ADMINISTRATIVE INVOLVEMENT OF SUB-COUNTY LOCAL LEADERS IN SCHOOL MANAGEMENT AND PUPILS' ACADEMIC PERFORMANCE IN KABAMBA SUB-COUNTY, KAGADI DISTRICT, UGANDA

BY

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A RESEARCH DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE AND RESEARCH IN PARTIAL FULFILLMENTOF THE REQUIREMENTS FOR THE MASTERS IN EDUCATION PLANNING AND MANAGEMENT OF NKUMBA UNIVERSITY

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DECLARATION

I, Byaruhanga Enock, do hereby declare that this dissertation titled, ''*Administrative Involvement of Sub-County Local Leaders in School Management and Pupils' Academic Performance in Kabamba Sub-County, Kagadi District, Uganda*,'' is my original work and has never been submitted to any other University or institution for any award.

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APPROVAL

This is to certify that Byaruhanga Enock carried out this research tilted, ''Administrative Involvement of Sub-County Local Leaders in School Management and Pupils' Academic Performance in Kabamba Sub-County, Kagadi District, Uganda,'' under my supervision.

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DEDICATION

This piece of work is dedicated to my wife Mrs. Byaruhanga and to my parents and children.

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Completing this master's programme would have been impossible without God's grace and mercy. I thank God for giving me this opportunity to achieve this success in this profession I love. I also wish to extend my appreciation to the following people: First, I would wish to acknowledge the guidance of my supervisor; Dr. John Paul Kasujja, the Dean School of Education for being such great intellectual property attorney and for his wonderful and technical contribution in the successful write out of this thesis.

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ABSTRACT

The study examined the contribution of sub-county local leaders to pupils' academic performance in Kabamba Sub-County, Kagadi District, Uganda. Specifically, it sought to establish the contribution of local leaders' decision-making, supervision and financial mobilisation to pupils' academic performance. A total of 62 respondents participated in the study, comprising 8 head teachers, 8 deputy head teachers, 1 sub-county chief, 16 management committee members, 16 PTA members, 2 finance committee members, 2 education committee members, 1 LCIII chairperson and 8 LCI chairpersons. Data were collected using questionnaires, interview guides and documentary analysis, and analysed using frequencies, percentages and thematic analysis.Regarding the first objective, findings revealed that local leaders participated in decisions concerning school infrastructure, teachers' and pupils' welfare, and financial accountability. Table 4.7 indicated that 15 (94%) of management committee members associated local leaders' decision-making with improved financial accountability. These decisions supported school development and a conducive teaching and learning environment. Regarding the second objective, Table 4.8 showed that all 16 (100%) management committee members and 16 (100%) PTA members reported that schools were supervised twice a term. Table 4.9 further revealed that all 8 (100%) head teachers and 8 (100%) deputy head teachers reported improved financial management and record management. Reduced teacher absenteeism was reported by 8 (100%) head teachers and 7 (86%) deputy head teachers, while reduced pupil absenteeism was reported by 6 (75%) head teachers and 5 (63%) deputy head teachers. Regarding the third objective, Table 4.10 showed that all 16 (100%) management committee members and 16 (100%) PTA members identified fundraising as a source of school finances. Table 4.11 indicated that all 8 (100%) head teachers and 16 (100%) PTA members recognized the contribution of mobilized funds to infrastructure development. Funds also supported teachers' facilitation, sanitation, security, games and sports. The study concluded that local leaders contributed to school management through decision-making, supervision and financial mobilization, supporting infrastructure, accountability and learning conditions. It recommended strengthening local leaders' participation in school decisions, maintaining regular supervision and promoting transparent financial mobilization and accountability to improve pupils' academic performance.

Keywords: *Local leaders, decision-making, supervision, financial mobilisation, academic performance.*

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study is about the contribution of sub-county local leaders to pupils' academic performance in Kabamba Sub-County, Kagadi District. It discusses the background to the study, the statement of the problem, objectives of the study, research questions, scope of the study, justification of the study, the significance of the study and the conceptual framework.

1.1 Background to the study

1.1.1Historical perspective

The current local Government leaders' establishment is rooted in the Decentralization Statute (1993) which aimed at transferring power to the people in addition to promoting equitable distribution of resources. The Ugandan constitution (1995) detailed the modalities of a decentralized government while the Local Governments Act of 1997 made Local Government Council responsible for ensuring implementation and compliance with government policies (Government of Uganda 1997). Therefore, the local leaders are backed by law to monitor and implement government programs and policies including the provision of education services.

According to Green (2010), it became the responsibility of local governments to monitor the implementation of primary education after decentralization and more so when Universal Primary Education (UPE) programme was introduced in the country. The UPE free education policy has been implemented in Uganda since 1997 as a strategy to eradicate poverty, generate development and to reduce illiteracy (Bruns, Mingat & Rakotomalala, 2003). In the UPE implementation and illiteracy eradication processes, Local leaders have been mandated to participate in the provision of education in all schools including the privately owned enterprises. According to Pre-Primary, Primary and Post-Primary Act 2008 Part III, the provision of education and training to the child is the joint responsibility of the State, the parent or guardian and other stakeholders. Their participation goes on to influence pupils' academic performance, but the extent was what this study intended to establish.

Academic achievement is very crucial at every level; from a perspective of an individual, a family, a school and the nation as well, (Kinyanjui, 2014). However, for pupils to achieve better academic performance, effective leadership is needed, and this leadership must involve all stakeholders including local council leaders. Involving stakeholders improves the quality of teaching and learning in schools. It is also associated with effective utilization of the existing resources and desirable supervision levels. It is this enabling environment that motivates learners to learn and teachers to teach, which results into desirable academic performance, (Mugizi, 2009). Tumuhimbise, (2017) noted that good governance is very crucial in attainment of performance targets.

According to Beinebyabo (2016), good governance reduces corruption, generates ethical integrity and social responsibility, and attracts investments, rule of law and competitiveness in business enterprises. Short of that, is violence, disagreements, mismanagement and generally a non-development or supportive environment. Good governance is accountable, transparent, responsive, effective and efficient, participative; consensus oriented and accommodates the rule of law. These characteristics are sometimes referred to as pillars of good governance. Institutions and organizations are expected to utilize these pillars in their management and this suggests why local leaders are fully involved in the provision of education and how they get involved so as not to compromise quality of education and academic standards in schools.

Education is the process of imparting and acquiring desirable knowledge, skills, and attitudes through teaching and learning, (Lukonge, 2013). The acquired skills, knowledge and attitudes are human capital which helps individuals to invest, work and transform society. This education is aimed at opening avenues for further and future development. Different people are attracted to study and acquire quality education so as to achieve today and tomorrow. According to Odada (2004), the education imparted should generate quality behavior, actions and attitudes.

The White Paper on education (1992) states that education should lead to attainment of moral, ethical and spiritual values in the individual; develop self-discipline, integrity, tolerance and human fellowship. It is about helping children acquire virtues that help them as individuals to live good life at the same time become productive members of the community, (Musinguzi.

2012). Farrant, (1980) noted that the overwhelming majority of parents expect teachers and other school authorities to contribute to children's development, therefore, the contribution of all stakeholders and local leaders inclusive is in this line. In the absence of biological parents, the management of schools is expected to take up the role and to perform accordingly.

These local leaders participate in the management of schools so that available resources are utilized efficiently and effectively. They are involved in planning, financial management, discipline, control and assessment of learners' performance for purposes of attaining desired academic performance and generally educational goals.

1.1.2Theoretical perspective

This study was guided by Path–Goal Theory of Leadership, also known as the Path–Goal Theory of Leader Effectiveness. The theory was originally developed by House (1971) to explain how leadership behaviour influences subordinates' motivation, satisfaction and performance. The theory draws on the proposition that leaders can enhance the performance of their subordinates by clarifying expected outcomes, identifying the means of achieving them, providing appropriate support and reducing obstacles that may hinder goal attainment. House (1971) argued that effective leadership involves helping subordinates understand the relationship between their efforts, performance and expected rewards. Therefore, the effectiveness of a leader depends partly on the extent to which the leader's behaviour corresponds with the needs of subordinates and the demands of the task.

Path–Goal Theory identifies four broad leadership behaviours: directive, supportive, participative and achievement-oriented leadership. Directive leadership involves clarifying responsibilities, communicating expectations, establishing procedures and providing guidance on how tasks should be completed. Supportive leadership emphasizes consideration for subordinates' welfare, respect, encouragement and the creation of a favourable working environment. Participative leadership involves consulting those affected by decisions and incorporating their views into the decision-making process. Achievement-oriented leadership involves setting challenging goals, encouraging high standards and expressing confidence in the

ability of individuals to achieve expected results (House, 1971). These behaviours are not necessarily mutually exclusive; a leader may apply different behaviours depending on the circumstances, the nature of the task and the needs of the people concerned.

The relevance of Path–Goal Theory has continued to be examined in educational and organisational settings. For example, Kato et al. (2024) validated measures of the four Path–Goal leadership behaviours among academic staff at Kyambogo University in Uganda. Their findings supported the measurement of directive, supportive, participative and achievement-oriented leadership behaviours in that institutional context. Similarly, Amoding et al. (2023) applied Path–Goal Theory in a study of leadership styles and pupils' academic performance in selected public primary schools in Jinja, Uganda. These studies demonstrate the applicability of the theory to the analysis of leadership practices in educational institutions, although their findings should not automatically be generalised to local government leadership in Kabamba Sub-county.

In the present study, Path–Goal Theory provided a theoretical basis for examining the contribution of local leaders' decision-making, supervision and financial mobilisation to pupils' academic performance in Kabamba Sub-county, Kagadi District. Although the theory was initially developed to explain leadership and subordinate performance in organisational settings, its central principles can be cautiously applied to local leaders' support for primary education. Local leaders may not directly teach pupils or control every aspect of school administration, but their decisions, monitoring activities and mobilisation of community resources may influence the conditions under which teaching and learning take place.

First, the theory informed the examination of local leaders' decision-making. Effective decision-making involves identifying educational priorities, consulting relevant stakeholders, setting clear expectations and coordinating actions intended to address school needs. In the context of Kabamba Sub-county, local leaders may participate in decisions concerning school infrastructure, sanitation, classroom conditions, community participation and the allocation of locally mobilised support. Decisions that respond to identified school needs may help reduce barriers to learning, while delayed, poorly coordinated or insufficiently informed decisions may leave educational challenges unresolved. This relationship is consistent with the directive and

participative dimensions of Path–Goal Theory because leaders are expected to clarify priorities while involving relevant stakeholders in decisions that affect the attainment of educational goals.

Second, Path–Goal Theory guided the examination of local leaders' supervision**.** Supervision may involve monitoring school conditions, following up on agreed actions, communicating with head teachers and school management committees, identifying implementation challenges and coordinating corrective measures within the leaders' mandates. These activities are relevant to the theory because directive leadership clarifies expectations, while supportive leadership encourages cooperation and helps address difficulties encountered in pursuing institutional goals (House, 1971). In this study, supervision was considered important because consistent follow-up may help identify obstacles such as inadequate learning materials, poor school facilities and weaknesses in stakeholder coordination. However, supervision by local leaders should be distinguished from the professional supervision and instructional responsibilities of head teachers and education officers.

Third, the theory informed the examination of financial mobilisation and management. The attainment of educational objectives requires resources to support the school environment and the provision of learning opportunities. Local leaders may help mobilise community contributions, coordinate stakeholder support and advocate for educational resources through the appropriate local government structures. From a Path–Goal perspective, such activities may help reduce resource-related obstacles that prevent schools from achieving their objectives. Nevertheless, financial mobilisation does not necessarily translate into improved academic performance unless the resources are adequate, appropriately managed and directed towards relevant educational needs. The study therefore considered financial mobilisation in terms of its potential contribution to the conditions that support pupils' learning rather than assuming that mobilisation alone determines examination outcomes.

The theory also provides a basis for understanding the possible connection between local leadership practices and pupils' academic performance**.** Academic performance may be reflected in examination results, assessment scores, completion of assigned learning tasks and other school-based indicators. When local leaders make responsive decisions, conduct appropriate supervision and help mobilise resources, schools may be better positioned to provide a

supportive learning environment. However, pupils' performance is also influenced by factors such as teacher competence, pupil attendance, household income, parental support, school leadership, availability of learning materials and individual differences in learning. Consequently, Path–Goal Theory provides a useful explanatory perspective, but it does not independently account for all the factors that may shape pupils' academic outcomes.

The suitability of Path–Goal Theory for this study lies in its emphasis on goal clarification, stakeholder support and the removal of obstacles to performance. It provides a logical basis for examining how the selected local leadership practices may be associated with the conditions necessary for effective teaching and learning. Recent Ugandan research by Kato et al. (2024) provides evidence that the theory's leadership dimensions can be operationalised in a local institutional setting, while Amoding et al. (2023) demonstrate its application in research on primary-school academic performance. Nevertheless, the present study extends the discussion to the contribution of sub-county local leaders rather than focusing exclusively on school head teachers.

The theory has limitations in the context of this study. First, it primarily explains how leaders influence the motivation and performance of subordinates, whereas pupils are not necessarily direct subordinates of sub-county local leaders. Second, the theory does not fully explain broader structural constraints, including inadequate public funding, household poverty and national education policy. Third, local leaders may have limited authority over some school-level decisions and financial resources. These limitations mean that the theory should be applied as an analytical guide rather than as proof that local leadership practices directly determine pupils' examination results.

Path–Goal Theory was considered appropriate because it helped organise the study around three specific dimensions of local leadership: decision-making, supervision and financial mobilisation. It provided a basis for investigating whether and how these practices were associated with pupils' academic performance in Kabamba Sub-county, Kagadi District. The study did not assume that the theory alone explained academic performance; instead, it used the theory to guide the examination of local leadership practices within the wider educational and community context.

