

**SCHOOL IMPROVEMENT PLAN AND STUDENTS' ACADEMIC ACHIEVEMENT IN
SECONDARY SCHOOLS IN AMURIA DISTRICT: A CASE STUDY OF AMURIA SECONDARY
SCHOOL**

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**UGANDA CHRISTIAN
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DECLARATION

I, Isele George Francis, hereby declare that this work is my original work and has never been submitted to any university or institution of higher learning for any award.

Signature:


A handwritten signature in blue ink, consisting of several loops and a horizontal line, positioned to the right of the word 'Signature:'.

Date: 28th May, 2024

APPROVAL

This dissertation entitled “School Improvement Plan and Students’ Academic Achievement in Secondary Schools in Amuria District: A Case Study of Amuria Secondary School” has been submitted for examination with my approval as the supervisor.

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Signature: 

Date: 4th June, 2024

DEDICATION

I dedicate this book to my lovely wife Rebecca Nagudi Wapowo, our children Victor Blessings Isele and Amani Favour Isele and my dear mother Apio Florence Ekima

ACKNOWLEDGEMENT

I greatly acknowledge my supervisor Bernadette Busingye Babishangire (Mrs.) for her tireless corrections and guidance. It was partly due to her that this dissertation came to an end. Special thanks go to the head teacher of Amuria S.S Mr Otinge Ikate Emmanuel for allowing me conduct this study in his school. Sincere thanks go to all my respondents who willingly availed me with the information needed as far as this research was concerned. Special gratitude goes to my entire staff of Akoromit PEAS high school for the moral support accorded to me during this study. I also acknowledge my course mates for the fruitful discussion we had that have enabled me to complete my studies.

May the Almighty God reward all of you abundantly.

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LIST OF ABBREVIATIONS

BOG-	Board of Governors
DES-	Directorate of Education Standards
DV-	Dependent Variable
EV-	Extraneous Variables
HTRS-	Head Teachers
IV-	Independent Variable
MOE-	Ministry of Education
MOE&S-	Ministry of Education and Sports
MSIP-	Manitoba School Improvement Project
NGO-	Non Governmental Organization
PRSD-	Performance Review and Staff Development
PTA-	Parents Teachers Association
SIP-	School Improvement Plan
SMCM-	School Management Committee Members
STM-	Senior Management Team
UCE-	Uganda Certificate of Education
UK-	United Kingdom
UNESCO-	United Nations Educational, Scientific and Cultural Organization
UPE-	Universal Primary Education
USE-	Universal Secondary Education

ABSTRACT

The title of my study was School Improvement Plan and Students' Academic Achievement in Secondary Schools in Amuria District: A Case Study of Amuria Secondary School. The purpose of this study was to establish how School Improvement Plan impacts on students' academic achievement in Amuria secondary school and the objectives were to assess the influence of the school improvement plan on students' academic achievement in Amuria secondary school, to examine the influence of the school improvement plan on a conducive learning environment in Amuria secondary school and to establish the influence of school improvement plan on students' regular school attendance in Amuria secondary school. A total of 32 respondents were used in this study and these were purposively sampled. These included the head teacher, PTA executive members, BOG, DOS and teachers. Interview guide and document analysis were used as data collection instruments. The researcher used a case study as a study design. Basing on the findings of the study, it was revealed that SIP improves the quality of teaching and learning. Findings of the study also revealed that SIP has made the school administration to identify their strength and weaknesses which has helped them to improve in areas where they are not doing well to ensure that teaching learning exercises take place perfectly well. Research findings also indicated that SIP has helped the school to improve on students' academic achievement by involving all other school stakeholders in formulating and implementing school improvement plan and coming up with different ideas on achieving higher performance. It was also revealed that the introduction of SIP has led to proper management and utilization of school resources and that there is now effective communication between school administrators and parents about their children. Basing on research findings, it was concluded that students' academic achievement in Amuria secondary school has improved as compared to before the introduction of SIP. School improvement plan has contributed to the overall school performance and the current state of students' academic achievement in this school is good. It was therefore recommended that the government together with school administrators should find all ways possible to ensure that SIP is enhanced since it is influential as far as students' academic achievement is concerned.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and scope of the study, justification, and significance of the study, the conceptual frame work and constraints.

1.1 Background to the Study

For every nation to develop, education should be recognized as a key instrument. It is a means of change and development. Lockheed and Verspoor (1991) argue that “Education is a cornerstone of economic and social development and that it improves the productive capacity of societies and their political, economic and scientific institutions.” Therefore, quality education is the basis for all rounded development of any nation which has a dream of transformation. Therefore, improving schools in a well-designed manner is the only alternative of nations in a globalized world. It helps individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (MOE, 1994). Schools play a central role in realizing these purposes of education, as they are the places where the formal teaching and learning takes place. Thus, schools should perform their roles as they should be to achieve their goals and fulfill the needs expected of them by society and individuals.

Educators globally have been trying to make schools to be more efficient and effective. Throughout the mid and late 1970s school improvement efforts focused on improving students’ basic skills and implementing state wide testing programs to enhance acquisitions of these skills (Carlson, 1996). The rapid growth and change of the needs of the society necessitate schools to improve on their system in accordance with the growth and different necessity of

the society. Such increasing competitive environment in which schools function forced them to raise standards and improve the quality of their service (Harris, 2005).

All schools want their students to succeed but they can make a lasting difference when they focus on specific goals and strategies for change. School improvement planning is a process through which schools set goals for improvement, and make decisions about how and when to achieve them. The ultimate objective of the process is to improve students' achievement levels by improving on how curriculum is delivered, creating a positive learning environment and by encouraging parents to be part of their children's studies both at school and at home (Harris, 2005).

According to Peter Mortimore in Hopkins (2004), school improvement plan is the process of improving the ways a school organizes, promotes and supports learning. It includes changing aims, expectations, and ways of learning, techniques of teaching and school culture. In support of this, Hopkins (2004) noted that school improvement plan is an appropriate response to the current pressures for educational transformation that focuses both on the learning needs of students and on establishing the appropriate conditions within the school.

Similarly, Huber & Conway (2015) notes that a school improvement plan is a mechanism through which the public can hold schools accountable for students' success and through which improvement can be measured. One of the first steps in developing an improvement plan is the working together of teachers, school councils, parents, and other community members to gather and analyze information about the school and its students, so that they can determine what needs to be improved in their school. Students' achievement improves when teachers use curriculum delivery strategies that specifically address the needs of their students, when the school environment is conducive and when parents are involved in their children's education.

In planning improvements therefore, schools should prioritize these three areas; curriculum delivery, school environment, and parental involvement (Park, et al., 2013).

Additionally, School Improvement Plans are considered roadmaps for driving improvements in students' achievement and currently they are implemented globally as important parts of most educational development (Hall & Hord, 2011). The SIPs include targets, goals, aims, enablers, and identify those who will be responsible for each element, phase, or stage of the educational change. Strategies, processes, data, and timelines come together to produce a SIP with related images that consider who, what, how, where, why, and when the changes are implemented (Learning Point Associates, 2004). School improvement plan involves "quality improvement," which is the disciplined use of evidence-based quantitative and qualitative methods to improve the effectiveness, efficiency, equity, timeliness, or safety of service delivery processes and systems (Park, et al. 2013).

School improvement plans normally cover a three-to-five year period however; they can be reviewed and updated annually. The main goal is not only to address and correct a specific weakness, but also to have effective improvement strategies as part of the school culture. All stakeholders should understand the goals of the school improvement plan, what progress is being made, and how they can support it (Hallewell, 2012).

The overview of SIP process is to create a strong plan to raise student's achievement at school. The SIP should outline the work the school will do this year to meet the end of year student achievement goal. A school Improvement Plan is a document used by the School Senior Leadership Team [SMT] to map out their strategic plans for the development of their school. It is based-on schools established values and sets out actions and resources needed to achieve the objectives. The SIP relates directly to areas of immediate improvement [one year] aimed at making the schools better places for pupils and students to learn in their achievement, health

and security. Some plans last for three years, some schools five years and occasionally some schools have one year. It should be shared with governing bodies like PTA and BOG executive committee members. No school Improvement Plan [SIP] will look the same, every school is different but the main priority for SIP is that it is based on evidence of where the school is currently at and realistic aims based on how to support students. It's a living document that is continuously updated throughout the year and is an ongoing live document (Park, et al., 2013).

The key aspects of the SIP are targets, strategies and key actions designed through a collaborative approach of all relevant stake holders like the Senior Management Team (SMT), teacher's, pupils and the school governing bodies like Parents Teachers Association (PTA), Board of Governors (BOG). Goals are set within a local context and capacity in mind. The plan includes a clear time frame and outlines who is responsible for implementation.

The essential elements of SIP include school vision shared with all members of the community, A small number of Improvement Priorities which relates to Vision, Mission for the school, Clear targets set relating to these priorities which will improve learning achievement, prioritizing of needs for the school for a specific period, A brief description of one to one set of the actions needed to achieve each priority, setting of objectives and goals, time lines and aspects of collaboration, clear statement against each objective, priority of who is responsible for making sure its achieved, a time frame for action including milestones and deadline, a note of how improvement will cost and measure for success as a check on each action (MoE&S, 2014).

A SIP is designed in different phases. In phase 1, the school identifies opportunities for improvement. In phase 2, measurable goals are established, in phase 3, the school understands the root causes of identified problems and in phase 4, targeted strategies and plan logistics are developed.

Before writing the SIP, the school should carry out self-evaluation, Understand its past performance in details, look at the previous data in details like; demographic information, assessment data, enrolment data, fees collection data, staff bio –data and surveys completed by students, staff, parents and governing bodies like PTA , BOG . The school should challenge its data by critically analyzing its data, asking hard questions like why did these trends happen? Why it is typical of your school and focus on standards – quality of education should be the driving force behind the SIP (MoE&S, 2013).

The school can track its SIP by using the SMART targets which help track the objectives and know what evidence needs to be looked at to keep on track, monitor and check if the action plans are being implemented as planned and Evaluate, check that they are having the desired impact in the classroom.

A school improvement plan shows what the school is aiming to achieve, what resources are needed to carry out the necessary improvements and who is going to do the work. A plan also gives you a timescale so that improvements don't go on forever, but are completed by the expected date (Marzano, 2003).

