresponding to the study's research questions, providing structure to the narrative findings. This dual approach ensured that the study conclusions were comprehensive and well-grounded in both numerical patterns and rich descriptive insights.

3.9 Ethical consideration

In conducting this study, a range of ethical principles was carefully considered to uphold participants' rights, privacy, and well-being throughout the research process. Voluntarism was a core principle; all participants were fully informed of the study's purpose and reassured that their involvement was entirely voluntary. This meant that participants understood that they could choose whether or not to participate and were free to withdraw at any time, without facing any consequences. To build trust and ensure clarity, the researcher provided participants with a clear overview of the study's aims, procedures, and the types of data being collected. This approach fostered transparency and openness, which are essential for gathering honest responses and producing reliable research results.

Informed consent was obtained verbally from each participant as a further commitment to ethical standards. This practice highlighted the researcher's respect for participants' autonomy, allowing them to make an informed choice about their involvement. Alongside informed consent, confidentiality was strictly maintained to protect participants' identities. The researcher ensured that no names or identifying information appeared on any questionnaires, transcripts, or in the final report. This commitment to confidentiality assured participants that their responses would remain private and that the information they provided would only be used for academic purposes.

Additionally, respect was a guiding ethical principle throughout the research process. The researcher prioritized the well-being and comfort of participants, acknowledging the diversity of their views and experiences. Respect included honoring each participant's right to terminate the interview at any time, particularly if they felt uncomfortable. The researcher respected participants' opinions and exercised sensitivity to their comfort levels, creating a respectful environment where participants could express themselves freely.

Finally, the researcher demonstrated a commitment to data originality and academic integrity by ensuring that all sources of literature were properly acknowledged. Each source used in the study was correctly cited, reflecting a rigorous standard of intellectual honesty. This attention to originality not only strengthened the credibility of the research but also aligned the study with high standards of ethical research practice. These combined ethical measures created a transparent, respectful, and trustworthy foundation for the study, ensuring it adhered to the rigorous ethical standards expected at the master's level.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter catered for the presentation of data, its interpretation, analysis, and the discussion thereof. Data generated was in line with political leaders' involvement and school performance in selected secondary schools of Bukedea district. Descriptive statistics such as frequencies, percentages analysis of data and the results were presented in Table form.

4.1 Demographic Features of the Respondents

This section discussed the background information of the respondents (Political leaders' and Head Teachers) who were relevant to the study. A case in point; gender, marital status, age brackets and working experience of respondents were of great relevance to the study. Their analysis was done in frequencies and percentages which were presented in tables as follows: -When the respondents were asked about their gender the responses were as shown below

Table 4. 1. Shows distribution of the respondents by gender

Gender	Frequency	Percent
Male	144	58.1
Female	104	41.9
Total	248	100.0

Source. Primary data (2022}

Table 4.1 above presents the gender distribution of the 248 respondents in the study, showing that 144 (58.1%) were male, and 104 (41.9%) were female, indicating a higher representation of male respondents. This distribution suggests that males form a larger proportion of political leaders and headteachers in the selected secondary schools in Bukedea District, likely reflecting regional trends where males more frequently hold leadership roles in educational and political sectors. Such a gender imbalance aligns with broader societal patterns where leadership, especially in political and educational spheres, often skews toward male representation. Nevertheless, the inclusion of both male and female respondents allows for a more comprehensive analysis of gender-specific perspectives on political involvement in school performance, recognizing that male and female leaders may contribute uniquely to school governance and outcomes. This gender distribution carries important implications for understanding the study's focus on political leaders' involvement in school performance. The predominance of male respondents may indicate a greater influence of male perspectives on school policies and decision-making, potentially shaping the nature of political involvement in ways that reflect male-dominant leadership styles. On the other hand, the relatively lower percentage of female respondents underscores the need for gender-sensitive policies that encourage female participation in educational leadership, as gender inclusivity could introduce diverse perspectives that foster a more holistic approach to enhancing school performance.

4.2 Distribution of Respondent by Age

Distribution of respondents by age is to establishing the age of the participants in the study. The respondents were asked about their ages as in table 4.2 below.

Table 4. 2: Distribution of Respondent by Age

Age	Frequency	Percent
Less 30	14	5.6
31-40yrs	91	36.7
41-50yrs	135	54.4
Above 50yrs	8	3.3
Total	248	100.0

Source: Primary Data (2022)

Table 4.2 shows the age distribution of respondents, indicating that individuals from diverse age groups contributed their perspectives to the study. The majority of respondents (54.4%) were aged 41-50 years, with a frequency of 135, followed by 36.7% of respondents aged 31-40 years, while 5.6% were below 30, and only 3.3% were above 50. This distribution suggests that the respondents were predominantly middle-aged adults, which has important implications for the study's objectives on political leaders' involvement in school performance. The high proportion of respondents in the 41-50 age brackets implies that most participants likely have significant experience and stability in their roles, which can lend maturity and insight into the issues of political involvement and school performance. This maturity could enhance the reliability and depth of the responses, as individuals in this age range may have accumulated the knowledge and understanding needed to provide informed views on how political leaders can effectively support school performance in Bukedea District.