1.1.3Conceptual perspective

Academic performance refers to the extent to which learners attain the knowledge, skills, competencies and learning outcomes expected of them after participating in the teaching and learning process. It is an important indicator of the effectiveness of educational institutions because it reflects the extent to which learners have mastered the prescribed curriculum and can demonstrate their understanding through examinations, continuous assessment and other forms of evaluation. Academic performance may be influenced by several factors, including teachers' competence, availability of instructional materials, school leadership, parental involvement, school infrastructure, learner attendance and the wider administrative environment in which schools operate. Therefore, pupils' academic performance should be understood not only as the outcome of individual learners' abilities but also as a reflection of the conditions under which teaching and learning take place (UNESCO, 2020; World Bank, 2018).

Academic performance is closely related to academic achievement, although the two concepts may be used differently depending on the context of a study. Academic achievement generally refers to the learning outcomes attained by pupils, whereas academic performance may be used to describe how pupils demonstrate those outcomes through examinations, tests, assignments and other assessment activities. In primary education, academic performance is particularly important because it provides information about pupils' mastery of literacy, numeracy and other foundational competencies required for progression to higher levels of education. According to the World Bank (2018), schooling does not automatically translate into learning; therefore, educational systems need to assess whether pupils are acquiring the knowledge and skills expected of them rather than relying exclusively on school enrolment and attendance statistics.

Administrative involvement refers to the participation of individuals holding public administrative responsibilities in planning, coordinating, implementing, monitoring and evaluating activities intended to achieve institutional objectives. In the education sector, administrative involvement by local leaders may include participating in school-related decision-making, monitoring the implementation of education programmes, mobilising resources, coordinating community participation and following up on challenges affecting the delivery of educational services. Such involvement is important because the quality of education depends

not only on classroom teaching but also on the effectiveness of the administrative and governance arrangements supporting schools (World Bank, 2018).

In Uganda, local government administration operates within a decentralised governance framework established under the Constitution of the Republic of Uganda (1995) and the Local Governments Act, 1997, as amended. This framework provides for local councils and administrative structures through which public services are planned, coordinated and delivered at different levels. Education is among the public services requiring coordination between central government institutions, district local governments, lower local governments, school management structures, parents and communities. Accordingly, sub-county local leaders may contribute to the school environment through their lawful administrative responsibilities, community mobilisation activities and coordination with the relevant education authorities.

For this study, administrative involvement of sub-county local leaders refers to their participation in education-related decision-making, supervision and monitoring of school activities, and financial mobilisation and management in support of primary education in Kabamba Sub-County, Kagadi District. The study examines these three dimensions to establish how local leaders' administrative practices are associated with pupils' academic performance. The involvement of local leaders should not be confused with the professional responsibilities of head teachers, teachers, school management committees, district education officers or other legally mandated education authorities. Rather, the study focuses on the contribution local leaders can make through their respective administrative mandates and collaboration with those responsible for managing schools.

Decision-making refers to the process of identifying problems, considering available alternatives, setting priorities and selecting appropriate actions to achieve predetermined objectives. In school management, decision-making involves determining educational priorities, identifying resource requirements, planning school improvement activities, addressing challenges affecting teaching and learning, and agreeing on measures to improve school performance. Effective decision-making requires reliable information, stakeholder participation, transparency and consideration of the needs of learners and teachers.

The involvement of local leaders in education-related decision-making may be important because local administrative authorities often interact with communities and may help identify challenges affecting the delivery of public services. In Kabamba Sub-County, such involvement may include participating in consultations concerning school infrastructure, coordinating discussions about pupil attendance, raising education concerns during council meetings and working with relevant education authorities to address problems affecting primary schools. Local leaders may also facilitate communication between parents, school management committees, head teachers and district officials to ensure that identified challenges receive appropriate attention.

Financial mobilisation refers to efforts to identify, encourage and coordinate the lawful acquisition of financial and material resources required to implement planned activities. Financial management involves planning, allocating, recording, monitoring and accounting for the use of available resources. In the education sector, these processes are important because schools require adequate resources to provide classrooms, desks, textbooks, teaching materials, sanitation facilities and other essential services that support teaching and learning.

The involvement of sub-county local leaders in financial mobilisation for education may include advocating for school needs during local planning processes, communicating resource gaps to the district, encouraging community participation in lawful school improvement initiatives and coordinating discussions with development partners or other relevant stakeholders. Their involvement in financial management may include promoting transparency, accountability and appropriate reporting within the scope of their official responsibilities. Such involvement does not automatically give local leaders authority to collect school funds, control school accounts or independently determine the expenditure of education grants. These activities must comply with applicable laws, government financial regulations and the mandates of the institutions responsible for school finances.

The World Bank (2018) notes that education inputs do not always reach classrooms or improve learning, highlighting the importance of effective management and the alignment of resources with learning needs. This is relevant because mobilising funds alone may not improve pupils' academic performance unless the resources are allocated to appropriate priorities and used

effectively. For example, funds or materials mobilised to address a shortage of textbooks may support learning if the materials reach the intended school, are appropriately used and help pupils practise the required competencies.

1.1.4Contextual perspective

This study was carried out in selected 8 primary schools in Kabamba Sub-County in Kagadi District. According to the 199I Population and Housing Census Kabamba sub- County had a population of 68,341 people with 34,158 males and 34,183 females, (Luzze, 2023). The sub-county has 7 parishes but the study was conducted in the selected three. The area was selected because it was accessible and had good number of primary schools. Most of primary schools in Kabamba sub-county have not been performing well in national examinations, (see appendix VII) and no clear explanation had been given to explain the main cause. The government, through local leaders had been involved in supporting education in these schools with donations like furniture yet the actual contribution of these leaders on pupils' academic performance had not been established, hence this study was conducted to fill this gap.

1.2 Statement of the problem

Attaining desirable academic performance in most primary schools in Kabamba Sub-County and kagadi district generally have been a challenge with majority pupils failing to score first grade. The 2017 Primary Leaving Examination ranking reported Kabamba Primary School ranked 248th, as the only school in the Kabamba Sub-County among the best 500 best performing primary schools, (Mukiibi, 2018), leaving out the 17 schools from the four parishes, that make up Kabamba Sub-County. The 2023 UNEB rakings reported Kagadi district with only 20.4% first grades. According to Omeddo (2023), attaining desirable academic performance in most primary schools in the rural setting has been a major challenge due to insufficient classrooms, books, teachers, seats and desks. Businge, Mugisa & Bwambale, (2023) associate poor performance to insufficient teaching learning facilities. Kinyanjui (2024) relates pupils' performance to the performance of teachers and school administrators. These studies do not directly associate pupils' academic performance to local leaders yet they could be responsible especially that they are mandated to mobilize, implement, monitor, finance and manage Government projects and policies to the desired standards (Education Act (2008), Uganda constitution (1995) and the Local Governments Act (1997). However, their contribution is not

documented and the extent to which they influence pupils' academic performance needs to be established hence the reason why this study was carried out.

1.3 Purpose of the study

The purpose of the study was to establish the contribution of local leaders in pupils' academic performance in Kabamba Sub-County Kagadi District so that the educational benefits associated with the contributions of local stakeholders can improve on the delivery of educational services that will positively improve on pupils' academic performance.

1.4 Specific Objectives of the study

i) To establish the extent to which local leaders are involved in decision making on pupils' academic performance in Kabamba Sub-County Kagadi District.

ii) To identify the contribution of local leaders' supervision on pupils' academic performance in Kabamba Sub-County, Kagadi District.

iii) To find out the extent to which Local leaders get involved in financial mobilization and management on pupils' academic performance in Kabamba Sub-County Kagadi District.

1.5 Research Questions

i) To what extent do local leaders' involvement in decision making on pupils' academic

ii) Performance in Kabamba Sub-County Kagadi District?

iii) What is the contribution of local leaders' supervision on pupils' academic performance in Kabamba Sub-County Kagadi District?

iv) To what extent do Local leaders' involvement in financial mobilization and management influence pupils' academic performance in Kabamba Sub-County, Kagadi District.?

1.6The Scope of the study

1.6.1Content scope

The study addresses the contribution of local leaders to pupils' academic performance. The study specifically focused on local leaders' contribution to decision making, supervision and financial mobilization and management as major areas influencing pupils' academic performance.

1.6.2Geographical scope

The study was carried out in Kabamba sub-county in Kabamba County in Kagadi District. Kagadi District lies in the Western Region of Uganda, with its administrative and commercial center in the town of Kagadi, which has a population of approximately 28,000 people. The district is situated about 208.9 km northwest of Kampala, the capital of Uganda. Kagadi District is bordered by several villages and localities, including Kibanga and Kitegwe, which are nearby settlements. The district is part of a region characterized by rolling hills, fertile soils, and a mix of agricultural and forested areas. Its location in Western Uganda places it within proximity to notable natural landmarks such as the Rwenzori Mountains and Bwindi Impenetrable National Park, although these are not within the district itself.

1.6.3Time scope

The study addressed the period between 2020 and 2024. This is the period where the public was specifically empowered to monitor and evaluate the fruits of Universal Primary education and also the period where learning was critical, thus affecting performance of learners due to Covid-19 pandemic. The Pre-Primary, Primary and Post Primary Act of 2008 Supports local leaders' involvement in the provision of education. Most of primary schools in Kabamba Sub-County have not been performing well with majority pupils not obtaining 1st grades. (see Appendix VII**).**

1.7 Significance of the study

The findings of this study are expected to be beneficial to various stakeholders in the education sector, particularly policy makers, local government leaders, head teachers, teachers, pupils, parents and community members. The significance of the study to each stakeholder is discussed below.

Policy Makers

The findings of the study may provide useful information to policy makers responsible for formulating and reviewing policies relating to primary education, decentralisation and local government administration. In particular, the findings may inform decisions on how local leaders can contribute to school governance, supervision, accountability and resource mobilisation. The

study may also help policy makers identify areas where existing policies and implementation practices require strengthening to improve coordination between local government structures and primary schools. Furthermore, the findings may contribute to discussions on strategies for improving the learning environment and supporting pupils' academic performance.

Sub-county Local Leaders

The study may benefit sub-county local leaders by providing information on how their decision-making, supervision and financial mobilisation practices relate to pupils' academic performance. The findings may help local leaders identify opportunities to strengthen collaboration with schools, school management committees, parents and other education stakeholders. They may also encourage leaders to prioritise education-related concerns, follow up on agreed actions and promote transparency and accountability in the mobilisation and use of resources intended to support primary education in Kabamba Sub-county.

Head Teachers

The findings may help head teachers appreciate the importance of maintaining effective working relationships with sub-county local leaders and communicating school priorities clearly. The study may provide insights into how collaboration with local leaders can support the identification of school needs, follow-up of agreed interventions and mobilisation of community support. The findings may also encourage head teachers to maintain appropriate records of school needs, decisions, resources received and outstanding challenges to facilitate evidence-based engagement with local government leaders and other stakeholders.

Teachers

The study may benefit teachers by drawing attention to the importance of collaboration among local leaders, school administrators and other stakeholders in addressing conditions that affect teaching and learning. The findings may help teachers understand how decisions concerning school facilities, learning materials, attendance and community support may influence their working environment. The study may also encourage teachers to communicate school-level

challenges through the appropriate administrative channels and participate in initiatives aimed at improving the conditions under which teaching and learning take place.

Pupils

Pupils may benefit indirectly from the study through the possible use of its findings to strengthen support for primary education. Where the findings inform improvements in school facilities, learning materials, attendance monitoring and coordination among education stakeholders, pupils may experience a more supportive learning environment. Such improvements may create better opportunities for learning and academic achievement. However, these benefits will depend on whether the relevant stakeholders act on the study's findings; the study itself does not guarantee improvements in pupils' academic performance.

Parents and Community Members

The study may help parents and community members understand the potential contribution of local leadership to school development and pupils' academic performance. Its findings may encourage greater participation in school meetings, education-related decision-making and community initiatives intended to address school needs. In addition, the study may provide a basis for parents and community members to engage local leaders and school administrators on the identification of educational priorities, the mobilisation of community resources and the transparent reporting of contributions made to support primary education.

School Management Committees

The findings may be useful to school management committees in strengthening their oversight and coordination roles. The study may provide information to support engagement with head teachers, parents, community members and sub-county leaders when identifying school priorities and addressing challenges affecting teaching and learning. The findings may also encourage committees to document agreed actions, monitor progress and promote accountability in the use of resources mobilised for school improvement.