Ejrogu (1990) maintains that to plan means to project, to forecast, design or make a chart of our course methods of deciding what we can accomplish. Thus, planning means the act of deciding in advance what will be done, how and when it will be done. It involves setting objectives and determining what should be done to achieve the set objectives within an institution. Education planning is a process of setting out in advance procedures, strategies, policies, programmes and standards through which the institutional goals can be achieved. Thus, School Improvement Plan is an important approach in secondary schools as it explains and maintains the students' welfare, management structures and approaches, resources and finances of the school, monitoring and evaluation for proper accountability so

as to develop a clear and coherent manner for effective and efficient systems.

In the present competitive market economy, the success of any education system depends on the quality of education service rendered. Based on this view, schools shifted their focus to comprehensive quality improvement of education to cope with the demand of the workforce needed by the socio-economic system of countries (Mesele, 2011).

Hallewell (2012) noted that, in England school improvement plan came into force through the 1988 Education Reform Act of the Department of Education Science. This was as a result of macro-level economic performance of the country in relation to other economies in the developed countries. They believed that the quality of the curriculum determined the quality of the economy.

School improvement plan in England was made mandatory to schools in 1992 by the office of standards in Education and was included in the inspection process. This demonstrates the importance of school planning in enhancing school effectiveness. In Botswana school improvement plan was established on grounds similar to those of England (Manyatsi, 2005). They believed that by improving the management capabilities of schools, the teaching and learning activities would also improve. It was the consultation between the British Development Agency and the Ministry of Education and Skills Development to improve the quality of education in Botswana schools that resulted into a secondary school management project, the school improvement plan.

SIP in Nepal has recently been introduced to implement the decentralization policy reform process. Although the SIP type program has been in practice in many parts of the world for a decade or more, it is relatively a new concept in Nepal. The main purpose of SIP is to encourage the schools to work closely with the community for resolving their problems and promoting their development. SIP promotes ideas and solutions to development problems that come from

the school itself and the community rather than from outside. It recognizes the strategies or interventions proposed by the school and its community for the resolution of problems. In fact, SIP places emphasis on school-community links and participatory approaches to facilitate them, involvement of members of the community in decision-making process, promoting and encouraging schools to look at planning as a tool to provide locally based solutions, developing better teaching-learning conditions in schools, gradual devolution of authority and freedom of control over resources by school and community itself (Hallewell, 2012).

In Ethiopia, the Ministry of Education in collaboration with the regional states experts collected the best practices of schools in the country and studying the experiences of other countries started to implement school improvement plan since 2007 (MOE, 2007).

In Uganda, SIP is a policy under Ministry of Education and Sports that every school should have a school improvement plan. The goals of Education in Uganda are achieving an equitable quality education by all children. Schools are therefore supposed to be the safest learning environment for the young children if learning objectives are to be achieved (MoE&S, 2013).

School leaders like Head Teachers, Parents Teachers' Association and Board of Governors are responsible for school planning and the Directorate of Education Standards (DES) is an associate assessor in order to manage learning and achieve set educational objectives. In Uganda, planning in secondary schools is guided by the School Management Improvement Plan issued by the Ministry of Education and Sports (MoE&S). It reveals the roles of the school stakeholders in the management of the schools. School leaders, parents and Board of Governors emphasize curriculum delivery, planning, positive community relations, quality assurance among other things (MoE&S, 2014).

A School Improvement Plan provides a basis upon which the mission, aims and objectives of an institution are reviewed, prioritized and school activities are aligned in the context of

national and local context. Thus, School Improvement Plan provides strategic opportunities for effective and efficient management of the school (MoE&S, 2014). School Improvement Plan assists managers of the school to accomplish realistic results in regard to the aims and objectives of the school. It enables stakeholders to have a better reflection of the school activities and functions in a coherent manner leading to prioritising on resource utilization. The major areas that are planned for include curriculum implementation, student's welfare, pastoral care, human resources, physical structures, financial resources and management structures. School Improvement Plan is therefore a detailed document that gives a school direction for proper decision making and making important matters a priority. It is also essential to have the policy effectively implemented such that the aims and objectives of the school can be translated into an effective education (Harris, 2005).

Additionally, Sabarwala *et al.* (2018) assert that in Ugandan school systems and management of schools is steered up by school Management committees (SMCS) like Board of Governors (BOG) and Parents Teachers Association (PTA) who hold service providers like school leadership and staff accountable. However, the Ugandan education system continues to face challenges related to the limited capacity of School Management Committees to enforce strong school management and the weaknesses in school management practices around supervising and appraising teachers and giving them feedback about their strength and weaknesses.


Academic achievement is what students gain at the end of a short or long term educational goals and it is measured through students' grade point average (Kell, Lubinski and Benbow, 2013). For this study, students' academic achievement will be measured using the Uganda national examinations board results for both ordinary and advanced levels.

An important manifestation of quality education is high students' academic achievement in National Exams. But the academic performance of students in secondary schools in Amuria

District has been deteriorating yearly as the District has been ranked among the poor academic performing Districts in UCE exams countrywide. Furthermore, the game of blaming and counter blaming has been going on round the different circles on what factors are leading to the poor performance despite the efforts made by the Government and community to expand and improve the education system of Uganda. It was against this background that this study was conducted to establish whether school improvement plans have a bearing on students' academic achievement in the secondary schools of Amuria district using Amuria secondary school as a case study.

Amuria secondary school is found in Akisim, Amuria Town Council, Amuria District, Teso region in Eastern Uganda. It is a church of Uganda founded mixed secondary school established in 1960 with both day and boarding students, running both O and A levels. It is the biggest traditional government aided schools in Amuria District and in Teso region. The district has 11 sub counties, 64 parishes and 366 villages and has over 134 schools with Amuria S.S. being the biggest in terms of infrastructure, facilities and student enrolment and the best performing school in UCE and UACE. Its education management information system, Emis code is 12423. The school has 50 teachers and 23 Non-teaching staff. Graduate teachers are 22 (09 female and 13 male) and Grade V teachers are 28 (10 female 18 male). The current students enrolment stands at 1,382, 518 girls and 864 boys and of these 721 are Boarders and 661 are day scholars. The school has 16 classrooms, 01 laboratory, 01 library, 33 latrine stances and 12 accommodation units for teachers. The school is zero tolerant to Indiscipline and it once suspended all students except s.4 over strike, sparked off after some students missed supper. This was following the incident that occurred on 18/10/2023 following an emergency meeting with stake holders like BOG, PTA and the security team. S.1, S.2, S.3, S.5 and S.6 were made to serve a suspension of one week effected immediately.


Table 1: UCE Performance of Amuria Secondary School Before and After the Introduction of SIP



AMURIA SECONDARY SCHOOL
P.O BOX 525, SOROTI (U) Tel: Headteacher: 0773211080
DeputyHeadteacher1: 0772685874

AMURIA SECONDARY SCHOOL UGANDA CERTIFICATE OF EDUCATION RESULTS AFTER THE INTRODUCTION OF SCHOOL IMPROVEMENT PLAN


YEAR	DIV.1			DIV.2			DIV.3			DIV.4			DIV.7			DIV.9			ABSENTEES			TOTALS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2000	2	0	2	21	1	22	27	29	56	36	40	76	0	0	0	5	4	9	0	3	3	91	77	168
2019	4	0	4	16	8	24	35	15	49	27	30	57	0	0	0	4	9	13	1	1	2	110	64	148
2018	2	0	2	16	3	19	31	11	42	48	27	75	0	0	0	12	12	24	1	1	2	155	95	250
2017	3	0	3	14	1	15	35	6	41	72	65	137	0	0	0	31	21	52	0	2	2			
BEFORE THE INTRODUCTION OF SCHOOL IMPROVEMENT PLAN																								
2015	6	0	6	15	5	5	43	15	58	71	45	116	0	1	1	8	10	18	1	2	3	137	85	222
2014	3	0	3	22	2	24	26	36	12	48	88	51	139	0	1	1	13	9	22	7	0	169	75	244
2013	1	0	1	15	1	16	41	16	57	85	58	143	0	0	0	15	15	30	3	3	6	160	93	253
2012	3	1	4	27	3	30	48	14	62	93	31	124	0	0	0	2	4	6	2	1	3	175	54	229



HEADTEACHER
AMURIA SEC SCHOOL
15 NOV 2022
P. O. BOX 525, SOROTI

From the table above, it can be seen that students' academic performance was poor before the introduction of SIP but later improved after its introduction.

Table 2: UACE Performance of Amuria Secondary School Before and After the Introduction of SIP



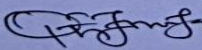
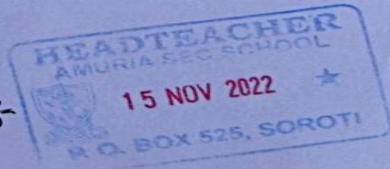
AMURIA SECONDARY SCHOOL
P.O BOX 525, SOROTI (U) Tel: Headteacher: 0773211080
DeputyHeadteacher1: 0772685874

SUMMARY OF UACE RESULTS AFTER THE INTRODUCTION OF SCHOOL IMPROVEMENT PLAN.

YEAR	NO. CANDIDATES	3P	2P	1P	SUB	FAIL	X	BEST	
								SCI	ARTS
2020	99	15	31	23	28	00	02	11	15
2019	82	10	17	32	19	02	02	15	10
2018	95	05	24	38	34	03	01	15	11

SUMMARY OF UACE RESULTS BEFORE THE INTRODUCTION OF THE SCHOOL IMPROVEMENT PLAN

2017	86	18	19	21	23	04	01	14	15
2016	98	22	25	28	19	02	02	11	14
2015	69	03	14	29	18	03	02	11	10
2014	85	14	18	21	31	00	01	15	12
2013	95	15	27	24	28	00	01	12	14

From the above findings, it can be concluded that the schools performance after the introduction of SIP has improved to good from fair as indicated by majority of the respondents. This is a clear indication that SIP has greatly influenced students' academic achievement.