4.3 Qualification of Staff at Work Place

Here the respondents were asked about their qualification as in table 4:3

Table 4. 3: Distribution of Workers by qualifications at Work Place

Qualification	Frequency	Percent
Certificate	5	2.0
Diploma	94	37.9
Graduate	137	55.3
Master	12	4.8
Total	248	100.0

Source. Primary data (2022)}

The findings presented in Table 4.3 above reveal a workforce with a strong emphasis on graduate-level education, as over 50% of respondents possess undergraduate degrees. This significant proportion indicates a solid foundational knowledge and skill set crucial for effectively addressing complex educational issues. Additionally, 4.8% of respondents hold master's degrees, reflecting a commitment to advanced education and professional development, which equips them with specialized knowledge for leadership roles. In contrast, the representation of certificate holders is minimal at only 2%, suggesting that the workforce predominantly values more comprehensive educational achievements. Meanwhile, 37% of respondents have obtained diplomas, highlighting a substantial level of vocational education that provides practical skills relevant to specific job functions. Overall, this diverse distribution of qualifications illustrates a well-educated workforce, predominantly composed of individuals with undergraduate and diploma-level education, complemented by a smaller percentage of master's degree holders, enhancing the capacity to tackle various challenges within the educational landscape.

4.4 Duration of Staff at Work Place

Here the respondents were asked about their time they had taken at work as in table 4:4

Table 4. 4: Distribution of Duration of Staff at Work Place

Working Experience	Frequency	Percent
LESS THAN 2YRS	11	4.4
3-5YRS	129	52.1
6-10YRS	94	37.9
MORE THAN 10YRS	14	5.6
Total	248	100.0

Source: Primary Data (2022)

The findings presented in Table 4.4 above indicate a diverse range of work experiences among respondents, enhancing the reliability and depth of their responses. Specifically, 4.4% of respondents reported having less than two years of experience, while the majority, 52%, indicated they had worked between three to five years, suggesting a solid understanding of their work environment. Additionally, 37.9% of respondents reported having six to ten years of experience, which likely correlates with greater institutional knowledge and a deeper comprehension of educational policies and practices. Furthermore, 5.6% had over ten years of experience, positioning them as seasoned professionals who can offer valuable perspectives on long-term trends in the educational landscape. Overall, this distribution of experience suggests that respondents were well-equipped to respond to the survey questions, drawing from a spectrum of practical insights that enhanced the credibility of the findings. This variety enriched the data, indicating that the responses reflect informed feedback from individuals with both fresh perspectives and extensive expertise within the educational sector in Bukedea District.

4.5 Descriptive Statistics on political leaders involvement and school performance

This subsection presents the views of the respondents on the political leader's involvement and school performance of selected secondary schools of Bukedea

District to analyze the findings who strongly disagreed, agreed, un decided, strongly agree and those who disagreed were added to form one category of those who opposed the items, those who strongly agreed and those who agreed were added form another category of those who concurred with the items. Another category was undecided with the items.

LEGEND

1.00-1.49 STRONGLY DISAGREE

1.5-2.49 DISAGREE

2.50-3.49 UNDECIDED

3.50-4.49-AGREE

4.50-5.00 STRONGLY AGREE

Table 4. 5: Political leader’s involvement.

	SD	D	UD	A	SA	MEAN
In my school political leaders are involved in monitoring school programs	22(8.9%)	34(13.7%)	24(9.7%)	82(33.1%)	86(34.6%)	3.71
In my school political leaders assist in marketing the school	26(10.5%)	49(19.8%)	40(16.2%)	89(35.6%)	44(17.6%)	3.31
In my school political leader solicit /Advocate government support for school development	11(4.5%)	31(12.5%)	42(16.9%)	92(37.1%)	72(29.0%)	3.74
In my school Political leaders contribute funds for school development	25(10.1%)	35(14.1%)	25(10.1%)	88(35.5%)	70(28.2%)	3.54
OVERALL MEAN \bar{X}						3.58

Independent Variable: political leader's involvement (All item representing Strong Agree (SA), Agree (A), Strongly Disagree (SD), Undecided (U) and Disagree (D)).