Future Researchers and Academicians

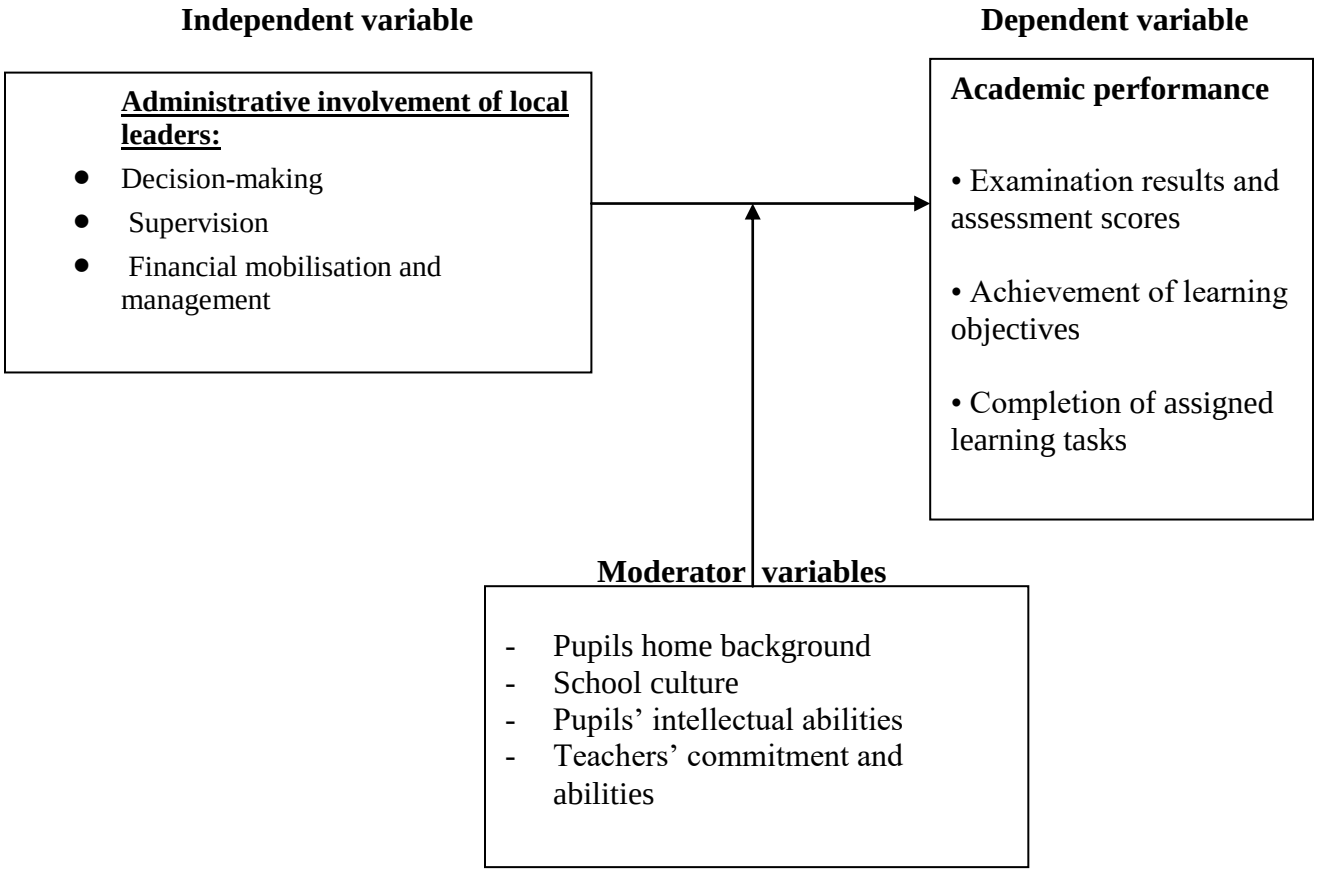
The study may serve as a reference for future researchers and academicians interested in local leadership, school governance and pupils' academic performance. It may contribute context-specific evidence on the relationship between local leaders' decision-making, supervision, financial mobilisation and pupils' academic performance in Kabamba Sub-county, Kagadi District. Future researchers may use the findings to identify further research questions, examine similar issues in other districts and compare the contribution of local leadership across different educational settings. The study may also provide a basis for further investigation into other factors, such as parental involvement, teacher effectiveness, household socio-economic conditions and the availability of learning resources, that may influence pupils' academic outcomes.

1.8 Justification of the study

Quality education has become a global concern strongly emphasized by millennium development goals and all stakeholders. It is even strongly linked to development. The general belief is that the quality of education imparted to the citizens goes beyond personal to national and global development. "Education is viewed as a key that opens avenues of development and effective utilization of all resources" (Mugizi, 2008). It is therefore important to establish the contribution of local leaders from the grassroots' level. Society seems committed to the quality of education and primary education is the foundation. The participation of local leaders shows society's participation, and this study needs to establish the extent to which pupils' academic performance is affected by local leaders' contribution in decision-making, supervision and financial mobilization and management.

1.9 Conceptual framework

The conceptual framework shows the relationship between the study variables. The relationship between independent and dependent variables was established and how the two relate with the intervening variable was document as reflected in figure 1.1.



Source: Developed from theoretical framework based on Path-goal leadership theory by House (1971),

Figure 1*:* **Conceptual framework**

The conceptual framework illustrates the expected relationship between the contribution of local leaders, the independent variable, and pupils' academic performance, the dependent variable.

The independent variable comprises three dimensions. Decision-making concerns how local leaders identify educational priorities, consult stakeholders and make timely decisions affecting

primary schools. Supervision focuses on monitoring school-related concerns, following up agreed actions and coordinating with relevant education stakeholders. Financial mobilisation and management concerns mobilising community resources, coordinating educational support and promoting accountability for resources intended to address school needs.

The dependent variable, pupils' academic performance, may be assessed using examination results, assessment scores, achievement of learning objectives and completion of assigned learning tasks. The framework proposes that effective decision-making, supervision and financial mobilisation may contribute to improved school conditions that support pupils' learning. However, the framework represents relationships to be investigated and does not assume that local leadership practices alone determine academic performance.

Contextual factors, including teacher competence, pupil attendance, parental support, household socio-economic conditions and availability of learning materials, may also influence pupils' academic performance. These factors are included to acknowledge the wider educational environment and are not presented as moderators in the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature related to the three study objectives: local leaders' involvement in decision-making, their supervision of schools, and their involvement in financial mobilisation and management. The review considered the theoretical basis, empirical evidence, and gaps relevant to Kabamba Sub-County.

2.1 Theoretical framework

The study was based on path–goal theory of leadership, also known as the path–goal theory of leader effectiveness. The leadership theory was developed by Robert House, an Ohio State University graduate in 1971 and revised in 1996. The theory states that a leader's behavior is contingent to the satisfaction, motivation and performance of her or his subordinates. The Path-goal leadership theory also has its roots in expectancy theory that emphasizes on how leaders can facilitate task performance by showing subordinates how performance can be instrumental in achieving desired goals.

According to the path–goal theory, leadership behaviors and the follower perceptions follow a particular behavior (path) that leads to a particular outcome (goal). The manager's job is viewed as guiding subordinates to choose the best paths to reach their goals, as well as the organizational goals. In this case, leaders clarify the path for subordinates to know which way to go, they remove roadblocks and increasing the rewards that improve performance. In clarifying the path, leaders may be directive or give vague hints. The road blocks in this case are the factors that hinder pupils from attaining desirable academic performance. These road blocks could be associated with decision making, supervision and financing or the existing management employing a non performing managing style that does not attract other stakeholders' participation.

Removing roadblocks may affect the path or help the followers to remove the blocks and or

increase the rewards. In this case head teachers may use different leadership styles that remove or bring roadblocks which may hinder or enhance pupils' academic performance. This theory guided this study to establish the effects of local leaders' decision making, supervision and financial mobilization on pupils' academic performance. The theory further guided this study to show how the head teachers relate with local leaders and how their contribution is attracted in the administration of schools and how pupils' academic performance is affected.

2.2 The effects of local leaders' decision making on pupils' academic performance

Decision making is a fundamental process that leads to timely and effective resolution of issues. The importance of decision making in educational organizations is that it enhances good governance. According to Verma (2015) good governance is putting people at the centre of the development process indicating that development is hardly realized without the majority stakeholders' participation and their genuine contribution. In a related analysis, Tiberondwa (1998) regarded performance as a product of quality staff.

Decision making is therefore recognized as a key function required by all institutions to attain organizational targets and in schools' academic performance is rated high, (Nakibuuka, 2011).
According to Ministry of education and Sports (2013), it is important to bring majority stakeholders including line ministries, local governments, parents and communities, Primary teacher colleges, head teachers and non-governmental organizations in the management of educational institutions because it enables infrastructure development, suitable public relationships and generates an environment to support teachers. It is important that each of these stakeholders carries out the needs' assessment with respect of teacher support so that teachers are able to appreciate the relevancy of the support given to them. Support to teachers generates their commitment to institutional goals and objectives in addition to pupils' academic attainments. However, as Ministry of education and Sports, (2013) noted, the majority teachers are not consulted even in carrying out needs assessment which in this case affects their motivation and ability to deliver. The studies did not internalize the contributions of local leaders and did not address the case of academic performance in primary schools which this study intended to address.
In educational institutions where a clear commitment to learners' learning is apparent, the majority stakeholders' participation in decision making is crucial to the overall effective

operation of the institutions (Bartle, 2007)**.** The study by Kinyanjui (2014) on influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of primary Education Examination revealed that the majority top performing primary schools were utilizing democratic leadership styles that attracted majority stake holders in decision making. The studies were not conducted in Uganda therefore the need to establish the case of Uganda especially the participation of local leaders makes this study important.

The education Act (2008) provides for stakeholders' participation in the management of schools. This Act details how schools should be set up, maintained and managed. It further brings out all the details as how schools should be managed. According to the act, the management committee is empowered to participate of school management on day to day basis to ensure that head teachers efficiently manage the school. The head teacher is equally guided on how to relate with other stakeholders in the administration of the school. Similarly, the decentralization policy empowered local governments to plan, manage and inspect primary schools. The decentralization policy and Local Government Act further empower local governments to manage primary school teachers and to participate in classroom construction (Buwembo, (2016).

The head teacher and other stakeholders are encouraged to enhance infrastructural development and to ensure learners are taught according to the set curriculum. According to Mugizi (2008), the school infrastructure makes an institution to exist. Kigongo, (2000) identified Instructional resources are auxiliaries meant to aid the teaching-learning processes. Better learners' performance can only be realized when supported by sound instructional materials. The existing infrastructure is reflection of expected educational outcomes. Infrastructure motivates both learners and teachers and provides for a suitable teaching and learning environment which determines pupils' academic scores. Lockheed (1993) identified instructional resources as key ingredients in learning. The dissemination of knowledge which is the basic objective of education can only be attained only when sound instructional resources are in place (Omedo, 2012).

Nakibuuka (2011) identifies participation as mental, physical and emotional involvement of an individual to contribute to group goals and share responsibility for these goals. In the mental

aspect stakeholders contribute ideas, in physical stakeholders may be directly involved in planning and setting up of some facilities like classrooms, toilet facilities and teachers' quarters. This is especially realized under liberalization and privatization, whereas to Andre. Enserink, Connor &Craol (2006) participation motivates members; generate initiative, creativity and talent. They identified great responsibility as a product of participation in decision making where an employee is viewed as an important resource to contribute to the success of an organization. Though the studies were not directly addressed to local leaders their role in schools is still desirable and being agents of government, their contribution could be associated with institutional development academic performance inclusive which this study intends to establish.
Terrence (2001) noted that participative decision-making commands prominence today because it tends to produce decisions of a higher and more durable quality than those made by highly regarded administrators with experience and judgment. Adeline (2001) noted that corporate success requires not only capital and technological improvements but also changes in the way employees are managed. The studies did not address local leaders' participation and did not establish the extent to which local leaders' participation affect pupils' academic performance. This study therefore comes in to address the gap that was not addressed by the previous studies.

Bartle (2007) in a study about participatory management discovered that teachers would want to participate in decisions that affect them and would readily implement a programme that they have helped in its design. According to Bartle teachers tend to show enthusiasm, devotion, ingenuity and high morale when they participate in the decision-making process. This shows that stakeholders' involvement in the process of decision-making enhances their initiatives, cooperation and team spirit. Therefore, when both institution heads and subordinates have satisfaction in the process of arriving at decisions, "the overall effectiveness of the system is ensured." In this case participation of local leaders may enhance the academic performance of pupils which this study looks forward to establish.

Shared decision making is widely considered to widen the knowledge base, stimulate creativity and social support for policies (Nakibuuka, 2011). This acknowledges that the stakeholders have the right to be informed early and to be pro-actively involved in a meaningful way in proposals which may affect their lives and livelihoods. Involving local leaders in planning and

management of schools enables them to show enthusiasm, devotion, ingenuity and high morale for the activities which in one way or the other affects pupils academic performance; however this needs to be established which is targeted by this study.

Local leaders' enthusiasm, devotion, ingenuity and high morale generally benefit schools in different ways. Studies have shown that there are a lot of processes that take place outside the school environment that decide the learners' effectiveness while at schools. Local leaders will always mobilize the public to model its children to generally desirable discipline standards. They will always mobilize for better feeding and nutritional standards and better health standards. A study by Susan et al (1998) in Jamaica revealed that pupils in primary education drop out of school because of poor health facilities and nutrition and indiscipline related to adolescence. The study by Namugwanya and Habumugisha (2017) associated school drop out to lack of models and mentors. Local leaders are better mentors and models if well integrated in schools decision making mechanisms'. The studies were not about participation in decision making and this study was timely and results therefore helpful to relate participation and pupils academic performance.

The study by Nakanyike, Kasente and Balihuta (2003) on "attendance patterns and causes of dropout in primary schools in Uganda" revealed that pupils were dropping out of school because poor performance which the study associate it to absenteeism, repetition and congestion in class. This suggests that conditions are not conducive in the school environment yet a child's shift from home life to school should be an important transition (Gregory, 2008). This suggests that a pupils should be motivated in this school environment to work hard for more transition and attainments.

In decision-making process in institutions, the issue of democracy has attracted some scholar's comments. For instance, Afolayan (1982) agreed that decision-making in educational institutions should be democratized since, "the staff members possess varied abilities, backgrounds and divergent view point". The administrator stands to benefit from these varied qualities of others when he involves them in the process of decision-making. This is because no one individual is an embodiment of complete knowledge and no one has a monopoly of knowledge necessary for arriving at rational decisions in all situations at all times. However, the extent to which local leaders participate in decision making and the effects of their decisions on pupils academic

performance is not documented therefore is very important to do so.

2.3 The contribution of local leaders' supervision to pupils' academic performance

The Local Government Act 1997 empowers local leaders from the village level up to the district to supervise the implementation of government projects, policies and programmes. Among these programmes is the provision of education services. The district chairperson is accordingly expected to oversee the performance of persons employed by the Government to provide services in the district and to monitor the provision of Government services or the implementation of projects in the district. Other local leaders below the position of the district chairperson are mandated to play a similar role in their areas of jurisdiction (Local Government Act, 1997). In the provision of these services the Government of Uganda has been procuring educational resources to all its' educational institutions especially benefiting government owned schools (Omedo 2012). Despite this, some schools still lack basic necessities and the performance of their pupils is still undesirable. Could it be that some local leaders have not properly performed their obligation in promoting education and if no to extent they influence pupils' academic performance? Therefore, the need for this study is to establish it.