1.2 Statement of the Problem

Education reform and school improvement reform programmes in particular are mainly the duty of school leadership and management. Nevertheless, any public education reform programme should be well planned and effectively implemented, and should get the support from all the main stakeholders. Therefore, to implement the school improvement plan,

school leaders like head teachers and school governing bodies like board of governors (BOG), school management committee members (SMCM) and parents teachers association (PTA) need to have knowledge, skills and enough experience in the areas of the school improvement components (Leithwood, 2002). To reduce on the challenges in the education system, the School Improvement Plan (SIP) was launched so as to enhance quality at all levels and to improve secondary school education (MoE&S, 2014). Despite these efforts, the quality of schools and students' academic achievement in Amuria district has continued to deteriorate. If this problem is not addressed, the district is likely to have high illiteracy levels, abandoned schools, and dilapidated schools among others. This study, therefore explored the effectiveness of the School Improvement Plan on students' academic achievement in Amuria district using Amuria secondary school as a case study.

1.3 Purpose of the Study

The purpose of this study was to establish how School Improvement Plan impacts on students' academic achievement in Amuria secondary school, Amuria District.

1.4 Objectives of the Study

The study was guided by the following objective:

1. To assess the influence of the school improvement plan on students' academic achievement in Amuria secondary school, Amuria district.
2. To examine the influence of the school improvement plan on a conducive learning environment in Amuria secondary school, Amuria district.
3. To establish the influence of school improvement plan on students' regular school attendance in Amuria secondary school, Amuria district.

1.5 Research Question

1. How has school improvement plan influenced students' academic achievement in Amuria secondary school, Amuria district?

2. What is the influence of the school improvement plan on a conducive learning environment in Amuria secondary school, Amuria district?
3. What is the influence of school improvement plan on students' regular school attendance in Amuria secondary school, Amuria district?

1.6 Scope of the Study

The study was conducted in Amuria Town Council, Amuria District. The study focused on investigating the influence of School Improvement Plan on students' academic achievement, the influence of school improvement plan on a conducive learning environment and the influence of school improvement plan on students' regular school attendance in secondary schools in Amuria District using Amuria secondary school as a case study.

The study covered 2015-2020 because 2015 was the time school improvement plan was introduced and 2020 was maintained because five years were enough to measure the relationship between these two variables.

1.7 Significance of the Study

The findings of this study will be useful in the following ways;

1. The study findings are likely to be used by the policy makers in the district like Chief Administrative Officer, District Education Officers and Politicians to review the tool and make recommendations to Government. This is because after this study, the researcher met with these officials and enlightened them about his findings of the study such that they can be implemented.
2. Through the district educational officials, the researcher requested to meet with different head teachers, teachers and other school stakeholders and shared with them his study findings on how SIP influences students' academic achievement.
3. It will provide a body of knowledge to future researchers who would wish to conduct similar studies.

4. It will lead to the award of a master's degree of education in administration and planning

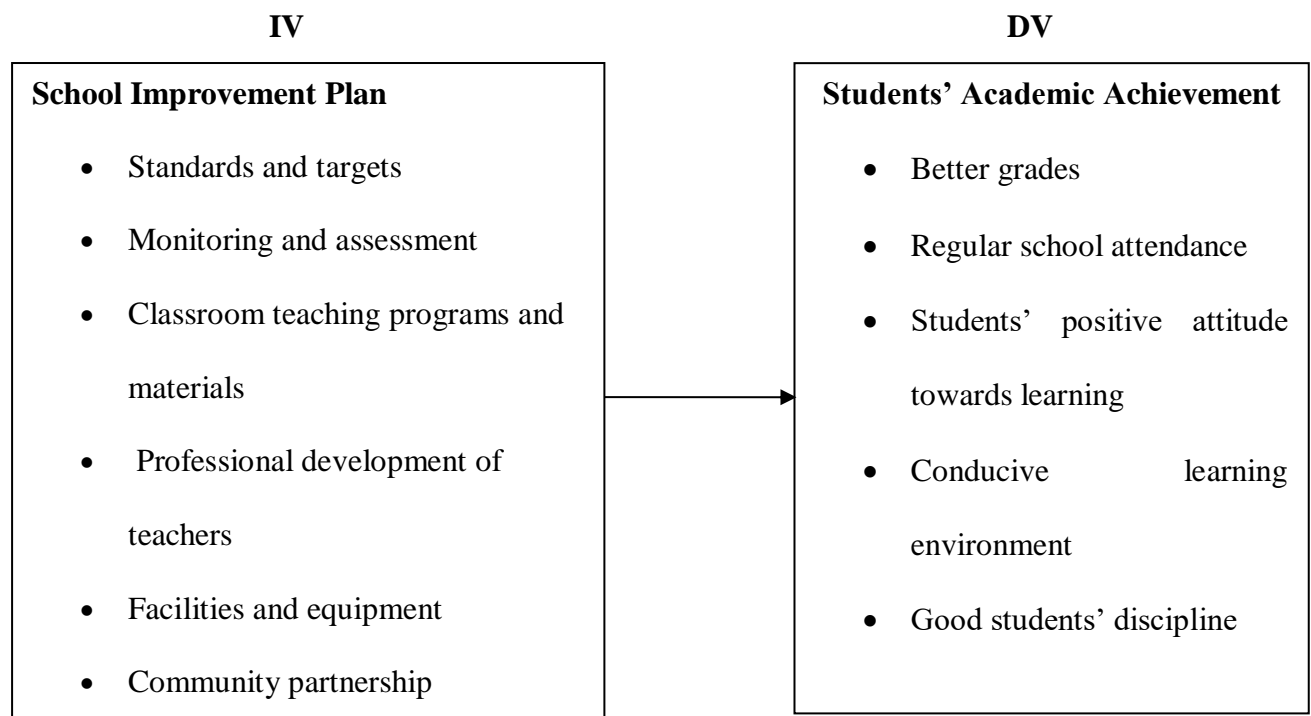
1.8 Justifications of the Study

1. It was important to carry out this study because lack of a proper school improvement plan is one of the core reasons as to why schools in Amuria district are on a verge of collapsing.
2. This study needed to be conducted because most of the secondary schools in Amuria district have got low enrolment since most parents are taking their children to best UCE and UACE performing schools in Soroti City.
3. This study was also necessary because of recent there has seen a wave of strikes arising in most of the schools in Amuria district due to poor performance, teachers' abscondment from duty and high levels of teacher absenteeism leaving learners not attended to. The information generated in this study helped to find out the underlying factors for this scenario and how a SIP can help all the people concerned to find solutions to students' academic decline.
4. This was important to conduct this study because in some schools, the communities have risen up against the head teachers and have tried to chase them because of failing their schools. Therefore, this study advocates for involvement of community members and other stakeholders in determining what needs to be done to improve their schools.

1.9 Conceptual Framework

A conceptual framework presents the concepts or variables of the study and shows how they are connected (Funkeye & Nafiu, 2016). The study was based on a conceptual framework illustrated in figure 1 below.

Figure 1: The Relationship between School Improvement Plan and Students' Academic Achievement



1.10 Constraints

The researcher faced the following constraints

1. Some respondents feared to give information required especially the Board of Governors (BOG) and Parents Teachers Association (PTA) Executive members because of competition in secondary schools in Amuria district. The researcher counteracted this by telling them the purpose of the study, how it would help improve students' performance and assuring them of how confidential the information would be handled.
2. Some respondents asked for money and other incentives before either answering the questionnaires or responding to the interview questions. The researcher handled this by telling the respondents that they were volunteering to give information and therefore no money or other benefits would be given to them.

3. It was not easy to get some of the respondents like the DEO because of the busy schedules. To overcome this, the researcher made appointments to interview him during his free time.
4. Biases in some respondents responding to interview questions. The researcher overcame this by telling the respondents that the study aims at improving students' academic achievement and therefore they should be genuine and sincere in answering the questions.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher presents a review of literature that was pertinent to the topic under study. The researcher used the existing recognized literature whether published or unpublished that included textbooks, journals, dissertations, internet sources and magazines. The review was guided by the research objectives under the following sub-heading:

1. Influence of the school improvement plan on students' academic achievement in secondary schools
2. Influence of the school improvement plan on a conducive learning environment in secondary schools.
3. Influence of school improvement plan on students' regular school attendance in secondary schools

2.1 Theory Review

2.1.1 The Administrative Management Theory

The study was guided and developed on the administrative management theory proposed by Henri Fayol (1884-1925) which states that “men are born lazy” they therefore need force if they are to work effectively. Thus the theory puts more emphasis on organizational management and behavioural factors with management. Besides, the Centre of the theory is on how management of the organization is structured to achieve school improvement plan.

Regarding this theory, there are five basic essential elements of management which when applied properly can improve and promote planning in a school. Planning; an act of forecasting the future and designing activities that will lead to the attainment of the

determined goals and objectives of the institution. Here the theorist considers planning to be an important function of the organization. Organizing; as the ability to bring human resources and non-human resources together to encourage efficiency and effectiveness of the organization. Coordinating; the ability to harmonize all activities of concern in a school so as to facilitate its working and success and controlling; which is the process of checking whether everything is done according to the plan adopted, the values established and instructions that are appropriate in the organization.

For this theory to be understood, Fayol (1949) came up with fourteen principles of management, which he had most frequently applied, i.e. division of labour, authority and responsibility, unity of command, centralization, unity of direction, subordination, remuneration of workers, scalar chain (line of authority) order of equity, stability of the workers, initiative and discipline.

2.2 Influence of the School Improvement Plan on Students' Academic Achievement in Secondary Schools

Effective school improvement planning creates shared direction and generates an attention on priorities that drives action. Plans that put emphasis on a limited set of priorities are better than long lists of initiatives and programs. While schools always have ongoing activities and objectives, they should concentrate on the school's top three to five priorities that guide the efforts of teachers and administrators as they teach children prioritize their performance (Suzuki, 2002).

Dimmock (2009) stressed that there is widespread acceptance among academicians that school improvement planning in several areas is a powerful tool of promoting school effectiveness. It enables the school community to have a clear vision of what the school is about, a shared sense of purpose, a set of goals and consensus on the means of achieving

them in order to meet the needs of students (Jackson, 2005). In addition, Hopkins (2004) asserts that the major principle of school improvement plan is to improve the levels of learning and learners' performance.

Rogers (2012) points out that school improvement plan plays an important role in the management of school's resources and thus it is always identified as an effective way of proper utilization of school resources and the effect of school improvement planning is a significant factor that accounts for approximately 3 to 5 % of variance in students' academic achievement.

Additionally, Jackson (2005) notes that a school improvement plan provides a way to identify needs and establish mechanisms of meeting those needs at the school level. Effective school improvement planning contributes to the overall school performance by creating an understanding of the bigger picture of a school's current state, including students' academic achievement, school environment, teachers state, parents, and administrative issues. The major idea about SIP is that it promotes the school capability for change as well as implementing specific reforms that their ultimate goal is to foster students' academic achievement.