The findings in Table 4.5 above reveal varying perceptions regarding the involvement of political leaders in different aspects of school management. In relation to the statement that political leaders are involved in monitoring school programs, 22 respondents (8.9%) strongly disagreed, 34 (13.7%) disagreed, while 24 (9.7%) were undecided. Conversely, 82 respondents (33.1%) agreed, and 86 (34.6%) strongly agreed, resulting in a mean score of 3.71. This score indicates a strong consensus among respondents that political leaders play a significant role in overseeing school programs.

Regarding political leaders' involvement in marketing the school, responses were more mixed, with 26 respondents (10.5%) strongly disagreeing, 49 (19.8%) disagreeing, and 40 (16.2%) undecided. In contrast, 89 respondents (35.6%) agreed, and 44 (17.6%) strongly agreed, leading to a mean score of 3.31. This suggests some ambivalence about the role of political leaders in marketing, with a notable portion of respondents expressing uncertainty.

When assessing the role of political leaders in soliciting government support for school development, 11 respondents (4.5%) strongly disagreed, 31 (12.5%) disagreed, and 42 (16.9%) were undecided. However, 92 (37.1%) agreed, and 72 (29.0%) strongly agreed, resulting in a mean score of 3.74, indicating strong agreement that political leaders are active advocates for government support.

Lastly, regarding the contribution of political leaders to school development funds, 25 respondents (10.1%) strongly disagreed, 35 (14.1%) disagreed, and 25 (10.1%) were undecided. In contrast, 88 respondents (35.5%) agreed, and 70 (28.2%) strongly agreed, yielding a mean score of 3.54, reflecting general acceptance of their financial contributions.

Overall, the cumulative mean score of 3.58 suggests that while there is considerable recognition of the involvement of political leaders in various roles, there remains a need for clearer definitions and expectations regarding their responsibilities. This clarity could enhance their effectiveness in supporting educational initiatives and ultimately improve school performance.

In an interview with the head teacher of School D, it was emphasized that political leaders are encouraged to fulfill their responsibilities, which include setting development agendas and establishing priorities for the national budget. Similarly, the head teacher of School A shared that political leaders actively promote the school by highlighting its achievements during public gatherings, workshops, and church events. The head teacher of School B added that political leaders contribute financially through fundraising efforts and personal donations, which help support school initiatives. These insights illustrate how political leaders in Bukedea District engage in various supportive roles, from promoting school visibility to contributing resources, which ultimately impacts the schools' development and performance.

Dependent Variable: school performance (All item representing) Strong Agree (SA), Agree (A), Strongly Disagree (SD), undecided (U) and Disagree (D).

Table 4. 6: In my school, school performance is part of the work of political leaders

	Frequency	Percent
SD	76	30.6
D	66	26.6
U	29	11.7
A	44	17.7
SA	33	13.4
Total	248	100.0

Source: Primary Data (2022)

The findings in Table 4.6 indicate a significant perception among respondents that school performance is not considered a responsibility of political leaders. Specifically, 76 respondents (30.6%) strongly disagreed, and 66 (26.6%) disagreed, collectively accounting for 57.2% who do not see political leaders as playing a role in influencing school performance. In contrast, only 44 respondents (17.7%) agreed and 33 (13.4%) strongly agreed, representing a total of 31.0% who acknowledge some level of involvement by political leaders in this domain. Additionally, 29 respondents (11.7%) were undecided, suggesting some uncertainty about the expectations placed on political leaders regarding school performance. This substantial majority of disagreement may reflect a perception that the responsibilities of political leaders are more aligned with administrative oversight rather than direct involvement in educational outcomes, potentially highlighting a gap in accountability and support that could adversely affect school performance. The findings underscore the need for clearer delineation of roles, emphasizing that if political leaders are to contribute effectively to educational outcomes, there should be a concerted effort to clarify their responsibilities and enhance their engagement with schools.

Objective One: To examine influence of political leaders on infrastructure provision in selected secondary schools of Bukedea District.

This section deals with the influence of political leaders on infrastructure provision in selected secondary schools in Bukedea District

LEGEND**1.00-1.49 STRONGLY DISAGREE****1.5-2.49 DISAGREE****2.50-3.49 UNDECIDED****3.50-4.49-AGREE****4.50-5.00 STRONGLY AGREE****Table 4. 7: School performance**

	SD	D	UD	A	SA	MEAN
In my school infrastructure development is part of the work of political leaders	31(12.5%)	47(19.0%)	33(13.3%)	70(28.2%)	67(27.0%)	3.38
In my school, authentic assessment is part of the work of political leaders	35(14.1%)	66(26.65%)	71(28.6%)	56(22.6%)	20(8.1%)	2.96
In my school political leaders' work is harmonizing relationship with the community	12(4.8%)	27(10.9%)	30(12.1%)	116(46.8%)	63(25.4%)	3.77
In my school political leaders' work with staff in solving student problems/disputes	55(22.2%)	41(16.5%)	22(8.9%)	72(29.0%)	58(23.4%)	3.15
OVERALL MEAN \bar{X}						3.31