The study by Wangolo (2016) on head teachers' supervision and teachers' performance in universal primary education schools revealed a strong relationship between the two variables. It indicated that head teachers supervision has a positive significant relationship with teachers' performance. The study recommended management, government and other stakeholders' involvement in schools supervision for better pupils' academic performance. The studies did not address the contribution of local leaders and was limited to only Bungokho sub-county Mbale district. Therefore this study comes out to address the case of Kabamba sub-county Kabamba District and specifically the contribution of local leaders.

"Good performance in schools does not just fall from the skies; it is deliberately worked and paid for" New Vision Editorial (2014). This suggests that schools administration, right from the Education ministry to local governments, should put in place mechanisms that guarantee that school programmes are managed and funded properly. Talemwa (2015) reported that United Nations has asked the government to assume more supervision of private schools in the country to ensure the provision of quality education for all children. The call came during an

international conference to review the country's performance on the International Covenant on Economic, Social and Cultural Rights in Geneva, Switzerland between June 10 and 11, 2015. The studies were general and were not specified on academic performance of primary schools in Kabamba sub-county which this study intends to establish.

Talemwa, (2015) noted that private schools under liberalization need a lot of supervision if the standards of education are to be maintained. The constitution provides for a system of decentralization and local governments, which is further consolidated in the Local Governments Act 1997 (Cap. 243).The private schools and institutions department was inaugurated in 2008 within the ministry of Education and Sports to support the growing private investment following the liberalization that opened the education sector to private investors. Even with the inauguration of the department to direct education in private schools a lot still remains desirable in terms of supervision especially in local primary schools where contribution of local leaders would cover the gap.

There is high school dropout rates and low transition rate of pupils from primary to secondary level, especially among girls mainly attributed to early marriage, teenage pregnancy, and excessive housework. Apart from girls, children with disability need extra attention but can only be realized when primary schools both Universal primary and private are properly supervised. Schools need a lot of monitoring to combat child abuse, defilement and other related abuse existing in primary schools where local leaders as agents of government are properly positioned. The studies detail the benefits of supervision but lack a detailed analysis of local leaders' contribution especially on influencing pupils' academic performance which this study intends to address.

"On education, the national policy is that there is a government secondary school in every sub-county and a universal primary school in every parish". The Local Government System in Uganda (2017-2018) the monitoring of local government activities is done at every level, from the village to the district up to the national government. This suggests that at local level, local leaders can monitor government activities and if involved in monitoring the performance of primary schools, it is likely the performance of pupils can be improved. This calls for this study

to establish the extent to which local leaders affect the performance of pupils in Kabamba Sub-County.

The Chairman Uganda Primary School Head Teacher Association (UPSHA) remarked "Schools are receiving minimum supervision from even head teachers who tend to leave schools in the hands of teachers whom they are supposed to supervise"(Nakatude2013).Uganda National Teachers Union (UNATU) attributed teacher absenteeism especially in rural areas to lack of inspection by the District Education Officers and supervision from head teachers. The district education officers are at the district level and might find it difficult to effectively monitor the performance of all head teachers and teachers in all schools in the districts. This therefore rightly positions local leaders to provide the needed supervisory role in schools which otherwise affects pupils' academic performance. The studies reveal the irregularities and inadequacies associated with lack of supervision which in primary schools would be addressed by local leaders' supervision whose contributions this study intends to address.

In Scotland, the provision of education is the responsibility of local authorities who are under a statutory duty to ensure that there is adequate and efficient provision of school education in their areas (Scotland Act 2010). Local leaders are also empowered to review current education in line with population patterns and educational needs. In this case local leaders are empowered to ensure that education remains relevant to benefit learners and state and other stakeholders. The studies were carried out in Scotland but involving local leaders in Uganda may make education authorities responsible for ensuring that statutory requirements are satisfactorily met. They may also be responsible for the spending and accountability for educational funding to benefit pupils and other stakeholders which this study wanted to establish.

Kyriakou, (2018) Local governments play a key role in public education in the USA. Accordingly, local leaders are involved in education at all levels. Along with states, they provide the primary funding for public schools, using money largely raised through state and local taxes to implement projects in schools. According to Kyriakou (2018), Local governments at all levels decide education policy, including county, city, town and district being tasked to make critical decisions about funding and pedagogy as they serve as a channel between local communities and

state education departments. This could be a case in Uganda which this study intends to establish.

2.5 The effect of Local leaders' involvement in financial mobilization and management on Academic performance Pupils'

According to Local Governments Act (1997), "A local government shall monitor the performance of persons employed by the Government or a higher local government to provide services in its area of jurisdiction and monitor the provision of Government services or the implementation of projects in the area." This confirms that local leaders are authorized by the law to ensure effective financial management in schools. It suggests that head teachers and other stakeholders in the management of schools are expected to effectively and efficiently utilize finances in schools following the existing and approved school plans and government regulations. Though backed by law the studies do not detail the extent to which local leaders contribute to pupils' academic performance which this study intends to address.

Makaaru, Kiran, Keith, Kisaame, Nansozi and Bogere (2015) noted that the delivery of education as a service requires the collaboration and combined efforts of various actors and institutions. These actors are in financial mobilization, direct financing in form of donations, governance expenditure and decision making. The actors at whichever level always aim at delivery of desirable educational output amidst careful, planned and purposive spending. Actors fall in different categories: government (political and technical, and central and local government levels), educational institutions, civil society organizations, private sector, development partners, and local communities. Similarly, actors can be further segmented according to levels thus: the central government level, the local government, and the community level.

Though it is the responsibility of the central government to finance educational institutions, local government together with local communities and Non-Governmental Organizations (NGOs) do intervene to raise revenue and support infrastructure setups through fundraisings and donations. Some institutions pay school fees, give loans and grants to educational institutions. The government remains in the central position playing a key role in coordinating the other actors to

ensure that the goals and objectives of education are met and that public funds are used effectively. The government in addition sets the policy and legal framework within which the other actors operate (local Government Act 1997).

The Education Act (2008) stipulates the basis for governance for pre-primary, primary, and post primary sub-sectors and provides for the channels of accountability including inspection, supervision, financing and management of public finances, and management of schools. This makes it clear that even when revenues are raised locally or which source the expenditure and management of these funds must follow specified procedures.

The Local Government Act CAP 243 of the Laws of Uganda provides for the devolution of education services to the local governments (districts, municipalities, and other lower local governments). Education services, which cover nursery, primary, secondary, trade, special education, and technical education were devolved to districts. Finally, the 1995 Constitution of Uganda also gives local governments the duty to oversee performance of persons employed by the government to provide services and to monitor the implementation of government projects and general service delivery in their areas of jurisdiction.

The Local Government Act CAP 243 of the Laws of Uganda is enhanced by the decentralization policy which aimed at bringing services closer to people. In education sector its about empowering local leaders in the management of education than leaving it entirely in the hands of Ministry of Education and Sports. On this note, Naidoo, (2005) remarked:

> *"The ultimate goal of decentralization process in education is to reach a situation whereby all district authorities are able to use, at their discretion, all resources available for education including: own resources, unconditional grants, and direct donor funds, in the most efficient, and effective way. This ensures that district/municipality education priorities and output targets are met, within the general framework of the national education policy objectives"*

This provides a justification that local leaders can mobilize funds monitor expenditure and guide schools to attain development effectively and efficiently. The decentralization of education governance in Uganda has been rated as a success story by Crouch & Winkler (2008). The factors noted to have made the

decentralization a success are local recruitment of teachers at primary level, local inspection of schools, direct transfer of capitation grants to schools, management of finances by School management Committees (SMCs) and Board of Governors (BOGs) at schools, and a fully functional Education Management Information System (EMIS) data system. However, the system is still dogged by circumstances that hamper effective service delivery, such as teacher absenteeism, low education outcomes, crowded classrooms, and dropout rates. These decentralization setbacks can always be dissolved by careful intervention of local leaders

According to Ministry of Education and Sports (2008/2009), the government has the responsibility of providing fees, paying teachers, supplying textbooks and putting up facilities like libraries and classrooms to the teaching and learning. However, under diversification and Public private partnership the government encourages the all stakeholders to make a contribution in all matters of development. In this arrangement, private partners who are generally stakeholders come in to provide scholastic materials and infrastructural development to schools. This is subject to institutional management and mobilization.

According to Omedo (2009) the mobilized financial resources are utilized in buying instructional materials, setting up structures and paying teachers in private educational institutions,In government aided primary schools, teachers are paid by government but the existing financial resources can aid infrastructure development approved by the management committees. In this regard, the Masindi District Education Officer remarked: “The school is performing well academically because that School’s Management Committee is functioning well” (Mutegeki, 2019).

In certain schools, some of the members of the school management committees are local leaders incorporated because the regulation demands so, however at times some local leaders are elected on management committees because they are parents or former old boys and girls. For effective

financial management and accountability, every school's management committee is fully constituted with a local leader as one of its members. Every school especially Government aided is expected to submit a financial report that details how finances were spent. Likewise all Local Governments submit quarterly financial monitoring reports to Ministry of Finance, Planning and Development which are sent to Ministry of Education and Sports (Local Government Finance Commission, 2012). All these details are; financial accountability in schools supported by local leaders. However, the extent to which to which this financial accountability affects pupils academic performance is not documented hence the need for this study to do so.

The efficient management of financial resources determines the school's efficiency in meeting educational objectives and goals and in satisfying the interests of its stakeholders (Owolabi, 2006). An efficient education system is judged from high graduation rates, excellent academic grades, if any repetition rates, reasonably high promotion rates, satisfying rates of human resource development and the presence of sufficient infrastructure and instructional resources. The studies reveal the benefits associated with proper financial management but lack the detailed facts as how it is done in primary schools especially in Kabamba Sub-County which this study intends to address.

According to Government White Paper (1992), education should lead to attainment of moral, ethical and spiritual values in the individual; develop self-discipline, integrity, tolerance and human fellowship. It is about helping children acquire virtues that help them as individuals to live a good life at the same time become productive members of the community (Musinguzi, 2012).

Farrant (1980) noted that the overwhelming majority of parents expect teachers and other school authorities to contribute to this children's development. In the absence of biological parents, teachers are expected to take up the role and to perform accordingly. It is the teachers' performance that makes children in schools equipped with knowledge, skill and capacity to perform to the expectations of the stakeholders. The performance of teachers could however be realized if supported by educational resources, better remunerations and effective financial management where all stakeholders are involved including local leaders. The studies mainly focused on the gains from educational institutions and teachers contributions without

internalizing the contributions of other stakeholders which makes this study important to be executed.

According to Musaazi (2006), effective utilization of financial resource is judged from the quality of educational outputs. Musaazi identified financial resources as the determinant for all activities and programmes in the education system. Despite this noble cause, some primary schools have existed without essential educational requirements like desks and seats, libraries and classrooms yet they contribute on learners' academic performance. Planning, organizing, distributing and management of some of these resources should be a responsibility of local leaders. Seebe (2018) reported that pupils in one of the schools in Namutumba were exited with use of desks when they got exposed to the facility for the first time towards their PLE examinations in November, 2018. Accordingly, its only candidates to access desks and in exams while the rest of the pupils use polythen bags and bricks. After exams desks are locked up (Seebe, 2018). The studies did not clearly show the contribution of local leaders in the provision of important school facilities and subsequent effect on pupils' academic performance. Besides these studies were not conducted in Kabamba sub-county where this study was conducted.

Financial resources contribute to job satisfaction especially when the reward is directly linked to satisfaction (Maicibi, 2003), According to Maicibi (2003), if the employees remuneration should match with the profits generates as a result of their energies. In this case good results call for good pay while low performance goes for low pay. In this case rewards inform of salary, wages, bonus, profit sharing schemes, and payment by results, pay rise, honorarium, over time and other profit related payments should be executed to generate increased teachers and other employees' performance. The studies did not analyze the extent to which local leaders may reward teachers and the extent to which they participate in schools decision making, supervision and financial mobilization to improve pupils' academic performance. Therefore, this study needed to be carried out to establish the contribution of local leaders in primary schools.

The study by Maicibi (2003) in the districts of Kampala, Mukono, Mubende, Mpigi, Kiboga, Masaka, Jinja, Mbarara, Wakiso and Luwero revealed that teachers were motivated by pay to perform their educational assignments. The results further indicated that the manner and time of payment was valued importantly. The studies presented detailed analysis but not conducted in

Kabamba district thus this study was important to internalize areas not exhausted by previous studies.

According to Sserwadda (2009), the performance-based policy which involves the monetary component attracts the talented, skilled and knowledgeable teachers to join and serve educational institutional for a reasonably long period. The policies employed in primary schools were not fully analyzed and the case of local leaders in Kabamba district was never tackled which this study intends to do.

Financial rewards in most schools like other organizations are based on employee performance/contributions to the organization, skills and competencies as well as their marketability. In this case, highly qualified and skilled teachers tend to be more remunerated than others. The reward strategy should however be congruent with cooperate values and beliefs. Desai and Jukes (2005), observed that teachers' salaries and earning prospects, relative to those in other comparable jobs, can affect the decision by qualified individuals to enter or to remain in the teaching profession. This therefore calls an open reward system that motivates all individuals which in this case calls for a detailed study on the contribution of local leaders in determining teachers and other persons in schools and how the pupils academic are affected.