According to Maurice (2002), SIP enhances educational processes that comprise of instruction or subject matter. SIP assist schools to improve the way they operate that is indirectly related to students' academic achievement such as school climate, staffing and school organization. Besides, SIP encourages schools to carry out self-assessment to know their strength and weaknesses on performance.

Jackson (2005) notes that the process of SIP helps school administrators to identify challenges faced by schools and find ways of resolving them. The process also creates an environment where parents can be informed of the learning of their children and the school conditions where their children learn from. SIP is important because it draws the parents' attention to the

education in the society where they live and this is an important achievement which can improve the conditions of the schools and the students' learning outcome.

More so, Hopkins (2004) stressed that SIPs promote teaching approaches that can effectively help in achieving high academic standards while at the same time improving the students' range of learning skills as well as contributing to aspects of individual and social development.

Hellewell (2012) stressed that before SIP was implemented, schools used to make efforts on more teachers, building construction, and level upgrading process but this has changed after the start of the SIP process and schools are currently aware of the need for quality improvement and proper utilization of the resources. Schools invite parents and other concerned stakeholders to discuss on matters related to education as an attempt to mobilize and involve the local community in the improvement of education. Schools have begun to identify their challenges and looking for their solutions. Schools have started to think about setting up new infrastructure, development of teaching learning aids and encouraging children's' regular attendance. SIP has raised the level of community concern and involvement in education and for these reasons; it has improved students' academic performance.

Furthermore, research findings by Leithwood (2012) revealed that the impact of school improvement plan on students' learning is great. This observation is understandable because the teaching takes place at the school level and provides conditions necessary for teaching activities to take place. Similarly, Achilo (2008) noted that the school is a hierarchical institution where planning is distributed among principals, supervisors, head teachers and classroom teachers who directly and indirectly influence students' learning outcomes.

Furthermore, Huber and Conway (2015) stipulate that school improvement plans are roadmaps that lead to improvements in student achievement and they are currently being implemented globally as important parts of educational improvement. Improvement plans

look at targets, goals, and aims and identify those who will be in charge of each element, and stage of the educational change. Strategies, processes, date and timelines are integrated to produce a plan that details, who, what, how, where, why and when the changes will be implemented (Learning Point Associates, 2004).

Bendikson, Hattie, & Robinson (2011) revealed that the aim of introducing school improvement plan in China was among other things to enhance student centred learning, improve learning skills and basic skills, promote professional development and provide measures to prepare for the new senior secondary curriculum. They further noted that school improvement planning is not an option but a must for all schools to achieve school effectiveness in both managerial and academic achievement of learners. This is an indication that SIP when effectively implemented influences students' academic achievement.

According to Makotsi (2006), school improvement plan improves the quality of teaching and learning in schools by winning the support of the staff and involving the community to understand the direction of the school. It also allows the school to focus on learner progress and achievement.

In a study conducted by Edmonds (2002), in which he reviews existing improvement plans designed at the local, state and university levels in the United States, mostly secondary schools, he found out that the key importance of school improvement plans is their attempt to enhance the performance of students. School improvement plan introduces factors that are related to school effectiveness into schools. He further noted that the improvement plans designed in each of the participating schools had significant results and improvement in the academic results of the students, most of whom were from very vulnerable sectors. This showed that the people in

charge of carrying out the plan were empowered and had the necessary tools to carry out the programme successfully.

Studies conducted in the United Kingdom, Canada, and Australia found evidence that SIP's impact on students' learning. MacGilchrist & Mortimore (1997) examined the impact of school development planning in nine UK schools. Their study suggested that the type of improvement plan is essential in impacting on schools and student learning. Four types of plans were evident in their research: the rhetorical plan, the singular plan, the cooperative plan and the corporate plan. Their impacts ranged from negative to very positive. The cooperative plan had some positive outcomes for the school and classroom and its effect on students' performance were evident.

Additionally, Mesele (2011) carried out research examining SIP in elementary and secondary schools in Scotland. This study found that schools which had school improvement plans and followed them had a positive improvement on students' academic attainment.

Similarly, in Canada, the planning process used by the "Manitoba School Improvement Plan" (MSIP) reported positive impacts on student learning. "Five out of the 15 senior schools using the program revealed evidence of increased students' learning as a result of the project and, in two of these, the learning is broad-based across the whole school. Five other schools provided evidence of some increase in student learning due to the school improvement plan (Earl & Lee, 2000).

Furthermore, in a dissertation published by Curry (2007), titled 'A Study of SIPs, School Decision-Making and Advocacy, and Their Correlation to Student Academic Achievement', he collected data from 38 high schools in Broward County, Florida, during the 2004–2005 academic year. From a series of surveys, interviews with school staff as well as

administration and revisions of SIPs, a significant correlation was found between the mathematics and writing strategies found in the SIPs and the achievement scores of students in those subjects (Curry, 2007).

In addition, Fernandez (2011) explored the relationship between SIP and school performance and examined a unique set of data from the Clark County School District, the fifth largest school district in the nation. His findings revealed that there is a strong and consistent correlation between the quality of school improvement planning and the overall performance of students in math and reading. The results of this study provide some evidence that there is a positive relationship between the quality of development planning and students' academic performance.

According to MoE&S (2007), the purpose of school improvement plan in Uganda is about improving students' learning and their learning outcome at higher level. Hence, schools primarily need to conduct self-enquiry on the weaknesses and strengths of their current performance which gives them the actual current picture and a basis for future improvement.

MoE&S, DES (2012) stress that a school improvement plan shows what you are aiming to achieve, what resources you need to carry out the necessary improvements and who is going to do the work. A SIP also gives you a timescale so that improvements don't go on for ever, but are completed by the expected date.

2.3 Influence of the School Improvement Plan on a Conducive Learning Environment in Secondary Schools

In SIP, greater energy is exerted to ensure that schools are safe and health. The safety and healthy nature of the school environment enhances students' learning achievement because students learn without any type of fear of hazards, physical harassment, students discipline

is maintained, there is a good teacher student relationship and besides educational facilities such as classrooms, textbooks, library, science kits, laboratories, sports materials, toilets, water supply, electricity among others will be facilitated (MoE&S, 2013).

According to Abbott (2014), the school/learning environment is an essential element for teaching and learning to take place effectively. He sees school environment as a diverse physical location, contexts and cultures in which students learn. The term encompasses the culture of a school or class-its presiding ethos and characteristics, including how individuals interact with and treat one another as well as the ways in which teachers may organize an educational setting to facilitate learning.

School improvement plan fosters a learning environment that encourages positive and confident student engagement and rigorous learning while promoting feelings of safety, inclusion and belonging. The purpose of the school improvement plan is to improve the quality of teaching and learning environment in the school, so that greater numbers of students achieve in their academics (Bickmore et al., 2021).

Huber and Conway (2015) note that school improvement plans Improve the quality of teaching whereby lesson Observations are done by school administrators have scheduled to monitor and track teaching to ensure that no teachers dodges his lessons.

2.4 Influence of School Improvement Plan on Students' Regular School Attendance in Secondary Schools

Through SIP, steps are taken to ensure that attendance procedures are communicated clearly and regularly. Plans are made to make explicit the importance of good attendance for academic achievement and encourage students to reflect on the links between attendance and attainment. Teachers ensure accuracy in taking class rolls, and communicate

information on patterns of absenteeism to school management and parents (Fernandez, 2011).

The school improvement plan helps to create better awareness among students of the link between good attendance and positive outcomes in exams, in order that they take greater responsibility for their own progress, and reduce the number of full and partial 'avoidable' absences in the year (Abbott, 2014).

Strunk et al., (2015) note that through regular monitoring of attendance and absence patterns, and reviewing the excuses given for absences, schools may identify that a student is at risk of poor attendance. School improvement plan considers follow up and improvement strategies when a student has been absent more than five days in a term for any reason. This follow up is recommended as an early intervention approach that may possibly identify an underlying issue affecting attendance.

According to Mintrop and Zumpe (2019), schools have tracking tools filled by the class teachers marking dialing learner's attendance. The teacher has an obligation to mark the register regularly and accurately each time the register is opened and submit data to the administrators. There is roll calling of day scholars also done at the gate monitored by the administrator of the week and parent's absentee invited for a meeting.

The school improvement plan helps school administrators to actively know their care group students and advocate for them. This will increase their sense of school belonging and school attendance (Mintrop, 2016).

According to Brickmore et al. (2021), most schools do checking to ensure no student dodges lessons. Schools also have early morning preps usually from 7:00am to -8:00 am to ensure all learners attend them as a way of improve on their attendance and performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the study design, area of study, information sources, population and sampling techniques, variables and indicators, procedure for data collection, data collection instruments, quality error control and strategy for data processing, analysis and interpretation.

3.1 Study Approach

This research was qualitative in nature. Qualitative research approach is the primary way of data collection in a natural setting which provides descriptive and verbal explanations of the research findings (Creswell & Poth, 2017). The goal of qualitative research is to fully comprehend social phenomena occurring in their natural environments (Creswell, 2013). Qualitative research collects and examines non-numerical data to better comprehend ideas, viewpoints, or experiences. The researcher obtains a thorough insight of the setting using qualitative methods instead of numerical ones. By examining participants' specific descriptions, qualitative research helps the researcher to discover concepts that are currently unknown and create patterns, classifications, and themes from the bottom up (Creswell, 2013). The researcher conducted interviews and used document review to obtain qualitative data.

3.2 Study Design

According to Kothari (2013), a research design is the overall strategy that one may choose to integrate the different parts of the study in a coherent and logical way. It is done in order to effectively tackle the research problem. A study design contains the roadmap for the collection, measurement, and analysis of data. In this study, the researcher used a case study. A case study is a detailed study of a particular research problem rather than a sweeping statistical survey or extensive relative inquiry. It assists to specialize into a one easily researchable

topic. The researcher used a case study method because it enabled him to closely examine the data within a specific context. The researcher selected only one secondary school in Amuria district as the subject of the study.

3.3 Area of the Study

The study was conducted in Amuria Town Council, Amuria District in Eastern Uganda and used Amuria secondary school as a case study.