The findings in Table 4.7 reveal diverse perceptions regarding the roles of political leaders in various aspects of school management. In relation to the statement that infrastructure development is part of the work of political leaders, 47 respondents (19.0%) disagreed, 33 (13.3%) were undecided, 70 (28.2%) agreed, 31 (12.5%) strongly disagreed, and 67 (27.0%) strongly agreed, resulting in a mean score of 3.38. This score indicates an overall indecision among respondents, suggesting that opinions are divided on whether political leaders should be involved in infrastructure development.

Regarding the role of political leaders in authentic assessment, the responses indicated that 35 respondents (14.1%) strongly disagreed, 71 (28.6%) were undecided, 56 (22.6%) agreed, 20 (8.1%) strongly agreed, and 66 (26.6%) disagreed, yielding a mean score of 2.96. This mean suggests that respondents remain undecided about the involvement of political leaders in authentic assessment practices, reflecting uncertainty about their responsibilities in this area.

For the statement that political leaders' work involves harmonizing relationships with the community, the results show that 27 respondents (10.9%) disagreed, 30 (12.1%) were undecided, 116 (46.8%) agreed, 12 (4.8%) strongly disagreed, and 63 (25.4%) strongly agreed, resulting in a mean score of 3.77. This indicates a general agreement among respondents that community relationship harmonization is a key responsibility of political leaders, demonstrating a clear expectation for their involvement in fostering positive community ties.

In addressing the view that political leaders work with staff to solve students' problems and disputes, findings revealed that 41 respondents (16.5%) disagreed, 22 (8.9%) were undecided, 72 (29.0%) agreed, 58 (23.4%) strongly agreed, and 55 (22.2%) strongly disagreed, resulting in a mean score of 3.15. This mean indicates indecision

regarding the extent to which political leaders collaborate with staff to address student issues, highlighting the need for clearer roles in this area.

Overall, the cumulative mean score of 3.31 across all items reflects a general state of indecision among respondents regarding the role of political leaders in school management. These findings emphasize the importance of establishing clearer guidelines and expectations for political involvement in education, which could enhance collaboration and ultimately benefit school performance and community engagement.

"In an interview with the head teacher of School C, he stated that infrastructure development, including sourcing additional resources through non-governmental organizations and involving external stakeholders, is part of the responsibilities undertaken by political leaders."

Table 4. 8: The Pearson Product Moment Correlation Index obtained on political leaders influence on infrastructure provision in selected secondary schools in Bukedea District

			Political leaders' influence	Infrastructure provision
Political leaders' influence	Pearson Correlation	1	.568**	
	Sig. (2-tailed)			.000
	N	248		248
Infrastructure provision	Pearson Correlation	.568**	1	
	Sig. (2-tailed)	.000		
	N	248		248

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

According to Table 4.8, the Pearson product moment correlation index obtained on political leaders influence on infrastructure provision in selected secondary in Bukedea District is represented as $r = 0.568^{**}$. It is positive with sig value $=0.000 < 0.05$ indicating a moderate relationship , implying that there is a positive and significant relationship between political leaders influence on infrastructure provision in selected secondary in Bukedea District. This implies that political leaders are involved on infrastructure provision in the district.

Objective Two: To examine the influence of political leaders on Students' dropout in selected secondary schools in Bukedea District.

This section deals with influence of political leaders on Students' dropout in selected secondary schools in Bukedea District.

LEGEND

1.00-1.49 STRONGLY DISAGREE

1.5-2.49 DISAGREE

2.50-3.49 UNDECIDED

3.50-4.49-AGREE

4.50-5.00 STRONGLY AGREE

Table 4. 9: School performance continuation

	SD	D	UD	A	SA	MEAN
in my school, Students' dropout is part of the work of political leaders	87(35.1%)	61(24.6%)	24(9.7%)	36(14.5%)	40(16.1%)	2.52
in my school political leaders' work is solving workers complaints	21(8.5%)	48(19.4%)	45(18.1%)	92(37.1%)	42(16.9%)	3.35
in my school monitoring governments programs is the work of political leaders	12(4.8%)	30(12.1%)	40(16.1%)	80(32.3%)	86(34.7%)	3.79
in my school mobilizing the community for fund raising is the work of political leaders	35(14.1%)	47(19.0%)	32(12.9%)	83(33.5%)	51(20.6%)	3.27
OVERALL MEAN \bar{X}						3.23

The findings in Table 4.9 above reveal mixed perceptions regarding the responsibilities of political leaders in various aspects of school performance. In terms of whether student attendance is part of the work of political leaders, 87 respondents (35.1%) strongly disagreed, and 61 (24.6%) disagreed, while 24 (9.7%) were undecided.