Maicibi and Nkata (2005), noted that reward is people oriented with a focus on why people work, why they are motivated and why they choose one employee against the other. Koontz and Weihrich (2002), identified the point of individual's subjective judgement about fairness of the reward system or reward itself. According to Koontz and Weihrich, the reward should be relative to input considering effort, experience, educational attainments and individual ability. Linda (2001), identified the need for distributive and procedure justice. In the distributive justice, an employee believes has been rewarded fairly while procedure justice is where an employee(s) identifies the procedure of administering reward as fair. Failure that have a fair rewarding system can always demotivate workers and in the teaching profession teachers and the non-teaching staff. Therefore, regular evaluation of the reward system is essential so as to minimize its weakness and strengthen it as well (Armstrong, 2005). This study is directed towards establish the extent pupils academic performance is affected as a result of local leaders involvement in financial management doe it improve performance? This study is set to establish it.

Nonetheless, this is still several times the earnings of teachers in developing countries confirming Bennell (2004), observations that teachers in the large majority of low-income countries like Uganda earn less than three dollars a day, which is usually the main source of household income and thus salary supplementation for teachers by parents and communities is common throughout Africa. When teachers' compensation become too low, it can be feared that teachers' commitment to their job will be affected, teachers with higher measured academic ability are more likely to leave teaching for better options and bargaining power. The options and alternatives teachers turn to or have are not explored, in addition with the current global crisis, how has the situation changed are there new coping strategies coming through.

Teachers' salaries form the biggest proportion of education spending in African countries (UNESCO, 1998) and, in some cases, also account for the largest part of the public service pay bill up to four-fifths of education spending (Caillods, 2001). Jorgensen (2006) discussed a model that assumes the correct annual salary for teachers in primary schools and concluded that the main drivers of costs are teachers' salaries (with their assumed increase over time) and the costs of meeting the policy targets of hiring more teachers as well as building more classrooms. This dilemma raises a question on the actual figure paid to the teachers that they finally have to take home and other associated benefits that have not been identified in these studies.

Private school positions in urban areas, even at lower pay then government schools, may be more attractive than a rural posting. The private sector has other impacts as well. In Uganda some secondary teachers were reported to teach part-time in private schools while holding full-time teaching positions in government schools. Such instances are more likely to occur in urban areas where there are more private schools and distances between schools are smaller.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Methodology addresses the specific ways in which data will be gathered and analyzed. This chapter focuses on elements of methodology which includes; research design, the target and sample population, sample selection, research instruments, data collection techniques and methods of data analysis that will be utilized.

3.1 Research design

The study used descriptive research design because the researcher wanted to obtain detailed data about the contribution of local leaders' to pupils' academic performance. According to Creswell (2003), descriptive research design is suitable for data collection because it generates a lot of data detailed enough to describe the event. This study utilized both qualitative and quantitative approaches because the two approaches provided for detailed analysis with informed findings, conclusions and recommendations.

3.2 Study Population

The target population included 8 Head teachers, 8 Deputy teachers, 1 sub-county chief, 16 school Management Committee members, 16 PTA members, 2 sub-county finance committee members, 2 sub-county education committee members, 1 chairperson LC3, and 8 chairpersons LCI. A total of 62 respondents participated in this study.

The Head teachers and their Deputies were selected because they manage schools and are always involved in pupils' evaluation and academic performance. They also regularly relate with schools stakeholders including parents, members of management and PTA. They provided comprehensive data about the contribution of local council on pupils' academic performance in their schools. The sub-county finance committee and education committee, sub-county chief, chairpersons local council II and I officials will participate in this study because they are directly involved in monitoring and management of government projects and policies. They will therefore provide detailed data on supervision, decision making, financing of primary schools by

local leaders and how pupils' academic performance is affected.

3.4 Sample size

The study involved 62 participants. To arrive at this figure, the researcher utilized Krejcie and Morgan (1970) table of determining sample size (see appendix I). The researcher also utilized Amin (2005) guidelines that the sample size should be at least 40% of the population to select members of the sub-county finance and education committees, local council III and I officials and schools that will participate in this study.

3.5 Sampling techniques

The 3 parishes were selected using stratified and simple random sampling techniques. Accordingly, the schools in the sub-county were identified with parishes taken as strata. The 7 government Schools were selected from the selected 3 parishes within Kabamba sub-county using stratified sampling. The only private school with a UNEB registration centre in the sub county participated in this study therefore it was selected using purposive sampling method. Government aided primary Schools in the selected parishes were selected using simple random sampling. Purposive sampling method was preferred because it enabled the researcher to get the representative sample without bias. All the schools had equal chances of participating in this study. Head teachers and their deputies were selected based on purposive sampling on grounds that they have rich data on pupils' academic performance and interact with other stakeholders in management of schools. The sub-county chief was selected using purposive sampling and so was the chairpersons LCIII and LCIs. The sub-county finance committee members and the sub-county education committee members were selected using purposive sampling.

3.6 Data collection methods and instruments

Data was collected using questionnaires, documentary analysis and interviews.

3.6.1Questionnaire forms

Questionnaire forms were administered to deputy Head teachers, management committee and

PTA members. Both open and closed-ended items of the questionnaire were designed for easy completion by the respondents to limit errors in the absence of the researcher. According to Creswell (2003), a questionnaire form is an appropriate tool for getting information from the respondents within the shortest possible time. The use of a questionnaire is cheap and saves both time and money. Questionnaires were filled by the respondents at their convenient time and it was collected as agreed with the researcher. Data collected using questionnaire forms supplemented data got using other instruments in the study.

3.6.2 Interview

The interview guides were carefully designed and utilized in eliciting both short and detailed answers from head teachers, Chairperson LCIII, Member of LC III Education committee, LCI officials, LC III finance committee members and sub-county chief. Throughout interviews, the researcher precisely explained to the respondents and rephrased where possible so as to generate rich and detailed data for successful completion of this study. The information got was clear, detailed and helpful in backing the facts from using questionnaires and documentary analysis. Interview guide was preferred because it allowed flexibility and direct contact between the researcher and respondents.

3.6.3 Documentary analysis guide

Existing legitimate materials relevant to supervision, decision making and financial mobilization and management in primary schools was consulted and reviewed. These included teachers' files, students' files, minutes records, memoranda, circulars, letters, disciplinary records, contracts and other related records evidencing donations, offers and gifts to primary schools being studied. Data from records enriched data got from other instruments of the study.

3.7 Validity and Reliability of Instruments

3.7.1 Validity of Instruments

To improve and test the authenticity of the questionnaire, the researcher availed the first draft to colleagues offering the same course and later to some professors from the School of Education to check on language clarity, comprehensiveness of content, relevance and length of the questionnaire. The researcher then made adjustments in respect to the comments raised. The researcher then approached four experts to look at each item and judge whether they are; I- not

relevant, 2-somewhat relevant, 3- quite relevant or 4- very relevant. The researcher put the items in two categories, with 1 and 2 in one category, and 3 and 4 in another. Then the researcher proceeded to calculate the Content Validity Index (CVI) using the following formula below:

$$CVI = \frac{\textit{Items rated quite relevant / very relevant by both Rates (3or4)}}{\textit{Total number of items in the questionnaire.}}$$

The calculated value was 0.76 implying that the instruments employed collected valid information to the research study, because Amin (2004) recommends a minimum Content Validity Index of 0.7 as valid.

3.7.2 Reliability of instruments

Reliability of an instrument is its ability to consistently measure what it is supposed to measure (Amin 2005). The researcher computed reliability of instruments using Cronbach alpha co-efficient and the correlation statistic. In computing reliability, the following formula was utilized:

$$a = \frac{k}{K-1}\left(1 - \frac{\sum SDi^2}{SDt^2}\right)$$

Where;

a = Coefficient of internal consistency

k = Number of items in the instrument

SDi^2 = Variance within each item

SDt^2 = Variance of all items in the instrument

1 is a constant

(See Appendix IX).

3.8 Data processing and analysis

For quantitative data, the responses of the subjects were coded and entered into Statistical Package for Social Scientists Program (SPSS) Version 18. For analysis, the findings were presented descriptively using frequency tables, and percentages, and interpretations and drawing of inferences was done depending on the number of occurrences of each item.

For qualitative data, responses from the interview were coded and thematically presented to incorporate the meaning into a theme that corresponds to the context of the study. In addition,

data got from interview guides was presented and analysed by coding and interpretation was done in lieu of the study objectives.

3.9Ethical considerations

Wassenaar (2006) noted that ethics review is increasingly becoming mandatory for social science research globally not only to protect the welfare of research participants but also to extend into areas like scientific misconduct and plagiarism. Amin (2005) noted that ethical considerations help the researcher to report accurately what is established in the field clearly explaining the methods used and the reasons for doing so. While carrying out research, the researcher upheld the responsibility of maintaining the truth, trust of participants and accepted norms of conventional methods and behavior without violating the rights of participants such as privacy.

Respondents were requested to give their views without being forced or intimidated and their responses were not altered. Confidentiality was maintained and data was only used for academic purpose. The researcher was very objective in data collection and analysis while respondents' anonymity and confidentiality were respected.

CHAPTER FOUR

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF RESEARCH FINDINGS

4.0 Introduction

In this chapter, the researcher presents, analyzes, interprets responses got from different respondents and discusses the research findings guided by the research questions. Tables are constructed, frequencies determined, percentages calculated in the process of data analysis and interpretation. This chapter is divided into four main sections following the research objectives beginning with analysis of respondents' background information.

4.1 Respondents' background information

This section the researcher presents background information of respondents. The purpose of this information is to help the readers in understanding the situation and brings on board the nature of the people who answered the questions. The background information further guides to internalize the authenticity of the study findings. Data analyzed in this section was received from section A of the administered questionnaires and from the interviews that were conducted with different respondents that participated in this study.

4.1.1 Sex of respondents

The researcher was very much interested in the sex of respondents because he did not want a gender biased research study because it would affect the quality of the research findings. The researcher wanted equal gender representation. The sex of the respondents is reflected in Table 1.

Table 1: Respondents' sex as per percentage representation in the study

Category of respondents	**Sex**	**f**	**%**
Head teachers N=8	Male	5	63
	Female	3	37
Total		8	100
Deputy head teachers N=8	Male	4	50
	Female	4	50
Total		8	100
Sub-County Chief N=1	Male	1	100
	Female	0	0
Total		1	100
Management Committee Members N=16	Male	8	50
	Female	8	50
Total		16	100
PTA membersN=16	Male	9	56
	Female	7	44
Total		16	100
Sub-County Finance Committee Members	Male	1	50
N=2	Female	1	50
Total		2	100
Sub-County Education Committee Members N=2	Male	1	50
	Female	1	50
Total		2	100
Chairperson LCIII N=1	Male	1	100
	Female	0	0
Total		1	100
LCI chairpersons N=8	Male	5	63
	Female	3	37
		8	100

Source: Researcher, 2025

Table 4.1 shows that both men and women participated in the study. Participation of both sexes enabled the researcher to solicit varying views without any sex related bias.

4.1.2 Age of respondents

The researcher was interested in establishing the age of respondents because he did not want to

capture data from respondents below 18 years. He was interested in adult respondents with right information about the management of primary schools and the extent to which sub-county leaders intervene to affect pupils' academic performance. The age of respondents is reflected in table 2.

Table 2:Age of the respondents

Age	20 – 25 yrs	26 – 30yrs	31-35 yrs	36-40 yrs	Above 41 yrs	**Total**
Head teachers	-	-	1	4	3	**8**
Deputy head teachers	-	-	2	7	1	**8**
Sub-County Chief	-	-	-	-	1	**1**
School Management Committee Members	-	2	3	3	8	**16**
PTA members	1	1	1	12	1	**16**
Sub-County Finance Committee Members	-	-	-	1	1	**2**
Sub-County Education Committee Members	-	-	1	1	-	**2**
LCIII chairperson	-	-	-	-	1	**1**
LCI chairperson	-	-	1	6	1	**8**

Source: Researcher, 2025

The results in table 2 show that all respondents were adults with the majority respondents above 31 years. The Constitution of the Republic of Uganda (1995) takes all people with 18 years and above as adults. Being adults' means that respondents were mature and in position to express themselves in respect to the requirements of this research study.

4.1.3 Respondents' level of education

The researcher wanted to establish the respondents' level of education to enable him establish their educational competencies and their ability to manage and follow education related issues as needed by this study. The respondents' level of education is reflected in Table 4.3

Table 3: **Academic qualification of the respondents**

Respondent categories	**Respondents' Academic qualifications'**									
	P7		UCE		GradeIII/UACE		Diploma		Graduate	
	f	%	f	%	f	%	f	%	f	%
Head teachers N=8	-	-	-	-	-	-	6	75	2	25
Deputy head teachers N=8	-	-	-	-	3	38	5	62	-	-
Sub-County Chief N=1	-	-	-	-	-	-	-	-	1	100
School Management Committee Members N=16	-	-	2	12	2	12	6	38	6	38
PTA members N=16	-	-	4	25	8	50	3	19	1	6
Sub-County Finance Committee Members N=2	-	-	-	-	1	50	1	50	-	-
Sub-County Education Committee Members N=2	-	-	-	-	1	50	1	50	-	-
LCIII chairperson N=1	-	-	-	-	-	-	1	100	-	-
LCI chairperson N=8	1	12	7	88	-	-	-	-	-	-

Source: Researcher, 2025

Table 3 shows that the 8 head teachers who participated in this study, 6 (75%) were Diploma holders while 2 (25%) were university graduates. As for the deputy head teachers, 3 (38%) were Grade III certificates holders while 5 (62%) had Diploma qualifications. This shows that schools were managed by qualified persons who in this study provided detailed information on pupils' academic performance and the extent to which local leaders made in this regard.

Table 3 further indicated that all respondents could read and write therefore could easily interact with the research and make their contributions and comments in this study without language barrier. Apart from 1 (12%) of the LC1 official who had completed P7 the rest of the respondents had Senior 4 and above qualifications. Respondents freely asked questions, make the right interpretations and responded accurately throughout data collection exercise.