3.4 Information Sources

Mubazi (2008) define information sources as the available acknowledged literature whether published or unpublished as long as it is valued and has been credited by those leading academicians/institutions. Secondary sources are written information which comprise textbooks, journals, dissertations, internet sources and magazines while primary sources are the information the researcher may use from experience, personal analysis, observation and constructed research instruments like questionnaires (Mubazi, 2008). The researcher used both primary and secondary information sources during the study, that is; textbooks, journals, dissertations, internet sources and data collection instruments like interviews.

3.5 Population and Sampling Techniques

3.5.1 Population

Fraenkel and Wallen (2003) stress that population is a category of interest to the researcher, the group to whom the researcher would like to derive the results of the study. Amin (2005) define population as the absolute selection of elements that are of interest in a specific investigation. The study population included BOG executive members, PTA executive members, head teacher and teachers of the selected secondary school since they are key in implementing the School Improvement Plan.

Table 3: Respondents that were used in the Study

Category	Number
Head teacher	1
DOS	1
Teachers	20
BOG executive members	5
PTA executive members	5
Total	32

3.5.2 Sampling Techniques

According to Mugenda and Mugenda (2003), sampling is the mechanism used to choose part of the population for the study. Oso and Onen (2009), refer to sampling techniques as the description of the ways which the researcher uses to choose a sample from the target population. In simple terms, sampling techniques is the process a researcher employs in selecting samples for the study. It is also a process of choosing a sub group from a population to play a part in the study. It is a measure of selecting a number of individuals for a study in a way that the individuals selected portray the large group from which they were selected. Purposive sampling was used to select the respondents. Purposive sampling means that the researcher chooses respondents that he/she considers to be able to provide him/her with essential information (Amin, 2005). In purposive sampling, the researcher decided on the sample based on who he thought was appropriate for the study. The researcher used purposive sampling due to his skilful judgment to select informants that are representative of the population.

3.6 Variables and Indicators

A variable, according to Ahuja (2011), is an attribute that takes two or more values. There are several categories of variables for example, independent variable (IV) and dependent variable (DV). The Independent variable is the variable that the researcher is interested in to assess its potential effects on the dependent variable. Amin (2005) defines a dependent variable also known as the criterion variable as the variable of fundamental interest to the researcher. The independent variable in this study was school improvement plan and the dependent variable was students' academic achievement. According to Kothari (2013), an indicator shows that something will happen, is true or exists. The indicators of students' academic achievement are better grades, regular school attendance, and positive attitude towards learning, good students' discipline among others.

3.7. Measurement Levels

Measurement is the process of allocating numbers to objects or observations, the level of measurement being a concern of the rules under which the numbers are apportioned (Kothari, 2013). There are four levels of measuring; the nominal, ordinal, interval and ratio. The nominal level is the one where the data or variables are simply named. The ordinal level does order the arrangement and is characterized by categories that are graded in terms of worth. The interval level allocates spaces of equivalent intervals to numbers. At this level of measurement, mathematical computation is possible. The fourth level is ratio level which symbolizes values measured in equal units from zero. As this scale has absolute zero and the measuring units are constant, the number/scores can be multiplied and divided (Mubazi, 2008). In this research, the researcher used three levels of measurement; namely, nominal, ordinal and interval levels. In nominal, data was named, in ordinal data was put into classes and in interval data was given similar numbers using frequencies and percentages which was essential in interpreting data.

3.8 Procedure for Data Collection

The researcher constructed data collection instruments and discussed them with the supervisor. When found applicable to the study, the researcher secured an introductory letter from the Dean School of Education of Uganda Christian University which introduced him to the relevant officials to collect data. A pilot study was first conducted in one school which did not surface in the targeted schools to guarantee validity and reliability of data collection instruments. The researcher then sought acceptance from the authorities of the selected school to collect data. A good relationship was initially established by the researcher introducing himself to the respondents. The researcher then requested respondents to consent to be used in the study. Thereafter, the interviews were arranged and conducted with each participant. During the interview, the conversation was audio recorded and at the same time the researcher noted down the major points.

3.9 Data Collection Instruments

3.9.1 Interviews

An interview is a technique of acquiring information that entails delivering oral stimuli and eliciting responses in the form of speech responses (Kothari, 2013). Interviewing is a qualitative research method that involves the researcher and participant engaging in a conversation about subjects related to the research endeavor. Interviews were conducted with the help of a semi-structured interview guide in order to reduce prejudice and maintain uniformity. In a semi-structured interview, participants are asked a series of open-ended questions by the researcher, followed by follow-up inquiries that dig deeper into their answers (Yin, 2014). The most common type of interviewing, according to Merriam and Tisdells (2015), is semi structured interviews. This type of interview was used by the researcher to attain a greater mastery of the topic, sources, and participant experiences (Lodico *et al.*, 2010). Semi structured interviews were used because they encourage a two-way communication between

the researcher and the participants, they provide an opportunity to freely adjust the questions accordingly, they are flexible to ask follow up questions and allow participants to expand their responses during data collection process (Merriam & Tisdells, 2015).

The researcher established a rapport with the participants by telling them why she was conducting this research and by giving them a consent letter to sign accepting to voluntarily take part in the study. Thereafter, the interviews took place, the conversation was audio recorded and at the same time the researcher noted down the major points. Interviews were used to gather information from the teachers, head teachers, DOS, BOG and PTA executive members. The face to face interview was used since it was flexible and allowed probing of the desired respondents in order to get in-depth precise information.

3.9.2. Document Analysis

This is data collection procedure in which the researcher uses documentary analysis guide. Documentary review is a qualitative research method for collecting secondary data (Funkeye & Nafiu, 2016). The researcher examined students' academic achievement from 2015- 2020 of Amuria secondary school in search for the influence of SIP on students' academic achievement since it was introduced in 2015.

3.10 Quality/ Error Control

A good research requires good quality control to minimize the impact of extraneous variables on the dependent variable and avoid confounding findings (Oso and Onen, 2009). The term control in research is used to refer to the restraint of experimental conditions (Kothari, 2013). To avoid confounding results the researcher used two methods in the data collection that is document analysis and interview to ensure validity and reliability.

3.10.1 Validity

Validity refers to the quality that an instrument used in the research is accurate, correct, true, and meaningful and right (Amin, 2005). Validity therefore, implies that the researcher obtains what he or she is supposed to measure. To ensure validity, research instruments were shared with colleagues and the supervisor to establish the content in relation to the research objectives. A pilot study was also conducted in one secondary school to find out the clarity of questions before being used in the study.

A content validity index was calculated using the following formula and CVI results from the interview were 0.8.

$$\text{CVI} = \frac{\text{Number of items rated relevant}}{\text{Total number of items}}$$

Interview questions were pilot-tested in a secondary school that was not to participate in the study. The questions were both valid since they were found to be above 0.7 which is the recommended value for validity.

3.10.2 Reliability

Reliability refers to how consistent a research procedure or instrument is. Reliability signifies stability or dependability of an instrument in order to obtain information (Maicibi, 2005). This study used the most common internal consistency method to assess the reliability of the scales known as Cronbach's alpha. Cronbach's alpha is a reliability coefficient that shows how positively items are related to one another. Reliability of the instruments were established using Cronbach's Alpha (α) internal consistency method (Stephanie, 2016). In this case therefore, before real collection of data, the instruments were tested on 10 people, 8 teachers and 2 head teachers to determine their reliability and these respondents were not among the respondents. To ensure reliability also, the researcher used simple and clear words in the interview which

were easy to understand by respondents. The researcher also choose the school to be used in the study without personal interest and set specific time to conduct the research.

3.11 Strategy for Data Processing, Analysis and Interpretation

The processes in data analysis that help uncover relevant information for business decision-making include cleaning, transforming, and modelling data (Daniel, 2022). The intention of analysing data is to draw out relevant information from data and decision-making using that information. When the exercise of data collection was over, raw data were transcribed from audio format to text format. The data transcribed from the semi structured interview schedules was checked and subjected to inductive thematic data analysis to build patterns, categories and themes. Qualitative data were transcribed, coded individually against themes. Common themes were identified by searching for key words, arranging them into categories and subcategories. Pseudonyms were used to hide the identity of participants. Comments were given on response and where necessary, direct quotations were made accordingly.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents, analyses and interprets results of the study. Results were presented following the objectives of the study. Both thematic and content data analyses are used. Thematic analysis, refers to a method for analyzing qualitative data that involves searching across a set of data to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). It involves an active process of self-examination, where a researcher's personal experience plays a vital role in making meaning from data. It has a special benefit in that it provides a flexible method of data analysis and allows researchers with various methodological backgrounds to participate in this type of analysis. As for content analysis, it is a research analysis method used to establish the presence of certain words, themes, or concepts within some given qualitative data (Fraenkel & Wallen, 2006). Content analysis is an approach used by researchers to investigate human behavior indirectly, through analysis of their communications. Its benefit, according to the authors is that it enables the researcher to use the communications texts and the probability of alteration in data becomes less. It is for the above reasons that the types of analyses are used. The responses captured are presented in forms of short words, as well as verbatim narrations. Each of the responses are given following the five (5) parameters (categories) of the participants, namely: the head teacher (code named as *HTR₁*), director of studies (*DOS₁*), teachers (*T₁, T₂...T₂₀*), BOG executive members (*BOG₁, BOG₂...BOG₅*) and PTA executive members (*PTA₁, PTA₂...PTA₅*). The presentations are provided in the next sections.

4.1 Question One: How has School Improvement Plan Influenced Students' Academic Achievement in Amuria Secondary School, Amuria District?

The study sought to establish the influence of SIP on students' academic achievement.

When participants were asked about whether SIP has influenced students' academic achievement, participants responded that it has greatly influenced students' academic achievement.

One of the participants said:

SIP has helped students improve on their academic achievement by encouraging collective efforts especially in making and approving the schemes of work, setting of targets for teachers, learners and enforcing serious revision especially during prep time (HTR₁).

Another participant stated: *"SIP has greatly improved on students' performance since it is its major priority"* (T₉).

Another participant had this to say:

I have seen a great improvement in this school since the introduction of SIP as compared to how students were performing before. The school stakeholders were able to set goals and strategies on how to improve performance (BOG₃).

4.1.1 How Students Performed Before SIP

When participants were asked about how students were performing before the introduction of SIP, major responses were that the performance was not good. These are shown below:

One of the participants said: *"Before the introduction of SIP majority of students would come in third and fourth grades with a few in first and second grades at UCE"* (HTR₁).