Conversely, 36 (14.5%) agreed, and 40 (16.1%) strongly agreed, resulting in a mean score of 2.52. This indicates a general indecision among respondents, suggesting that many do not see student attendance as a primary responsibility of political leaders, possibly reflecting a lack of clarity regarding their role in this area.

Regarding the role of political leaders in solving workers' complaints, the responses show more favorable views. A total of 21 respondents (8.5%) strongly disagreed, and 48 (19.4%) disagreed, while 45 (18.1%) were undecided. In contrast, 92 (37.1%) agreed, and 42 (16.9%) strongly agreed, resulting in a mean score of 3.35. This suggests that a significant portion of respondents believes that addressing worker complaints is indeed a valid responsibility for political leaders, although some dissenting opinions remain.

When examining the statement that monitoring government programs is a responsibility of political leaders, the results indicate strong support for this role. Only 12 respondents (4.8%) strongly disagreed, and 30 (12.1%) disagreed, while 40 (16.1%) were undecided. A substantial majority, however, agreed (80 respondents, or 32.3%) and strongly agreed (86 respondents, or 34.7%), yielding a mean score of 3.79. This finding indicates a clear expectation among respondents that political leaders should actively monitor government programs related to education.

For the item regarding mobilizing the community for fundraising, responses were more mixed. Specifically, 35 respondents (14.1%) strongly disagreed, 47 (19.0%) disagreed, and 32 (12.9%) were undecided. Meanwhile, 83 (33.5%) agreed, and 51 (20.6%) strongly agreed, resulting in a mean score of 3.27. This indicates moderate support for the idea that political leaders should be involved in fundraising efforts, but the presence of undecided and dissenting responses suggests some uncertainty about the effectiveness or appropriateness of this role.

Overall, the mean score across all items is 3.23, reflecting a general trend of indecision regarding the comprehensive role of political leaders in educational settings. These findings highlight the necessity for clearer definitions of

responsibilities and enhanced engagement from political leaders to meet stakeholder expectations. Establishing well-defined roles and improving communication could facilitate better collaboration and support, ultimately benefiting school performance and community involvement.

In interviews with the head teachers of Schools A, B, and C, they stated that political leaders play a significant role in assessing school performance. This includes responsibilities such as infrastructure development, sourcing additional resources through non-governmental organizations, and involving external stakeholders. Findings suggest that perceptions vary, with some respondents' undecided about the extent of political leaders' involvement.

Table 4. 10: The Pearson Product Moment Correlation Index obtained on political leaders influence on Students' dropout in selected secondary schools in Bukedea district.

			Political leaders influence	Students' dropout
Political leaders influence	Pearson		1	.830**
	Correlation			
	Sig. (2-tailed)			.000
	N		248	248
Students' dropout	Pearson		.830**	1
	Correlation			
	Sig. (2-tailed)		.000	
	N		248	248

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

According to Table 4.10, the Pearson product moment correlation index obtained on political leaders influence on Students' dropout is represented as $r = 0.830^{**}$. It is positive with sig value $=0.000 < 0.05$ indicated a high relationship, implying that there is a positive and high relationship between political leaders influence and Students' dropout in selected secondary schools in Bukedea district. This is in line with the findings of Grusky (in print) on rewards as among the most important factors which influence the strength of a person's attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization or joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization

Table 4. 11: In my school monitoring of academic performance is the work of political leaders

	Frequency	Percent
SD	48	19.4
D	75	30.2
U	31	12.5
A	52	21.0
SA	42	16.9
Total	248	100.0

Source: Primary Data (2022)

The findings in Table 4.11 above reveal a significant divergence in perceptions regarding the role of political leaders in monitoring academic performance in schools, with 49.6% of respondents either disagreeing or remaining undecided about their involvement. This suggests a widespread belief that political leaders in Bukedea District are not actively engaged in overseeing educational outcomes, potentially due to a focus on administrative responsibilities rather than educational oversight. Such detachment raises concerns about accountability in education and indicates a gap

between stakeholder expectations and political engagement. However, a minority of respondents did express agreement, highlighting that some individuals may experience varying degrees of political oversight. Practically, these results underscore the need for political leaders to enhance their involvement in academic monitoring, which could lead to improved educational outcomes. Initiatives such as regular school visits, participation in educational forums, and clearer policies defining their roles could foster accountability and support for schools. Ultimately, greater engagement from political leaders could facilitate better resource allocation, a stronger focus on student performance, and a more integrated approach to improving academic standards across the district.