4.1.4 Respondents working experience

The work experience of the respondents was to help the researcher to generate detailed and accurate data on the effects of sub-county leaders' intervention in the supervision, decision making, and financial mobilization on pupils' academic performance. In this respect those without experience did not have detailed data needed for successful completion of this study and would therefore be left out of selection sample. The researcher went on to establish professional work experience of the respondents. The researcher in this regard further wanted to establish the extent to which Head teachers and teachers have been in the management of schools and the extent they have interacted with local leaders. The researcher was further interested in experiences of respondents so as to establish the influence and quality of interactions between school administrators and sub-county leaders, how decisions are made and effected and their effect on pupils' academic performance. Responses on experience are reflected in Table 4.4

Table 4: **Respondents' working experience with schools**

Respondent categories	**Years of work experience**					
	1-5 years		6-10 years		11 years and above	
	f	%	f	%	f	%
Head teachers N=8	-	-	-	-	8	100
Deputy head teachers N=8	-	-	-	-	8	100
Sub-County Chief N=1	-	-	1	100	-	-
Management Committee Members N=16	4	25	10	63	2	12

PTA members N=16	4	25	4	25	8	50
Sub-County Finance Committee Members N=2	1	50	1	50	-	-
Sub-County Education Committee Members N=2	1	50	1	50	-	-
LCIII chairperson N=1	-	-	1	100	-	-
LCI chairperson N=8	-	-	-	-	8	100

Source: Researcher, 2025

Table 4 shows that all head teachers and deputy head teachers who participated in the study had teaching experience of 11 years and above. In this respect one head teacher had this to say:

> *"I have been in the management of schools for 25 years. I have always interacted with local leaders and their participation make schools develop or collapse. They contribute ideas, mobilize funds, supervise school programmes and have a stake in the infrastructural set up."*

The researcher utilized their experience to generate data for successful completion of this study in respect to the contribution of local leaders on pupils' academic performance in the selected primary schools.

Table 4 further shows that all respondents including chair persons of Local council, management committee members, PTA members, sub-county chief, and LC III chairperson were involved in management of schools and had accumulated experience in it. A consultation on legitimate documents especially minutes, visitors' records, copies of invitations for meetings and other functions found in schools confirmed their participation and experience. The researcher captured data and assisted by their experience was able to establish their contribution on pupils' academic performance.

Table 5 further shows that local leaders were involved in decisions concerning Pupils welfare and their regularity at school. This was reported by all head teachers, deputy head teachers, sub county chief, management committee members, education committee members, PTA, LCIII

chair person, 7 (87%) of LCI chair persons and 1 (50%) of the finance committee. On his response one head teacher mention;

> *"We are always concerned with these pupils' welfare. They are supposed to eat and sleep well. The environment needs to be clean, healthy and suitable for the teaching and learning. This involves meeting their parents and guardians and deciding the way forward."*

Decisions concerning pupils' welfare are as important as other institutional development decisions. Pupils are schools raw materials without which schools cannot exist. The academic performance is a product after processing. Pupils need enabling environment to keep them happy and interested in studies. Attention to their welfare is one way of maintaining pupils in schools while decisions on institutional development is generating the motivational to stay and complete their studies. Children cannot study when they are hungry and the girl child will never stay in school without enabling conditions. However, the question remains if all conditions are made suitable for learners what then cause some learners to drop out? The answer could be that conditions still need enhancement despite the local leaders' participation to so as to enable most leaders remain in school and register desirable academic achievement.

The findings are in agreement with Susan et al (1998) who related to pupils drop out to conditions at school and to Namugwanya and Habumugisha (2017) who related poor performance to lack of models and mentors. Local leaders' participation should therefore improve pupils welfare and other conditions that limit drop out and increase pupils interests to learn and register desirable academic performance.

Table 6, shows that local leaders do participate in decisions concerning discipline. One head teacher remarked on this note;

> *"Local leaders as stakeholders are supposed to be notified about any disciplinary action that takes place in school. This may include suspending teachers especially those remunerated by PTA, dismissing or suspending pupils or a service provider."*

The documents found in the schools justified this. In one of the schools, a teacher had been suspended for dating a primary six pupils. A letter of suspension had been copied to different

stakeholders.

Discipline is one of the key areas that are emphasized to attain organizational goals. A disciplined administration makes a disciplined teaching staff that guides learners to attain desirable standards. Teachers always find it a big problem to teach indisciplined class. Such class fails to follow the guidelines, is abusive and makes a teacher lose interest and morale. The presence of a management committee is to ensure among others that discipline is observed. The presence of PTA is an added advantage in this aspect. The management committee evaluates headteacher as the head teacher evaluates teachers while learners are evaluated by all stakeholders.

The role of local leaders in enhancing pupils in the school community is overwhelming because they even reach the parents in their home environments. Local leaders as government agents need to emphasize discipline even outside school environments because among others the Government of Uganda aims at modeling and generation well disciplined citizens. As government agents therefore local leaders emphasize discipline as a government project. Emphasis on discipline is therefore a positive step towards guiding learners to attain desirable life skills, attitudes and knowledge which in this case enable learns to graduate with desirable academic grades. The findings are in agreement with Gregory, 2008) and an educated person should in position to guide national development and the light of the nation therefore a transition in a school environment guided by the local leaders should motivate learners to attain desirable academic grades.

The researcher went on to establish the effects of the decisions made by local leaders. Reactions on this issue are reflected in table 7.

Table 5: **Responses on the effects of local leaders' decisions**

Responses	Respondents													
	Sub-County Chief		Mgt Com		LC I		Education committee		PTA		Finance Committee		LCIII chair person	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Construction of classrooms	1	100	15	94	8	100	2	100	16	100	2	100		100
Construction of better toilet facilities	1	100	16	100	5	63	1	50	10	63	1	50	1	100
Construction of teachers houses	1	100	14	86	5	63	2	100	12	75	2	100	1	100
Provision lunch at school	1	100	12	75	6	75	2	100	16	100	1	50	1	100
Better teachers' remuneration	1	100	16	100	8	100	2	100	16	100	2	100	1	100
Better financial accountability	1	100	15	94	8	100	2	100	14	86	2	100	1	100

Source: Researcher, 2025

Table 7 shows that majority respondents reported that decisions by local leaders lead to construction of classrooms. The presence of classrooms creates suitable space for the teaching and learning. This is especially realized when these classrooms are well equipped with seats and desks. The presence of classrooms was confirmed by head teachers as one head teacher reported;

> *"We normally construct classrooms following the decisions by parents and other stakeholders. We allocate funds following the made decisions."*

On probing how classrooms affect pupils' academic performance, the head teacher made the following remarks:

"Better teaching and learning take place when pupils are comfortable in a suitable environment. The teacher should be in position to move and reach all pupils desks. Small classrooms create stress to both learners and teachers therefore reduces both teaching and learning abilities."

The sub-county chief on the issue of classrooms noted:

"We support schools infrastructure development following recommendations of stake holders especially the management committee, PTA and general meetings. But as a local government we support we have education fund which is for schools development."

The sub-county chief's view was not different from the sub-county education committee. One of the education committee remarked;

"We allocate funds to schools following priorities as identified by those in charge". This shows that financial allocations follow identified development priorities.

Well equipped classrooms have a lot of contribution towards creating a suitable teaching-learning environment. The presence of these classrooms makes pupils secure from attractions and tension from the external environment. In addition, pupils are protected from rain and sunshine and dust. This environment makes it suitable for teachers to teach and pupils to learn and get the concepts properly. This is especially when the classrooms are big enough and pupils are not congested so that teachers reach every pupil's desk to satisfy individual learner's interests and needs. The findings are in agreement with Kigongo, 2000) and Omedo (2012) whose studies established instructional materials as key in the teaching-learning processes.

Table 7 further shows that decisions by local leaders lead to construction and maintenance of better toilet facilities. This was the subcounty chief, all management committee, LCIII chairperson, 5 (63%) of LCI, 1 (50%) of education committee, 10 (63%) of PTA members and 1 (50%) of the finance committee members.

The presence of better toilet facilities can always make teaching staff remain at the facility.

Similarly, poor toilet facilities can cause absenteeism to both staff and learners especially the females. This suggests that better facility create an environment come and stay at school for lessons. This was supported by one deputy head teacher as she remarked;

> *"Our toilet facilities and wash rooms are okay. Both teachers and pupils do not complain opposed to before when some pupils and teachers would move outside the school for better facilities. Some of members would in process escape from school before time."*

A situation where both teachers and pupils dodge classrooms and school activities because of school environment is not suitable for teaching and learning and might directly or indirectly affect pupils' academic performance. Putting these infrastructures in place is in line with Mugizi (2008) who identified quality infrastructure as a motivation to both learners and teachers.

Table 7 also shows that local leaders' decisions lead to the construction of teachers houses. This was reported by the sub-county chief, all members of the education committee, finance committee, chairperson LCIII,12 (75%) of PTA, 14 (86%) of the Management Committee and 5 (63%) of LI members. The construction of teachers' houses suggests that teachers can stay near the school and dedicate much of their time to teaching, preparation of the teaching materials, schemes of work and lesson plans. This in one way can increase teachers' dedication and their commitment can improve pupils' academic performance. One of the PTA members remarked on this issue;

> *"The construction of teachers' houses brings teachers services nearer to pupils and schools. They are always available for duty and will always supervise the school environment therefore supporting the security of the school property."*

The findings are in agreement with Tiberondwa (1998) who established a close relationship between quality staff and school performance. The presence of staff houses increases teacher retention which helps schools to maintain and sustain quality teaching staff dedicated and determined to deliver to the satisfaction of institutions and stakeholders.

Table 7 also shows that the decisions by local leaders lead to the provision of lunch at school for both teachers and pupils. The provision of lunch suggests that both the teaching staff and pupils

are at school in position to teach and learn the whole day. It also suggests that both teachers and pupils will not dodge or delay class sections. It is a motivation to both parties and can always increase pupils' academic performance. This was supported by on head teacher as he noted;

> *"The provision of lunch makes all of us regularly ready for teaching and learning. All the time allocated to teaching is fully utilized. It helps both pupils and teachers to concentrate with a sober mind for better academic out comes."*

The provision of lunch as established by study makes teachers committed and always ready to execute their responsibility. The findings are in agreement with Nakibuuka (2011) who identified decision making as a source of shared responsibility, creativity and social support.

Table 4.7 suggests that decisions by local leaders provide for better remuneration for staff. This was identified by majority respondents in different interview sessions. One head teacher remarked on this issue;

> *"We have regularly increased teachers' allowances following parents meetings. They recommend increment and suggest the funding options. Our teachers are happy, concentration levels are high and their morale provides for better teaching and learning environment."*

A remunerated staff is a committed staff ready to assist administration and pupils. This staff is ready to implement school policies while guiding and counseling those in need. Such staff protects school property and guides learners to attain excellence. This is however achieved when the management is equally committed and generally well focused. These findings are in agreement with Verma (2015) who supports good governance as a positive direction towards realization of development programs.

It is further revealed by table 7 that local leaders' involvement increase financial accountability. School administrators are made accountable to account for financial allocations and value for money. Finances are located and utilized as planned. One head teacher remarked on this issue;

> *"We allocate the money following the recommended development plan allocations. It is*

value for money. We make regularly reports which are approved by the management and auditor."

Financial accountability means that finances are allocated as planned and in the interests of majority stake holders. If realized, schools can always realize their basic requirements and in process graduate their learners with suitable academic scores. the findings are in line with Ministry of education and Sports (2013) which majority participation in decision to enhance institutional development.

The findings suggest that decisions made by local leaders have some positive implications on institutional growth and pupils' academic performance. Comprehensive decision making makes both teachers and school administrators concentrate on their responsibilities directing and assisting learners to attain better academic scores as other stakeholders perform their responsibilities.

4.3 What is the contribution of local leaders' supervision on pupils' academic Performance?

In this research question, the researcher was very much interested in establishing the extent to which local leaders' supervision contribute on pupils' academic performance. Respondents' views were thought on the issue and existing legitimate documents were consulted to satisfy the requirement of this research objective. Respondents were asked to explain as how often they supervise school and their responses are reflected in table 8

Table 6: **Responses on regularity at which schools are supervised by local leaders**

Responses	Respondents													
	Sub-County Chief		Mgt Com		LC I		Education committee		PTA		Finance Committee		LCIII chair person	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Once a term	1	100	-	-	4	50	1	50	-	-	2	100		-
Twice a term	-	-	16	100	4	50	1	50	16	100	-	-	1	100
Once in year	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Source: Researcher, 2025

Table 4.8 shows that primary schools by local leaders. It shows that the sub-county chief and finance committee members supervise primary schools atleast every term. This was also reported by 4 (50%) of LCI and 1 (50%) of the education committee. Similarly, the chairperson LCIII, all the school management committee and PTA members reported supervising schools twice a term and so were 4 (50%) of LCI and 1 (50%) of the sub-county education committee. On this note the sub-county chief remarked:

> *I am mandated to supervise all government projects in my sub-county but we do it as a team. We have a technical planning committee at the sub-county which does this work. It oversees all the activities in the school, sources of funds and usage, sanitation, condition of the infrastructure and the teaching learning environment. This committee makes recommendations and proposals which help government to take action.*

Supervision by technical planning committee was confirmed by head teachers as one head teacher remarked;

> *"Supervision in school is regular. We have inspector of schools, education officers, sub-county planning committee and other staff from the sub-county."*

Similarly, the LCI Chairperson had this to say on schools' supervision:

> *"The constitution of the republic of Uganda empowers us to supervise all the projects in our areas of control. So, we come in to know what is in schools and even to recommend government's intervention where necessary."*

The researcher assisted by the visitors' book and the different minute's records was able to establish and confirm the regularity local leaders made to schools. The comments made and recommendations made further guided this study to establish the extent these leaders contribute on schools' development and pupils' academic performance.