Another participant stated that:

The school was not performing well before the introduction of SIP but rather fairly performing. Most of the students at ordinary level would pass below second grade before the introduction of SIP and the better performing ones would be in second grade in UNEB results which is an indication that students' performance was not good (PTA₄).

Another participant stated:

Before the introduction of SIP, students' academic performance was very poor because most of them at UCE level would come in third grade, fourth grade and ninth grade with very few in first and second grades (DOS₁).

Another participant mentioned: *"Before SIP, students' achievement especially the girls was very poor as compared to boys"* (T₁).

4.1.2 How Students Performed After SIP

When participants were asked on how students are performing after the introduction of SIP, one participant responded that:

After the introduction of SIP the school is getting first grades, second grades and other students are still coming in third and fourth grade but not as many as they used to be before SIP was introduced (T₁₁).

For A level, the performance was no different from O level. Research results also showed that students' academic achievement improved with the introduction of SIP.

One of the participant said:

After the introduction of SIP the school's performance is good and most students get principle passes which can enable them join higher education levels like universities. This improved performance is attributed to conducting regular academic departmental meetings to identify where there could be gaps and find ways of taking corrective measures (DOS₁).

Another participant responded that:

“With the introduction of SIP the school recently got a student who was taken on government scholarship on merit. This is attributed to SIP because it had never happened before” (T₆).

4.1.3 How SIP Has Influenced Students’ Academic Achievement

When participants were asked about how SIP has influenced students’ academic achievement, it was pointed out that SIP improves quality of teaching and learning and helps in creating a clear vision for the school.

A response from one of the participants was:

SIP has helped us to check what is missing in the school thus giving a school direction for proper decision making and creating a positive learning environment for students. He further pointed out that due to SIP they now conduct weekly tests at the end of every topic and emphasize practical lessons for practical subjects (HTR₁).

In connection with the above findings, another participant had this to say:

SIP has helped the school to improve on students’ academic achievement by involving all other school stakeholders in formulating and implementing school improvement plan and coming up with different ideas on achieving higher performance (DOS₁).

A similar view by another participant was:

The introduction of SIP led to proper management and utilization of school resources and there is now effective communication between school administrators and parents about their children’s academic progress (PTA₃).

Another participant responded that:

Through SIP, we have gained new skills through professional development. When teachers’ skills improve it means that we will be effective on our job

and thus students' academic achievement will improve since they are handled by professional teachers (T₁₅).

A similar view by another participant was:

SIP supports continuous professional development of the staff on issues like scheming, learner motivation during the lesson, use of teaching learning materials and use of ICT integration, assessment among others (T₆).

Another participant responded that: *"SIP has improved on the health and safety of the school and hazards and harassments have reduced"* (BOG₄).

One PTA executive member had this to say:

The school has put emphasis on both student's welfare and staff welfare like paying rent for teachers and constructing staff quarters to bring the staff closer to reduce late coming and absenteeism (PTA₁).

One of participants also said: *"SIP has given our school a direction for every decision that we make"* (BOG₂).

Another participant pointed out that:

SIP has made us to identify our strength and weaknesses. I normally carries out lesson observation that helps in ascertaining the real teaching and learning process on the ground which has helped them to improve in area where they are not doing well to ensure that teaching and learning exercise takes place perfectly well (DOS₁).

Similarly, another participant had this to say; *"Through SIP the school has got more textbooks, science kits among others"* (HTR₁).

Another one responded that: *"SIP has improved on the physical structure of the school and has created a safe positive learning environment for students"* (PTA₃).

4.2 Influence of the School Improvement Plan on Conducive Learning Environment in Secondary Schools

When participants were asked on the how SIP has influences the learning environment of Amuria secondary school, one of the participants had this to say:

Senior Management Team (SMT) effectively monitors the teaching and learning done by all the teaching staff and this has minimized teachers' absenteeism (BOG₂).

Another participant stressed that:

There is improved quality of teaching. HODs, Director of Studies, Head teacher and Deputy Head teacher have a schedule to track and observe that all Lessons are covered as timetabled (HTR₁).

Additionally, another participate pointed out that:

Planning is effectively implemented by the teachers, Scheme of Work, Lesson planning and clear teaching objectives are set by the teachers. The academic committee also reviews schemes of work and lesson plans weekly (DOS₁).

Another participant revealed that: *"Teachers have good innovations like proper usage of teaching/ learning aids"* (T₇).

Similarly, another participants noted that *"There is operationalizing of the school academic strategies like rigorous remedial lessons conducted by all teachers at all levels"* (T₃).

Finally, another participant pointed out that:

The effective use of science fares has greatly improved on the teaching and learning of science subjects hence improved students' academic performance in science subjects (T₁₄).

4.3 Influence of School Improvement Plan on Students' Regular School Attendance in Secondary Schools

When participants were asked about the influence of SIP on students' regular attendance, one of them said: *"The school has a tracking tool filled by the class teachers marking learner's attendance"* (DOS₁).

Another participants pointed out that:

Roll calling of Day scholars also done at the gate the school has established the book for day scholars at the gate monitored by the administrator of the week where all day scholars sign in and out. Parents of absentee students are invited for a meeting at school to find out why their children were absent and corrective actions are taken (HTR₁).

Additionally, another participants pointed out that: *"We are very vigilant to ensure that no student dodges lessons when they are in school"* (T₂₀).

Another one responded that:

The school has introduced early morning preps from 7:00am to -8:00 am to ensure that all the learners attend them as a way of improving on their attendance and performance (T₁₁).

A similar view by another participant was:

The school has created a culture of daily roll calling in order to get daily attendance by the Head of the week and displayed on the school notice board to easily know students who absent themselves and how many times in a week such that they are dealt with (DOS₁).

Another participant said:

The school has also introduced the school fees payment schedule in order to encourage good learner attendance instead of failing to attend lessons due to school fees (60% upon reporting and 40% on visitation day for Non-candidate classes) and payment of two term only by candidate class i.e. pay as earn learn school policy (HTR₁).

Evidence from the documentary review of the students' continuous assessment results, UCE & UACE results of both the years before and after the introduction of SIP showed that most students performed poorer as compared to how they are performing now after the introduction of SIP. When checking in registers to check on attendance for students, a few of them were seen to be absenting themselves from classes though not frequent. A copy of the SIP was also seen and there were both BOG and PTA meeting minutes reviewed. All these were an indication that Amuria secondary school is implementing SIP and that is why students' academic achievement has improved as compared to years before the introduction of SIP

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

In this chapter, the findings of the study are discussed guided by objective of the study and related with the existing literature. The discussion is done under the following sub headings:

1. How school improvement plan has influenced students' academic achievement
2. How school improvement plan has influence of the conducive learning environment in secondary schools.
3. How the school improvement plan has influenced students' regular school attendance in secondary schools

5.1 Question One: How has School Improvement Plan Influenced Students' Academic Achievement in Amuria Secondary School, Amuria District?

Findings of the study indicated that students' academic achievement has improved as compared to before the introduction of SIP. In agreement with these findings, Hopkins (2004) asserts that the major principle of school improvement plan is to improve the levels of learning and learners' performance. Similarly, Jackson (2005) stipulates that effective school improvement plan contributes to the overall school performance by creating an understanding of the bigger picture of a school's current state, including students' academic achievement, school environment, teachers state, parents, and administrative issues. The major idea about SIP is that it promotes the school capability for change as well as implementing specific reforms that their ultimate goal is to foster students' academic achievement.

Findings of the study indicated that through SIP, teachers gain new skills through professional development. When teachers' skills improve it means that they will be effective on their job and thus students' academic achievement will improve since they are being

handled by professional teachers. In agreement with these findings, Bendikson, Hattie, & Robinson (2011) revealed that the aim of introducing school improvement plan in China was among other things to promote professional development. The above authors further noted that school improvement planning is not an option but a must for all schools to achieve school effectiveness in both managerial and academic achievement of learners. This is an indication that SIP when effectively implemented influences students' academic achievement.

Study findings have also indicated that SIP helps the school administrators to identify and solve school problems. This is in line with Jackson (2005) who noted that the process of SIP helps school administrators to identify challenges faced by schools and find ways of resolving them. He further noted that the process also creates an environment where parents can be informed of the learning of their children and the school conditions where their children learn from. SIP is important because it draws the parents' attention to the education in the society where they live and this is an important achievement which can improve the conditions of the schools and the students' learning outcome.

Findings of the study also showed that SIP has improved on the health and safety of the school and hazards and harassments have reduced. This is in line with MoE&S (2013) which pointed out that in SIP, greater energy is exerted to ensure that schools are safe and health. The safety and healthy nature of the school environment enhances students' learning achievement because students learn without any type of fear of hazards, physical harassment, students discipline is maintained, there is a good teacher student relationship.

Findings of the study further showed that SIP helps in creating a clear vision for the school. In connection with the research findings, Dimmock (2009) stressed that there is widespread acceptance among academicians that school improvement planning in several areas is a

powerful tool of promoting school effectiveness since it enables the school community to have a clear vision of what the school is about, a shared sense of purpose, a set of goals and consensus on the means of achieving them in order to meet the needs of students.

Additionally, Huber and Conway (2015) stipulate that school improvement plans are roadmaps that lead to improvements in student achievement since they look at targets, goals, and aims and identify those who will be in charge of each element and the strategies that will be used to implement them.

Research results also showed that SIP improves quality of teaching and learning. In agreement with these research findings, Hopkins (2004) stressed that SIPs promote teaching approaches that can effectively help in achieving high academic standards while at the same time improving the students' range of learning skills as well as contributing to aspects of individual and social development. Additionally, Hopkins (2004) stressed that SIPs promote teaching approaches that can effectively help in achieving high academic standards while at the same time improving the students' range of learning skills as well as contributing to aspects of individual and social development. In agreement with the above also is Makotsi (2006) who notes that school improvement plan improves the quality of teaching and learning in schools by winning the support of the staff and involving the community to understand the direction of the school. It also allows the school to focus on learner progress and achievement.

Research findings also indicated that SIP has made them to identify their strength and weaknesses which has helped them to improve in area where they are not doing well to ensure that teaching learning exercise takes place perfectly well. In agreement with the above findings, the MoE&S (2007), stresses that the purpose of school improvement plan is about improving students' learning and their learning outcome at higher level and therefore schools primarily

need to conduct self-enquiry on the weaknesses and strengths of their current performance which gives them the actual current picture and a basis for future improvement. Similarly, Maurice (2002) noted that SIP encourages schools to carry out self-assessment to know their strength and weaknesses on performance.