Table 4. 12: In my school political leaders monitor the learning and teaching of both teachers and students

	Frequency	Percent
SD	47	19.0
D	56	22.6
U	47	19.0
A	58	23.4
SA	40	16.1
Total	248	100.0

Source: Primary Data (2022)

The findings in Table 4.12 indicate varied perceptions regarding the role of political leaders in monitoring teaching and learning within schools, with 19.0% of respondents strongly disagreeing, 22.6% disagreeing, 19.0% remaining undecided, 23.4% agreeing, and 16.1% strongly agreeing that political leaders actively monitor educational activities. While there is a slight tendency toward agreement, a significant portion of

respondents either disagreed or were undecided, suggesting a widespread belief that political leaders are not consistently involved in overseeing educational practices. This distribution points to a perceived lack of direct involvement from political leaders in the academic monitoring of schools, which may stem from their focus on other administrative priorities or the traditional delegation of such responsibilities to educational administrators like head teachers. Nonetheless, the presence of agreement among some respondents indicates that certain schools may experience some degree of political oversight or support. Practically, these results present an opportunity for political leaders to enhance their engagement in educational quality monitoring, potentially leading to improved teaching standards and learning outcomes. Greater involvement could ensure that schools receive necessary support to tackle instructional challenges, while clearer policies and collaboration between political figures and school administrations could strengthen accountability, improve resource allocation, and enhance student performance.

Objective Three: To examine the influence of political leaders on authentic assessment in selected secondary schools in Bukedea District.

This section deals with influence of political leaders on authentic assessment in selected secondary schools in Bukedea District.

LEGEND

1.00-1.49 STRONGLY DISAGREE

1.5-2.49 DISAGREE

2.50-3.49 UNDECIDED

3.50-4.49-AGREE

4.50-5.00 STRONGLY AGREE

Table 4. 13: Political leaders on authentic assessment

	SD	D	UD	A	SA	MEAN
in my school political leaders play a big role in assessing school performance	36(14.5%)	73(29.4%)	41(16.5%)	34(13.7%)	34(13.7%)	2.95
in my school, school performance is the function of political leaders	55(22.2%)	85(34.3%)	85(34.3%)	41(16.5%)	21(8.5%)	2.55
in my school financing of school plans is the work of political leaders	36(14.5%)	67(27.0%)	30(12.1%)	71(28.6%)	44(17.7%)	3.08
in my school public support for participation in plans is part of work of political leaders	23(9.3%)	33(13.3%)	33(13.3%)	76(30.6%)	81(32.7%)	3.64
OVERALL MEAN \bar{X}						3.06

The findings in Table 4.13 reveal mixed perceptions regarding the role of political leaders in assessing school performance. Among the respondents, 36 (14.5%) strongly disagreed, and 73 (29.4%) disagreed, while 41 (16.5%) were undecided. Conversely, 34 (13.7%) strongly agreed, and another 34 (13.7%) agreed, resulting in a mean score of 2.95, indicating an overall undecided stance. This suggests that while some respondents recognize a role for political leaders in school performance assessment, others remain uncertain. This undecided response could reflect a lack of clear guidelines or understanding of political leaders' responsibilities in this area. For practical improvement, clearer frameworks that define and communicate political leaders' role in assessing school performance may foster better alignment and accountability among school stakeholders.

Regarding the statement that school performance is primarily the function of political leaders, 85 (34.3%) respondents disagreed, and an equal number, 85 (34.3%), were undecided. Meanwhile, 41 (16.5%) agreed, and 21 (8.5%) strongly agreed, while 55 (22.2%) strongly disagreed, resulting in a mean score of 2.55, signifying general indecision. This lack of consensus may suggest that political leaders' involvement in direct school performance management is perceived as limited or secondary. This ambiguity indicates that more explicit boundaries are needed to define how political leaders can effectively contribute to educational outcomes, potentially through supportive roles rather than direct performance management.

For the statement that financing school plans is the work of political leaders, responses were similarly varied. A total of 67 (27.0%) disagreed, and 36 (14.5%) strongly disagreed, while 30 (12.1%) were undecided. In contrast, 71 (28.6%) agreed, and 44 (17.7%) strongly agreed, giving a mean score of 3.08, which suggests an undecided stance overall. This uncertainty could reflect a lack of clarity on financial responsibility between political leaders and educational institutions. For more effective collaboration, it may be beneficial to establish transparent financial

frameworks that clearly delineate roles, which would likely enhance confidence and improve financial planning and accountability among school stakeholders.