Through probing with the head teachers, the researcher was able to establish that school supervision was comprehensive covering all aspects in school. One head teacher noted:

> *"Supervision is comprehensive and the whole school including the entire infrastructure, pupils' enrolment, teaching staff and their qualifications, development and*

implementation plans and the teaching learning environment."

Maximum supervision of schools increases performance on grounds that all staff would get committed to different responsibilities assigned. Administrators would administer while teachers teach. It also means that teachers would prepare schemes of work and always teach guide by lesson plans and teaching aids which also result into effective delivery of desired knowledge, skills and attitudes. This therefore means that schools where supervision is intensive will always have their pupils perform well in national examinations and vice-versa. Head teachers are supposed to supervise teachers on daily basis as management committee and other stakeholders do come in as per their schedules. However, as Nakatude (2013) schools are least supervised by even head teachers because they tend to leave schools for other businesses. Lack of strict supervision even affects the extent to which schools basic necessities and infrastructure are managed which in process affect the extent to which pupils perform in their national examinations.

The researcher then went on to establish the effects of supervision and head teachers and deputy head teachers' responses on the issue are reflected in table 9

Table 7: **Head teachers and deputy head teachers' responses on the effects of supervision**

Responses	Head teachers		Deputy head teachers	
	f	%	f	%
Proper financial management and utilization	8	100	8	100
Better care for school infrastructure	7	86	6	75
Efficient record management	8	100	8	100
Reduced pupils' absenteeism	6	75	5	63
Reduced teachers' absenteeism	8	100	7	86
Serious teaching with prepared lesson plans and schemes of work	8	100	6	75
Increased funding and sponsorship	5	63	6	75

Source: Researcher, 2025

Table 9 shows that all head teachers and deputy head teachers reported proper financial management and utilization resulting from the supervision by local leaders. One of the head teachers remarked on this issue:

> *"There is a lot of accountability a school must make to all stakeholders. We account for all the finances spent in the school and any shortage means refund and other penalties. We make termly reports and at end of every year, a comprehensive yearly report is made."*

Efficient financial accountability was confirmed by the copies of records found with the head teachers bearing the comments from auditors and sub-county technical planning committee. Efficient financial management was also confirmed by the sub-county accounting officer who remarked:

> *"Head teachers account for all the funds in their schools and as a sub-county our technical planning committee confirms that Proper financial management by head teachers suggests that all the monies are allocated as planned to develop schools and to satisfy the interests of pupils which is attainment of desirable academic schools."*

Accountability means that all funds are spent as planned to meet the pupils and school requirements. This is a good place and if emphasized generates good performance because it supports effective utilization of all existing resources in a school. Unfortunately, some accountability might be reflected on paper but non-existent on ground. Some schools lack basic facilities like toilets yet records indicate their presence. In such schools pupils' performance is compromised and is characterized with high absenteeism and dropouts. The findings are in agreement with Talemwa (2015) who advocates for strict supervision for all schools including the privately owned.

Table 9 further shows that supervision generates better care for schools infrastructure which includes libraries, classrooms, teachers' houses, seats and desks. This was reported by 7 (86%) of head teachers and 6 (75%) of deputy head teachers. This suggests a presence of suitable teaching learning environment in schools that permits efficient teaching and learning. This was confirmed by the head teachers remarks as one of them noted:

"We try to keep these facilities in good conditions and it is the reason why we are appointed in these positions. Mismanaged infrastructure means that the head teacher's ability is inefficient and can cause demotion or and suspension."

Documents in schools revealed records of seats, desks, blackboards, computers (in only two primary schools), staff houses and classroom structures present and their conditions. This confirmed better record management as was reported by all head teachers and deputy head teachers in table 9.

The presence of sound school facilities enhance teaching and learning processes and have an impact on pupils academic performance similar to the findings by Wangolo (2016) that schools with proper supervision perform better. There is however a difference between "presence of infrastructure" and infrastructure usage/utilization". Infrastructure if utilized properly impacts on pupils' academic performance. Some schools have facilities like libraries but pupils and teachers do not utilize them properly. Though all schools reported the presence of these facilities, academic performance of their pupils was different. This therefore indicates that schools maintain facilities because supervisors need them but do not utilize them frequently to benefit learners. This call for teachers needs assessment as was established by Ministry of education and Sports (2013) to address the needs of teachers to drive them to full perform their responsibilities.

Table 4.8 also shows that local leaders supervision reduces pupils absenteeism as was reported by 6(75%) of head teachers and 5(63%) of deputy head teachers. One head teacher reported on this issue:

"Regular pupils' absenteeism made this district to pass bye laws that makes all pupils to be in schools in all working days from Monday to Friday. Those who fail to report for lessons must present reasons or else their must answer. This bye law was based on pupils records in schools witnessed in regular supervisions by local leaders."

The researcher was able visit documents in schools including school registers that indicated the schools were supervising pupils' presence. However as one head teacher noted schools under UPE policy were left with less powers to enforce pupils' regular presence in classrooms. She noted:

We cannot suspend or dismiss a pupil for regular absenteeism in class, we can give corporal punishments', we cannot make them repeat classes. So our duty is to teach and those fail attend regularly miss out. Trying simple punishments is risky because some pupils might be discouraged and drop out so we move with those who are ready to move with us.

The findings generally indicated that teachers and school administrations were supervising and monitoring pupils' presence in schools though records of absenteeism were recorded. Otherwise, pupils' regular presence readiness in classrooms helps teachers to access, determine areas of weakness and then design mechanisms for improvement. The findings are in agreement with Wangolo (2016) that there is a strong relationship between school supervision and pupil and teacher performance. Table 4.9 indicates that regular supervision reduces teachers' absenteeism. This was reported by all head teachers and 7 (86%) of deputy head teachers. One head teacher remarked on this issue:

"Teacher fear being found absent by the supervisors. They therefore attend all school activities and functions. They remain active, they can take alcohol or smoke because they can be identified to cause loss of job and or other punishments like suspension."

A discussion with one of the head teachers revealed that one of the teachers had been suspended the previous year because of alcohol. Presence of teachers with a sober mind suggests that teaching is given a serious priority and pupils stand to gain reasonably suitable academic scores. Hand in hand with the teachers presence was supervision enhancing the teaching with lesson plans and schemes of work. This was reported by all head teachers and 6 (75%) of deputy head teachers. Teachers' preparedness to teach was further established in the different documents a researcher found in schools. He found in minutes of different meetings where teachers were required to teach with teaching aids, lesson plans supported by schemes of work. On this note a head teacher noted:

All teachers teach with lesson plans and teaching aids like maps if teaching Social Studies; protractor, compass rulers while teaching mathematics; plants, soil, insects and others while teaching science. Teachers are expected to make demonstrations for pupils to get concepts properly. Schools have some aids but teachers are also expected to look

around for more aids to enable pupils learn properly.

Teachers' supervision was further confirmed by the presence of teachers' record book where teachers were expected to sign on arrival and departure. All schools studied had time tables for teachers' easy access where lessons to be taught and responsible teachers were indicated.

Teaching supported by teaching aids is good practice because it helps teachers to impart the needed concepts as learners learn following realities. Research shows that pupils learn faster with teaching aids than without and teachers find teaching interesting when being assisted by teaching aids. Similarly use of schemes of work and lesson plans help teachers to more systematic, organized and to teach following the syllabus. Teaching following the requirements of a syllabus makes pupils to easily learn following the well set up by curriculum designers. This kind of supervision if supported by team coaching and other human development programs can always develop teachers and their abilities in this field of teaching as pupils stand to harvest benefits. The findings are in agreement with Tiberondwa (1998) who regarded performance as a product of quality staff. This means who keenly supervise and support their teacher stand better chances of graduating their pupils with good and excellent grades.

Responses in table 9 further suggest that supervision by local leaders cause for funding and sponsorship as was reported by 5 (63%) of head teachers and 6 (75%) of deputy head teachers. One head teacher remarked on this issue:

> *"When they come for supervision, they identify gaps and make recommendations. Supervision reports have been helpful to us. Last year we were donated with 150 seats and desks after supervisors have recommended it having found some of our pupils seated on ground and others over squeezed."*

Seats and desks make pupils gain a better learning environment that when squeezed or have nowhere to seat or write from. Support in this area increases pupils' concentration in class and in process lead to better management of concepts and attainment of better academic scores.

Sponsorship and funding are key areas especially in primary schools in both government and

private owned institutions. A lot is still needed to setup modern facilities to attract and pupils especially the girl child in school. Schools studies lacked modern toilet facilities, there were no changing rooms for girls and pupils looked squeezed indicating that enrolment was more than the existing facilities. The local governments and school management can mobilize for these schools for the central government following the set procedures established by (Local Government Finance Commission (2012) and Local Government Act (1997).

The findings in this research objective suggest that local leaders' supervision cause a situation of increased teachers commitment, pupils' presence and proper maintenance of facilities that all combine to determine pupils' academic performance.

4.4 What are the effects of Local leaders' involvement in financial mobilization and Management on pupils' academic performance?

Under this research question, the researcher was interested in how local leaders mobilize finance for schools and how the mobilized finances affect pupils' academic performance. Data for this research objective was got from questionnaires, interview guides and documentary analysis. Respondents were requested to explain how local leaders mobilize money for schools and table 10 reflects their responses.

Table 8: **Responses on different ways local leaders' generate finances for schools**

Responses	Respondents													
	Sub-County Chief		Mgt Com		LC I		Education committee		PTA		Finance Committee		LCIII chair person	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Fundraising	1	100	16	100	6	75	2	100	16	100	2	100		100
Integration of institutional demands in sub-county, district and national budgets	1	100	10	63	4	50	2	100	9	56	2	100	1	100
Supporting fees adjustments	1	100	14	86	5	63	2	100	12	75	2	100	1	100
Attracting sponsors	1	100	9	56	4	50	1	50	10	63	1	50	1	100
Giving donations	1	100	16	100	8	100	2	100	16	100	2	100	1	100

Source: Researcher, 2025

Table 10 shows that local leaders organize and support fundraisings in schools. This was raised in different sessions with different respondents. In his response, one of the head teachers remarked on the issue thus:

> *"Especially politicians have helped us to mobilize for our fundraisings. Last year our member of parliament brought us ministers, and other member of parliament who raised a lot of money for this institution that enabled us to complete four modern classroom block."*

Similarly, another head teacher remarked:

> *"All local leaders help in fundraising functions. They mobilize people from grass root to*

national level. Our LCIs mobilize local people in villages, the LCII do it at parish level, the sub-county chief and LCIII do it at sub-county level, the LCV mobilizes at district while the members of parliament mobilize at national level."

Fundraisings generate extra funds for schools to meet educational demands to supplement the government. Under liberalization and privatization, the government is not a monopoly in the provision of education which allows other actors to get involved. These actors support government in its funded schools and in private schools where fund is entirely private provided the set government guidelines, procedures and policies are respected. The findings are in agreement with the Education Act 2008) that sets guidelines for actors in the provision of education specifically in financing, inspection, supervision and management. The findings are also in agreement with Makaaru, Kiran, Keith, Kisaame, Nansozi and Bogere (2015) whose study established a combination and collaboration of different actors in the provision of education

Table 10 further shows that local leaders Integrate institutional demands in sub-county, district and national budgets. This suggests that local leaders identify gaps in schools and report them to authorities for solutions. It also suggests that local leaders plan and mobilize and organize funds for schools from different administrative organs. This was revealed from different interviews held with different respondents. On this note a sub-county chief remarked:

"We normally locate funds and school requirements depending on existing demands and gaps. Those who need seats we give, those who need books we give depending on requests and recommendations by Technical Planning Committee."

Local leaders are government agents in local communities. As government agents, local leaders are expected to establish areas that need funding to enhance national development. Government institutions are accordingly put in place directly instituted to assist in provision of education from local council 1 up to the district. Reports from LC1 are integrated in LC2 then to LC3 then to the district for planning and funding purposes. The findings are supported by Local Government Act 1997 which empowers all government appointed officials to provide services, support and implement government programs in areas of jurisdiction. The Constitution of Uganda (1995) clearly specifies roles and responsibilities of all actors in the implementation of government

programs, projects and policies. The role of local leaders in mobilization and financing of education is also clearly brought forward.

According to table 10, local leaders support fees adjustments. A member of the sub-county education committee remarked on the issue of school fees;

> *"UPE schools are not supposed to charge school fees as per the presidential directive but as local leaders and stake holders we normally advise school administrators and parents to meet and decide as a general meeting what can helps their schools meet educational targets."*

Similarly, an LCI chairperson informed this study that local council official mobilizes stakeholders to help in development of their schools. Increasing school fees is one way of raising finances to support institutional development. The management committee is empowered can always determine the financial gap and call for increased funding and together with the parents assembly can decide to fees structure and usage. This is in agreement with Local Government Act 1997 which allows different actors in the provision of education provided within the government guidelines. The findings are also in agreement with Naidoo, (2005) whose study established that decentralization allows local leaders discretion to utilize available resources.
Table 4.10 also shows that local leaders give donations to schools. In one of the schools studied, the researcher found out that the area Member of Parliament had donated mathematical sets to primary five, six and seven pupils. The candidates had in addition been donated with pens and pencils. In another school the same Member of Parliament had paid fees to 10 pupils from primary five to primary seven. Similarly, the female area member of parliament had donated 4 balls to every school in her constituency. These and similar donations were reported by different categories of respondents that participated in this study.

Donations by local leaders equally help schools to meet educational needs. These donations can help infrastructural development or assist in some other areas. Like a donation of ball helps in extra-curricular activities which help to relax the mind outside classroom. Depending on the interests of the learner but extracurricular activities generally pupils in the school environment and since they relax the mind can equally contribute to pupils ability to learn and perform

academically. The finding of the study closely related with the findings by Makaaru, Kiran, Keith, Kisaame, Nansozi and Bogere (2015) who established an open system in the delivery of educational services. Therefore, there is no monopoly in the delivery of education services instead it is a combined effort of all stakeholders. Thus, local leaders as administrators in local localities are better positioned to identify areas of need and then donate accordingly.