Findings of the study further indicated that SIP improves on availability of infrastructures and instructional materials. In agreement with these research findings, Hellelwell (2012) noted that due to SIP, schools have started to think about setting up new infrastructure, development of teaching learning aids and encouraging students' regular attendance. Additionally, MoE&S (2013) noted that SIP has improved on educational facilities such as classrooms, textbooks, library, science kits, laboratories, sports materials, toilets, water supply, and electricity among others. SIP has raised the level of community concern and involvement in education and for these reasons; it has improved students' academic performance.

Research findings also revealed that SIP improves on school environment. Leithwood (2012) is in agreement with the above findings and notes that SIP has created a safe positive learning environment for students. Furthermore, Leithwood (2012) further reveals that the impact of school improvement plan on students' learning is great. This observation is understandable because the teaching takes place at the school level and provides conditions necessary for teaching activities to take place.

Findings of the study also indicated that through SIP, the school can now fully utilize its resources but setting priorities. In connection to this, Rogers (2012) points out that school improvement plan plays an important role in the management of school's resources and thus it is always identified as an effective way of proper utilization of school resources and the effect of school improvement planning is a significant factor that accounts for approximately 3 to 5 % of variance in students' academic achievement.

5.2 Research question two: How has School Improvement Plan Influenced the Conducive Learning Environment in Secondary Schools?

Research findings have showed that because of SIP, Senior Management Team (SMT) effectively monitors the teaching and learning done by all the teaching staff and this has minimized teachers' absenteeism. In agreement with the above findings, Huber and Conway (2015) note that school improvement plans Improve the quality of teaching whereby lesson Observations are done by school administrators have scheduled to monitor and track teaching to ensure that no teachers dodges his lessons

Study findings also revealed that there is improved quality of teaching and that school administrators observe that all lessons are covered as timetabled. In support of the above findings, Bickmore et al., (2021) note that school improvement plan fosters a learning environment that encourages positive and confident student engagement and rigorous learning while promoting feelings of safety, inclusion and belonging. The purpose of the school improvement plan is to improve the quality of teaching and learning environment in the school, so that greater numbers of students achieve in their academics.

5.3: Research Question Three: How has the School Improvement Plan Influenced Students' Regular School Attendance in Secondary Schools?

Findings of the study revealed that the school has a tracking tool filled by the class teachers marking learner's attendance. In support of the above findings, Mintrop and Zumpe (2019) stress that schools have tracking tools filled by the class teachers marking dialing learner's attendance. The teacher has an obligation to mark the register regularly and accurately each time the register is opened and submit data to the administrators. There is roll calling of day scholars also done at the gate monitored by the administrator of the week and parent's absentee invited for a meeting.

Research results also showed that there is roll calling of day scholars also done at the gate the school has established the book for day scholars at the gate monitored by the administrator of the week where all day scholars sign in and out. Parents of absentee students are invited for a meeting at school to find out why their children were absent and corrective actions are taken. Strunk et al., (2015) are in agreement with the above findings and note that through regular monitoring of attendance and absence patterns, and reviewing the excuses given for absences, schools may identify that a student is at risk of poor attendance. School improvement plan considers follow up and improvement strategies when a student has been absent more than five days in a term for any reason. This follow up is recommended as an early intervention approach that may possibly identify an underlying issue affecting attendance.

Findings of the study further revealed that the school has introduced early morning preps from 7:00am to -8:00 am to ensure that all the learners attend them as a way of improving on their attendance and performance. In support of the above findings, Brickmore et al. (2021), most schools do checking to ensure no student dodges lessons. Schools also have early morning preps usually from 7:00am to -8:00 am to ensure all learners attend them as a way of improve on their attendance and performance.

Research results also revealed that the school has created a culture of daily roll calling in order to get daily attendance by the head of the week and displayed on the school notice board to easily know students who absent themselves and how many times in a week such that they are dealt with accordingly. In agreement with the above, Fernandez (2011) pointed out that through SIP, steps are taken to ensure that attendance procedures are communicated clearly and regularly. Plans are made to make explicit the importance of good attendance for academic achievement and encourage students to reflect on the links between attendance and attainment. Teachers ensure accuracy in taking class rolls, and communicate information on patterns of absenteeism to school management and parents

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

In this chapter, the researcher presents the conclusions and recommendations in relation to the objectives of the study and basing on research findings. Suggested areas for further research are also presented.

6.1 Conclusions

Basing on the findings of the study, the following conclusions were made.

1. Students' academic achievement in Amuria secondary school has improved as compared to before the introduction of SIP. School improvement plan has contributed to the overall school performance and the current state of students' academic achievement in this school is good.
2. SIP has helped the school administrators to identify challenges faced by the school and they have tried to find ways of resolving them in order to improve on students' academic achievement.
3. School improvement plan has drawn the parents' attention to the education and created an environment where parents can be informed of the learning of their children and the school conditions where their children learn from.
4. The quality of teaching and learning in Amuria secondary school has improved due to the SIP. This has helped in improving the academic standards of the students.
5. There is lack of awareness on the program by some stakeholders which has led to poor levels of participation of stakeholders from planning to evaluation of the program.
6. SIP helps in creating a clear vision for the school, setting of goals, targets and devising the strategies of achieving them in order to meet the needs of students.

7. School improvement plan has promoted a conducive learning environment where by teaching and learning exercise is always monitored by school administrators.
8. School improvement plan influenced students' regular school attendance in Amuria secondary schools through emphasizing daily roll calling and students registers.

6.2 Recommendations

Basing on the findings of the study, the following recommendations were made;

1. There should be sensitization of all stakeholders such that they get the necessary awareness about SIP and participate accordingly when called upon.
2. The government through the MoE&S should effectively inspect schools to ensure that they are properly implementing the SIP.
3. The government should increase on the grant given to schools, come on time and come in wholesome to ensure that SIP is properly implemented.
4. The government together with school administrators should find all ways possible to ensure that SIP is enhanced since it is influential as far as students' academic achievement is concerned.

6.3 Suggested Areas for Further Study

1. Roles of school management stakeholders in the formulation and implementation of school improvement plan in secondary schools
2. Strategies to Implement School Improvement Plans in Secondary Schools
3. This study was conducted in only one school in Amuria district. Similar studies could be conducted in other secondary schools in the country for comparison purposes.

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INFORMED CONSENT FORM

RESEARCH TOPIC: SCHOOL IMPROVEMENT PLAN AND STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN AMURIA DISTRICT: A CASE STUDY OF AMURIA SECONDARY SCHOOL

The purpose of this study is to examine the influence of SIP on students' academic achievement in secondary schools in Amuria District using Amuria secondary school as a case study. There are minimal potential risks and discomforts in regard to the topic under study and if they come, the researcher will handle them in an ethical and professional way. The researcher will ensure confidentiality of the information given and names of respondents and schools will not appear on any documents used in the study to protect the identity of the participants. The research will purely be voluntary and the researcher will not give any incentive to respondents to participate in the study. By signing this form, you authorize the researcher to involve you in the study by answering the questionnaire and being interviewed if required.

I voluntarily agree to participate in this research study

Yes

No

Name of Participant:

Signature:Date:

Name of the researcher:

Signature:Date:

APPENDICES

APPENDIX I: INTERVIEW GUIDE FOR TEACHERS, HEAD TEACHERS, DOS, BOG AND PTA EXECUTIVE MEMBERS

1. As a head teacher/ DOS, do you involve other stakeholders in formulating and implementing school improvement plan? If yes, how do you involve them?
2. As teachers, BOG and PTA member are you involved in formulating and implementing school improvement plan?
3. If yes, how does your involvement improve on the academic achievement of students?
4. As a teachers, head teacher/ DOS/BOG/ PTA member, do you think there is any influence of school improvement plan and students' academic achievement?
5. If yes, how?
6. How do rate students' academic achievement before and after implementation of SIP?
7. In which other ways do you think school improvement plan influences students' academic achievement?
8. How do you think school improvement plan has promoted the conducive learning environment in this secondary school?
9. What is the influence of school improvement plan on students' regular school attendance in this schools?

Thank you

APPENDIX V: DOCUMENT ANALYSIS GUIDE

1. A copy of the SIP
2. Students' attendance registers
3. Students' continuous assessment reports
4. UCE & UACE results
5. Minutes of SIP meetings



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

25th August, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTORY LETTER FOR ISELE GEORGE FRANCIS

Warm greetings from Uganda Christian University!

This serves to introduce the above named; Isele George Francis, as our student registered number RJ20M06/009 pursuing a Master of Education in Administration and Planning.

George Francis is conducting a research as a requirement for the award of the above mentioned degree entitled; *School improvement Plan and Students' Academic achievement in Secondary Schools in Amuria District: A Case Study of Amuria Secondary School.*

He has fulfilled all clearance requirements such as getting Research Ethics Approval from UCU-REC which is accredited and regulated by Uganda National Council for Science and Technology (UNCST).

Any assistance given to him in achieving this goal will be highly welcome.

Thank you so much.

Yours faithfully,

for

Dr. Owor Joseph Jakisa
Directorate of Postgraduate Studies,
Uganda Christian University
jowor@ucu.ac.ug



cc. Executive Secretary, Uganda National Council Science & Technology
cc. Chairperson, UCU-Research Ethics Committee

3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 22nd August, 2023 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Research Proposal	English	1.0	2 nd August, 2022
2.	Informed Consent Form	English	1.0	2 nd August, 2022
3.	Data Collection Tools	English	1.0	2 nd August, 2022

Signed and Stamped



Prof. Peter Waiswa,
UCUREC Chairperson,
pwaiswa@musph.ac.ug





AMURIA SECONDARY SCHOOL

P.O BOX 525, SOROTI (U) Tel: Headteacher: 0773211080
Deputy Headteacher1: 0772685874

9th/10/2022

BOG/PTA EXECUTIVE

AMURIA SECONDARY SCHOOL.