In terms of political leaders' role in fostering public support for school plans, the majority of respondents agreed, with 76 (30.6%) agreeing and 81 (32.7%) strongly agreeing. Smaller groups were undecided (33, or 13.3%) or disagreed (33, or 13.3%), while 23 (9.3%) strongly disagreed. The mean score of 3.64 suggests an overall agreement that political leaders play a role in encouraging public support. This finding implies a generally positive perception of political leaders' ability to mobilize community support for educational initiatives. Schools could capitalize on this by collaborating with political leaders to actively engage the community, potentially leading to enhanced participation and sustained support for school programs.

Overall, the mean score of 3.06 across all items reflects a general indecision among respondents about the role of political leaders in school management. These findings underscore the need for defined policies that clarify the scope of political involvement in educational settings. Establishing clear roles and ensuring consistent communication could improve collaboration and support, benefiting resource allocation, community engagement, and ultimately, school performance.

In interviews with the head teachers of Schools A, B, and C, they highlighted that political leaders play a notable role in various aspects of school management, including assessing school performance, financing school plans, and fostering public support for school initiatives.

Table 4. 14: The Pearson Product Moment Correlation Index obtained on political leaders influence and authentic assessment

			Political Leaders influence	Authentic assessment
Political influence	Leaders	Pearson	1	.953**
		Correlation		
		Sig. (2-tailed)		.000
	N		248	248
Authentic assessment		Pearson	.953**	1
		Correlation		
		Sig. (2-tailed)	.000	
	N		248	248

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

According to Table 4.14, the Pearson product-moment correlation coefficient between political leaders' influence and authentic assessment is $r = 0.953^{**}$, with a significance value of 0.000, which is less than 0.01. This strong, positive correlation indicates a very high relationship, implying that as political leaders become more involved, there is a corresponding increase in the use of authentic assessment practices in selected secondary schools in Bukedea District. This suggests that political leaders' engagement may play a crucial role in supporting or promoting the adoption of authentic assessments, which are designed to align with real-world skills and meaningful evaluation methods. The high correlation reflects the potential impact of political support on assessment practices, pointing to a beneficial partnership where political influence may help improve educational standards and the relevance of assessments in schools.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction.

This chapter examines the conclusions and recommendations in reference to political leaders' involvement and schools' performance in selected schools in Bukedea District. Areas of further research that can supplement are also suggested

5.1 Conclusions

The conclusions were made in line with the major objectives that guided the study.

5.1.1 Influence of political leaders' involvement on infrastructure provision and school performance

Its concluded that the schools is an entrepreneurial place where by monitoring of government program school activities on nature on political leaders involvement and staff are willing to take risks and leadership in order to provide infrastructure such as library laboratories, classrooms blocks among others that are considered to represent result oriented focus among the staff members which implied a moderate, positive and significant influence.

The study further concluded that the style of political leaders' involvement and school performance is characterized by monitoring of school activities and programs, marketing the schools, contribution of funds in schools and advocating for government support while school performance is characterized by infrastructure development, authentic assessment and student attendance.

It was further noted that, political leaders' involvement and school performance had a positive and moderate relationship, it was noted that, school performance understood the common goal for their political leader's involvement and hence when politicians set out the goals all the works are mandated to abide by that so as to improve school performance.

5.1.2 Influence of political leaders' involvement on Students' dropout and school performance

It is concluded that there is positive and moderate influence between Students' dropout and school performance since staff members understand and hence when school sets out the goals all workers are mandated to abide by them so as to improve their school performance.

Similarly, its concluded that in a school where staff members know each other than every member becomes consistent to their work and such situation all staff members recognize each other for the job well done and staff proactively meet each other's need by helping each other like regular role calls lesson monitoring forms to improve school performance

5.1.3 Influence of political leaders' involvement on authentic assessment and school performance

It was equally concluded that there is significant moderate influence between authentic assessment and school performance like regular giving of teats exams and topical tests by teachers, it was noted that schools with string political influence are different from the market place because they monitor the progress of their learning through evaluations like tests or exams which increase their school performance

5.2 Recommendations

5.2.1 Influence of political leaders involvement on infrastructure

Since political leaders involvement facilitate school performance, there is need to improve political leaders involvement in the following ways

A dynamic and entrepreneurial political leader's involvement that can help staff to stick their needs and take the risks to be built.

There is need to build library, laboratory, classrooms etc through leadership development to make the staff appreciate the school administration so as to improve infrastructure development in selected secondary school in Bukedea district .

5.2.2 Influence of political leaders involvement on Students' dropout.

Since Students' dropout enhances school performance, a lot needs to be done as seen below.

Attendance needs to be built and improved, more resources should be allocated to the members so as to make their work easy through regular roll calls of the students like the morning and evening of their attendance in a class forms for monitoring the learners and teacher's lessons attended to avoid escapism.