REF: INTRODUCTION LETTER

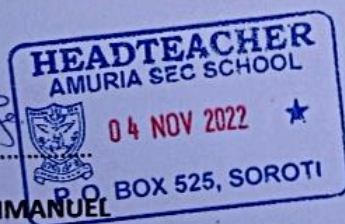
This is to introduce to you Mr. Isale George Francis; He is a Headteacher of Akoromit Peas Highs School. He has taken our school as case study for his Master Research programme.

Please accord him the necessary help.

Thank you.

OTINEN IKATE EMMANUEL

HEADTEACHER



C.c. File Copy.

AMURIA SECONDARY SCHOOL SIGN POST



PART OF AMURIA SECONDARY SCHOOL STRUCTURES



**THE RESEARCHER INTERVIEWING THE HEAD TEACHER OF AMURIA
SECONDARY SCHOOL**



COPY OF SIP OF AMURIA SECONDARY SCHOOL



AMURIA SECONDARY SCHOOL

P.O BOX 525, SOROTI (U) Tel: Headteacher: 0773211080
DeputyHeadteacher1: 0772685874

2022 School Improvement Plan (SIP)	
School Code & Name	AMURIA SS
School Address and Telephone:	P.O BOX 525, SOROTI[U]
School Telephone	0773211080
Email:	Amuriass1960@gmail.com
Year Established:	1960
Name of School Head Teacher	OTINEN IKATE EMMANUEL
Name of Deputy Head Teacher	ONYAIT CHARLES
Name of Head of Studies	OMUDU CHARLES
Board chair: Name & telephone	OKWII PATRICK-0772855267/0776135969
PTA chair: Name & telephone	OLOKA SAMUEL OKELLO -0772633481

IMPACT STATEMENTS (VISION, MISSION, AND VALUES)

SCHOOL VISION: A disciplined, Self-reliant and patriotic Generation

Mission: To Provide Equitable Access to Quality Education for National Unity and Development

IMPACT STATEMENTS:

1. **Access:** All children have equitable access to education no matter their background circumstance
2. **Quality:** School leavers are well prepared to define and lead fulfilling and socially responsible lives
3. **Sustainability:** Universal access to quality education is secured for the long-term

SCHOOL MOTTO:	LOKASUBAN KA ACOA
Core values	



Core values
SCHOOL VALUES
1. Godliness -Alife full of Christian Values
2. Respect – For self, others, property, the environment and its scenic Beauty
3. Time management - Plan for and use time efficiently and effectively.
4. Perseverance - Have determination, diligence and endurance in all aspects of life
5. Integrity -Practice honesty

2023 School Improvement Goals
Summarize 2023 school improvement Goal based on Access, Quality and Sustainability
Goal1: (Access: Increase equitable access and retention of learners
Goal2: (Quality) Increase the number of girls achieving Division 1 – 3 in UCE Exams
Goal3: (Sustainability) Ensuring stable financial position through increased school fees collection rate.

3: SCHOOL DATA PROFILE AND TARGETS FOR 2023

DATA	2022		2023 Targets	
ACCESS				
Enrolment	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
% boarding capacity filled	103.1	66.3	109.4	65
% of Day Students enrolled	91.1		72	
% enrolment against Available Classroom Space	65		64	
Retention				
% UCE completion	90		100	
% Annual Retention	140		240	
Equity:	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
Number of school level equity bursaries awarded	5	4	6	5
QUALITY				
Academic Achievement	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
% Achieving UCE Division 1-3	50	40	55.7	44.3
% Achieving 2PP or better at UACE	45.8	25	76.7	23.3
% Teacher attendance	90		90	
Average Annual Inspection Score	19.0		19.1	
Student Welfare				
Student welfare scores	2.2		2.3	

Preparedness for Post School Life		
% of students who are either in work or further study	80	85
SUSTAINABILITY		
Income – Expenditure Position	116,288,609	
Overall Balance Sheet Position	152,926,564	
% Overall Fee Collection Rate	96	98
% Boarding fees collection rate	96	98
% Day Fees collection rate	96	98
% Contribution to network reserve	0	
Internal Audit Score		

SIP STRATEGIES AND IMPLEMENTATION TIMELINE

Strategy	ACTIVITIES	Measures of success	2023											
			Term 1				Term 2				Term 3			
Objective 1: (based on Access Targets) To meet school capacity enrolment target														
Strategy 1.1: To stabilize the boarding enrolment capacity			J	F	M	A	M	J	J	A	S	O	N	D
	1.1.1 Encourage promotions of division one to three in all classes	Improved academic performance in all classes (90%)		*	*	*	*	*	*		*	*	*	
	1.1.2 Improve on the students' discipline	Operational disciplinary structures of the learners and staff, empower the prefects and counsellors – minutes, attendance		*	*	*	*	*	*		*	*	*	
	1.1.3 Admission on quarters i. e filling in the gaps created in candidate classes of 2020	Meeting the school enrolment capacity (80% of school enrolment capacity)		*	*	*	*	*	*	*	*	*	*	*
	1.1.4 Emphasis on prompt fees payment	Meeting 60% upon reporting, parents commit on fees payment strategy and 100% before registration for candidates and		*	*	*	*	*	*		*	*	*	

in Katakwi, Amolatar, Obalanga, Wera region, Komolo etc.	community, students															
Strategy: 1.4 Engage in out of school co-curricular activities like community engagement, football and athletics.	1.3.3 Contact the various head teachers in their villages; Attending AGMs of nearby primary schools; Speaking to all headteachers of primary in their termly workshops organized by UNICEF and the district. Radio advertisement like on Savior Fm, Etop radio, Amolatar Fm and Joshua Fm	At least 8 AGMs attended 5 radio adverts in various radio stations	*	*	*	*	*									
Objective 2: (Based on quality Targets) To improve on the general academic planning																
Strategy 2.1:To improve on the planning	2.1.1 Call for the planning week	Termly planning week with 90% attendance of staff	*	*				*	*	*	*					

	2.1.2 Joint approval of the schemes of work and setting of targets with teachers, learners and having senior preps implemented in term one not in term three	80% Approval of the schemes by the end of week one termly ,schemes in line with NCDC Abridged curriculum and LSC syllabus 80% of the targets set by the second week of the term Improved performance in all examination circles	*	*	*		*	*	*	*			
	2.1.3 Conducting regular academic meetings [departmental meetings, Academic analysis meetings] and syllabi audit	Minutes of these meetings, reports	*	*	*		*	*	*	*			
	2.1.4 ILT joint checking of coverage (Syllabi audit).	Record of syllabus audit	*	*	*		*	*	*	*			
Strategy 2.2: To improve on assessments and attainment	2.2.1 To conduct topical tests and weekly facilitated tests for English	Record of marks analyzed by all departmental members		*	*		*	*					
	2.2.2 complete circle of examination	Record of results analysis, evidence of feedback given to the learners, standard exams given	*	*	*		*	*	*	*			
	2.2.3 To conduct practical lessons	Record of practical lessons conducted	*	*	*		*	*	*				

	2.2.4 Exposure of learners to various mock bodies and hiring of resource persons right from term two for English before End of term examinations	Record of various mocks revised	*	*	*		*	*	*	*			
Strategy 2.3: To improve on the curriculum and the time table	2.3.1 proper allocation of load weights	Well balanced teacher load and the time table	*	*	*		*	*	*	*			
	2.3.2 To have creation of academic corners to display subject course outline, talking classrooms [T/L Aids]	Subject topic outlines displayed in the classrooms or in the learners first page of the book	*	*	*		*	*	*	*			
Objective 3: (Based on Sustainability Targets) To improve on fees collection and clearance rates from 95 to 98													
To improve boarders' fees collection and clearance rate from 96% to 98%	3.1.1 Strengthening of fees collection task force [sending per class per day targeting specific fees defaulters] and having class teachers actively participate in the fees collection process together with other teachers.	98% of the fees collected	*	*	*		*	*	*	*			
	3.1.2 Employment of 60% installment upon reporting,	80% of learners clear 100% by Visitation day	*	*	*		*	*	*	*	*		



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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 24TH/ MAY/2024

Name of Candidate: ISELE GEORGE FRANCIS

Reg. No: RJ20M06/009

TITLE OF DISSERTATION: SCHOOL IMPROVEMENT PLAN AND STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN AMURIA DISTRICT: A CASE STUDY OF AMURIA SECONDARY SCHOOL

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	The candidate should indicate the current month and year of	they were indicated	Cover page

	submission.		
2	It is strange that the supervisor signed the candidate's dissertation before the candidate himself signed his dissertation	It was corrected	Page i
3	The candidate should have at least two study objectives and two research questions	More objectives were added	Page 12
4	The candidate's conceptual framework suggests that the study is quantitative.	It was corrected	Page 15
5	The candidate should appropriately revise chapter two basing on the modifications made in chapter one.	It was revised	Pages 17-25
6	The candidate should appropriately revise chapter three basing on the modifications made in chapter one.	It was revised	Page 26
7	The candidate need to present the acceptable way of establishing validity of the study tools.	It was presented	Page 32
8	The candidate should appropriately revise chapter four basing on the modifications made in chapter one and chapter three.	It was revised	Pages 34-41
9	The candidate should appropriately revise chapter five basing on the modifications made in chapter one, two, three and four.	It was revised	Pages 42-47
10	The candidate should appropriately revise chapter six basing on the modifications made in chapter one, two, four and five.	It was revised	Pages 48-49
11	The candidate should discard all appendices needed at the proposal stage and not at the dissertation stage.	They were discarded	Proposed time frame and budget
SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	The abstract should reduce the words to 300 it is exceeding by 38 words	It was done	Page xii
2	The abstract should include all the research objectives	They were included	Page xii
3	Questionnaire should be removed from the abstract	It was removed	Page xii
4	The number of respondents should be 32 not 51	It was corrected	Page xii

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	You did not describe SIP, what does it entail	It was described	Pages 3-8 and 64-71
2	It is not correct to have one research question.	More questions were formulated	Page 12
3	Case studies are qualitative not quantitative	It was corrected	Page 26
4	you should not even talk about the EV get reed of them	They were removed	Page 15
5	You should not use a questionnaire.	They were removed	Page 30
6	You should talks about Amuria and the school	It was done	Pages 8-11
7	Those percentages in brackets are not clear. Leave quantitative out of your study and concentrate on qualitative.	They were removed and only used qualitative	Pages 35-41

Candidate's Name. ISELE GEORGE FRANCIS

Supervisor's Name Bernadette Busingye Babishangire (Mrs.)

Signature. 

Signature.....  4th June 2024