5.2.3 Influence of political leaders involvement on authentic assessment

Staff members should be encouraged to work hard in an environment with limited supervision which encourages good school performance activities through evaluation of the learners by giving tests or exams

5.3 Limitations of the study

There was difficulty in finding political leaders in their respective offices since some of them have busy schedules as they their time table in discharging their duties more investigation is needed to find out the degree of school performance in selected secondary schools of Bukedea District and the challenges each school is facing in improving school performance

5.4 Areas for further research

The study looked at three variables that affect school performance in the selected secondary schools' in Bukedea Districts and according to the outcome infrastructure provision takes 35%, school attendance 20% and authentic assessment takes up10%,

implying only 65% leads to school performance. Hence other factors affecting school performance in the selected secondary schools in Bukedea District, other than infrastructure school attendance and authentic assessment, therefore an investigation needs to be done on other factors like rewards, motivation and skilled based system among others in the future

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APPENDIX 2:

QUESTIONNAIRE TO TEACHERS

Dear respondent,

My name is **Morutum Simon**, a student of Uganda Christian University (UCU) pursuing a master's degree. Using this questionnaire, I intend to seek your views and opinions.

This questionnaire is designed for purposes of studying **Political leaders' involvement and school performance in selected secondary schools of Bukedea District**. You have been selected to take part in this study. Please respond and answer all the questions as honestly and accurately as possible. Any information that you provide will be strictly confidential and used for academic purposes only. Thank you in advance for your participation.

Do not write your name anywhere in this questionnaire

Section A:

Demographic Information (Bio Data)

Please tick in the circles

1. What is your sex? (a) Male (b) Female

2. What is your age?

(a) Below 30year (c) 31 - 40 years

(b) 41 -50 years (d) Above 50 years

3. What is your qualification?

Certificate Diploma Graduate Masters

Others - specify.....

4. For how long have you worked in this institution?

- Less than 2 years ○
- 3 - 5 years ○
- 6 - 10 years ○
- More than 10 years ○

Section B: Level of Political leaders’ involvement and school performance.

Indicate whether you Strongly Agree (SA); =1, Agree (A); =2, Undecided (U) =3, Disagree (D); =4 Strongly Disagree (SD); =5 with the following in relation to political leaders’ involvement and school performance

Political leaders’ involvement	Strongly Disagree 5	Disagree 4	Undecided 3	Agree 2	Strongly Agree 1
Political leaders’ involvement					
1. In my school political leaders are involved in monitoring school programs.					
2. In my school political leaders assist in marketing the school.					
3. In my school political leaders solicit /Advocate government support for school development.					
4. In my school political leaders contribute funds for school development.					
School performance					

6. In my school, school performance is part of the work of political leaders					
7. In my school infrastructure development is part of the work of political leaders.					
8. In my school, authentic assessment is part of the work of political leaders.					
9. In my school political leaders work is harmonizing relationship with community					
10. In my school political leaders work with staff in solving students' problem/disputes					
11. In my school, Students' dropout is part of the work of political leaders					
12. In my school political leaders' work is solving workers complaints					
13. In my school monitoring governments programs is the work of political leaders					
14. In my school mobilizing the community for fund raising is the work of political leaders					
15. In my school monitoring of academic performance is the work of political leaders					

16. In my school political leaders monitor the learning and teaching of both teachers and students					
17. In my school political leaders play a big role in assessing school performance					
18. In my school, school performance is the function of political leaders					
19. In my school financing of school plans is the work of political leaders					
20. In my school public support for participation in plans is part of work of political leaders					

INTERVIEW GUIDE

I'm Morutum Simon from UCU Mbale. I'm doing a research on Political leaders' involvement and school performance in selected secondary schools in Bukedea District. I would like to get your opinion about the issues I intend to raise.

Please I will be taping our conversation just for the purpose of this interview and any information you give us will be kept confidential

Thank you

1. I am sure you know some of your political leaders; do you know any of the roles they are supposed to play?
If no move to number two
If yes probe for their roles
2. What is the influence of political leaders on the infrastructure provisions in your school?
3. In what ways can political leaders influence school performance in your secondary schools?
4. Are there any other roles you think political leaders can play for the future of our schools?



**UGANDA CHRISTIAN
UNIVERSITY, MBALE UNIVERSITY COLLEGE.**
A Centre of Excellence in the Heart of Africa

Department of Social Sciences

To

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MORUTUM SIMON
Of Registration Number: RT21MUC/MA/006.....pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE

He/ she is required to carry out an academic research on the topic
POLITICAL LEADERS INVOLVEMENT AND PERFORMANCE
OF SELECTED SECONDARY SCHOOL IN BUICODA DISTRICT
and thereafter produce 3 copies of 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,


.....
Mr. Akampurira Timothy

Head of Department