The researchers then went on to establish how the raised funds affect pupils' academic performance. Responses on this issue are reflected in Table 11.

Table 9: **Responses on how the raised funds by local leaders influence pupils' academic performance**

Responses	Respondents													
	Sub-County Chief		Mgt Com		LC I		Education committee		PTA		Finance Committee		LCIII chair person	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Infrastructure development	1	100	8	100	8	100	2	100	16	100	2	100		100
Teachers facilitation	1	100	12	75	6	75	1	50	10	63	1	50	1	100
Sanitation, security and other responsibilities	1	100	10	63	4	50	1	50	8	50	1	50	1	100
Games and sports	1	100	14	88	6	75	1	50	9	56	1	50	1	100

Source: Researcher, 2025

Table 11 shows that funds raised by local leaders facilitate infrastructure development. This was raised by all the respondents that participated in this study. All head teachers acknowledged that funds raised by local leaders help in construction of more classrooms and rehabilitation. On this note,one head teacher remarked:

"Money raise by local leaders in fundraisings and other functions is used to enhance infrastructural development. We use it in setting up classrooms, teachers' houses and in rehabilitation like painting and repairing floors. We also use it to buy seats and desks and repairs."

This suggests that money raised by local leaders is equally useful to schools for institutional development. Local leaders are expected to models in development and using their positions to mobilize other members in the community to participate in development of their areas. This is supported by the decentralization policy and the local government act. The Public-Private Partnership (PPP) attracts the private sector to support government in institutional development. Similarly, the UPE policy was instituted by government to eradicate illiteracy and develop human resource but involving all actors. While the government contributes school fees and pays teachers, other stakeholders like parents and local leaders contribute in donating sand, cement, making bricks and giving out labour in building classrooms. The UPE policy invites all stakeholders in the provision of education to Uganda child (Naidoo, 2005)

Table 11 also shows that funds raised by local leaders help in the facilitation of teachers. Through interviews with head teachers, the researcher was able to establish that some of the raised funds are used organize meals for teachers and to improve their houses. A head teacher noted:

"Part of the raised funds is intended to improve teachers' welfare. We therefore use it in provision of their meals and improvement of the staff quarters. Teachers develop their committee when their interests are attended to."

This was also identified by all deputy head teachers, PTA and management committee members that participated in this study. Teachers spearhead the task of human resource development. In this case all the resourceful persons including human resource managers, engineers, and doctors have passed in their hands. Supporting teachers in schools therefore is raising their commitment to educate and graduate more resourceful persons for national development. Therefore, in supporting teachers, facilitating, stakeholders are creating suitable teaching environment to enable pupils perform well but also indirectly contributing a "brick" to national development.

Committed teachers will always in impart the right virtues, attitudes and skills to help learners develop as individuals as they contribute to national development. The findings suits the interests of White Paper (1992), that education should in addition to knowledge and skills lead to attainment of moral, ethical and spiritual values.

Table 11 further shows that raised funds are used in the management of sanitation, security and other responsibilities. On this note, one head teacher remarked:

> *Some of the funds we get outside the fees structure help us in maintaining this place's sanitation and security. We have maintained 2 cooks, 2 askaris (security guards) and 1 laborer in this school for over 5 years yet the government doesn't pay them. It's the school that meets their payments. The laborer maintains the compound and toilet facilities clean; the security guards are in charge of schools security while the cooks prepare meals for teachers and pupils.*

The documents found in some schools confirmed appointments in some schools that were not funded by government. The researcher accesses a record where the appointed staff signed on arrival and departure. The compound looked well maintained with flowers that were protected from children. The non teaching staff is itself important in supporting staff to teach and meet other assigned duties. Teachers need lunch cooks prepare while teachers are in class teaching. The monitoring of children outside classrooms is also a responsibility of teachers and other actors. A clean environment is good for all people in the institution including pupils, teachers and other stakeholders. Similarly, school security is good for all stakeholders for school property and pupils. Therefore, by locating raised funds to non teaching staff, local leaders are creating a good environment for teaching and learning. A conducive school attracts both pupils and teachers in the school, reduces absenteeism which in this case promotes effective teaching and learning for better educational output. The best practices in the school are indirectly adopted as life skills. The findings are in agreement with Musinguzi (2013) whose study established that education should enable learners to acquire virtues for descent living as they remain productive societal members.

Table 11 finally shows that schools locate funds to games and sports. The researcher accessed the documents in schools that confirmed support for games and sports. The school time table had

games and sports and in one of the school's notice board, a letter of communication that informed pupils and other stake holders of the donated balls and two trophies by the chancellor LCV was seen by the researcher which to researcher meant commitment for games and sports.

The support for games and sports in the school suggests that schools in addition to learning create time for learners to play and interact with others. Games and sports make learners develop positive attitudes to their schools, can reduce absenteeism and generally increase the learners' interests to learn.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations based on the study that examined the contribution of local leaders to pupils' academic performance in Kabamba Sub-county, Kagadi District. The chapter is organised according to the three study objectives: to examine the contribution of local leaders' decision-making, to establish the contribution of local leaders' supervision, and to assess the contribution of local leaders' financial mobilisation and management to pupils' academic performance. The recommendations are presented under each objective, followed by areas suggested for further research.

5.2 Summary of Findings

5.2.1 Contribution of local leaders' decision-making to pupils' academic performance

The study established that local leaders' decision-making was perceived as an important element in supporting school administration and pupils' academic performance in Kabamba Sub-county. The findings indicated that 15 out of 16 management members (94%) linked local leaders' decisions to improved financial accountability. This suggests that respondents generally recognised the importance of decisions that promote accountability and guide the management of resources intended to support primary education.

The findings further indicated that decisions made by local leaders could help identify school priorities, coordinate stakeholders and address challenges affecting the provision of education. Where local leaders consult relevant stakeholders and respond to schools' identified needs, their decisions may support the creation of a more favourable teaching and learning environment. However, the contribution of decision-making depends on the implementation of agreed actions and the availability of the necessary resources.

Overall, the findings suggested that local leaders' decision-making was relevant to school governance and accountability. Nevertheless, decision-making alone could not be regarded as

sufficient to guarantee improved pupils' academic performance because learning outcomes may also be influenced by teacher effectiveness, pupil attendance, parental support and the availability of learning materials.

5.2.2 Contribution of local leaders' supervision to pupils' academic performance

The study found that local leaders' supervision was an important mechanism for monitoring school-related concerns and following up on issues affecting teaching and learning. Findings showed that 16 out of 16 management and Parent–Teacher Association (PTA) respondents (100%) reported that supervision took place twice per term.

Regarding school management and record-keeping, 8 out of 8 head teachers (100%) and 8 out of 8 deputy head teachers (100%) reported improved financial and record management. In relation to teacher absenteeism, all eight head teachers (100%) and seven out of eight deputy head teachers (86%) reported a reduction in teacher absenteeism. Concerning pupil absenteeism, six out of eight head teachers (75%) and five out of eight deputy head teachers (63%) reported a reduction.

These findings suggest that supervision and follow-up were perceived to contribute to improved school administration, teacher attendance and pupil attendance. Regular supervision may help identify challenges, encourage accountability and promote corrective action where weaknesses are identified. Improved teacher and pupil attendance may, in turn, create more opportunities for effective teaching and learning.

However, the findings primarily reflect respondents' reports of changes associated with supervision. They should not be interpreted as conclusive evidence that supervision alone caused improvements in attendance or academic results. Other school and household factors may also have contributed to the reported changes.

5.2.3 Contribution of local leaders' financial mobilisation and management to pupils' academic performance

The study established that financial mobilisation was perceived as an important contribution of local leaders to school development. The findings indicated that 16 out of 16 management and

PTA respondents (100%) identified fundraising as a means of mobilising resources for schools. Furthermore, 8 out of 8 head teachers (100%) and 16 out of 16 PTA respondents (100%) linked mobilised funds to the development or improvement of school infrastructure.

These findings indicate that respondents recognised the importance of fundraising and community participation in addressing school infrastructure needs. Mobilised resources may help schools improve facilities and other conditions required for effective teaching and learning. Appropriate management of such resources is also important because it promotes transparency, accountability and confidence among stakeholders who contribute towards school development.

The findings therefore suggest that financial mobilisation may support pupils' academic performance indirectly by improving the school environment and facilitating the provision of educational support. However, the benefits depend on the amount of resources mobilised, their proper management and their allocation to priority educational needs. Fundraising and infrastructure development should therefore be viewed as potential contributors to academic performance rather than direct guarantees of better examination results.

5.3 Conclusions

5.3.1 Local leaders' decision-making and pupils' academic performance

The study concluded that local leaders' decision-making was an important aspect of school governance in Kabamba Sub-county. The finding that 94% of the management members linked local leaders' decisions to improved financial accountability indicates that respondents generally appreciated the role of decisions in promoting responsible management of school resources. Responsive and consultative decision-making may help schools identify priorities, coordinate stakeholders and address challenges affecting learning. The study therefore concluded that local leaders' decision-making was perceived to contribute to the conditions that support pupils' academic performance. However, its contribution depends on the implementation of decisions and the involvement of other education stakeholders.

5.3.2 Local leaders' supervision and pupils' academic performance

The study concluded that local leaders' supervision was perceived to support school administration and monitoring in Kabamba Sub-county. Reports of twice-term supervision, improved financial and record

management, and reductions in teacher and pupil absenteeism indicated that respondents recognised the importance of regular monitoring and follow-up. Effective supervision may promote accountability, encourage attendance and help identify school-related challenges requiring attention. The study therefore concluded that supervision was an important practice associated with conditions that support pupils' academic performance, although the observed changes could not be attributed to supervision alone.

5.3.3 Local leaders' financial mobilisation and management and pupils' academic performance

The study concluded that financial mobilisation and management were important in supporting school development in Kabamba Sub-county. The reported involvement of management members and PTA respondents in fundraising, together with the reported link between mobilised funds and infrastructure, demonstrated the perceived value of community resource mobilisation. Properly mobilised and managed resources may help address infrastructure needs and improve the environment in which pupils learn. The study therefore concluded that financial mobilisation and management may contribute indirectly to pupils' academic performance through the improvement of school facilities and learning conditions. However, the extent of this contribution depends on the adequacy, allocation and accountability of the resources mobilised.

5.4 Recommendations

The recommendations are presented according to the three specific objectives of the study.

5.4.1 Decision-making and pupils' academic performance

Based on the findings concerning local leaders' decision-making, the study recommends that:

Sub-county local leaders should strengthen participatory decision-making. Local leaders should consult head teachers, school management committees, PTA representatives, parents and other relevant stakeholders when identifying and prioritising educational needs. This may help ensure that decisions reflect the actual challenges faced by schools.

Local leaders should prioritise decisions that address school needs. Decisions should be informed by clearly identified concerns, such as inadequate learning materials, infrastructure gaps, pupil

attendance and other conditions affecting teaching and learning. Priorities should be documented and followed up within the leaders' responsibilities and available resources.

Local leaders should strengthen accountability in decision implementation. Decisions concerning school support and the management of resources should be recorded, communicated to relevant stakeholders and reviewed periodically. This may help establish whether agreed actions have been implemented and whether further intervention is required.

Head teachers should improve communication with local leaders. School administrators should regularly communicate their schools' priorities, challenges and progress to the relevant local government authorities. Clear communication may help local leaders make better-informed decisions and coordinate appropriate support.

School management committees should participate actively in decision-making. Committees should work with head teachers and local leaders to identify educational priorities, document agreed actions and monitor progress. This may strengthen collaboration and ensure that decisions remain focused on improving school conditions.

5.4.2 Supervision and pupils' academic performance

Based on the findings concerning local leaders' supervision, the study recommends that:

Local leaders should maintain regular and documented school supervision. The relevant local leaders should continue monitoring school-related concerns and ensure that supervision findings, identified challenges and agreed corrective actions are properly documented. Follow-up should be undertaken to determine whether the issues raised have been addressed.

Supervision should focus on school conditions that support learning. During school visits, local leaders should engage relevant school authorities on attendance, infrastructure, sanitation, learning materials and other concerns within their mandate. Issues requiring professional or technical intervention should be referred to the appropriate education authorities.

Local leaders should strengthen follow-up on teacher and pupil attendance. In collaboration with head teachers and relevant education officials, local leaders should encourage consistent

attendance monitoring and the timely identification of factors contributing to absenteeism. Appropriate measures should be taken within the responsibilities of each stakeholder.

Head teachers should improve school record management. School administrators should maintain accurate records relating to attendance, school activities, finances and other relevant administrative matters. Proper records can support supervision, facilitate follow-up and provide evidence for decisions intended to improve school management.

Local leaders should coordinate with education officers and school management committees. Supervision should complement, rather than replace, the professional responsibilities of education officers and the administrative responsibilities of head teachers. Clear coordination may reduce duplication and improve the handling of issues identified during school visits.

Supervision findings should inform practical action. Local leaders and school administrators should agree on realistic corrective measures, assign responsibilities and review progress periodically. This would help ensure that supervision results in follow-up rather than remaining limited to school visits and the identification of challenges.

5.4.3 Financial mobilisation and management and pupils' academic performance

Based on the findings concerning financial mobilisation and management, the study recommends that:

Local leaders should strengthen community resource mobilisation. Local leaders should work with school management committees, PTA representatives, parents and other relevant stakeholders to identify appropriate ways of supporting school development. Mobilisation initiatives should respond to clearly identified school priorities and should be conducted transparently.

Mobilised resources should be directed towards priority educational needs. Schools and relevant stakeholders should identify the most urgent infrastructure and learning-related requirements before allocating available resources. This may help ensure that contributions are directed towards interventions likely to improve the conditions under which teaching and learning take place.

School management committees should strengthen financial accountability. All funds and material contributions received should be recorded accurately, and relevant financial reports should be shared with authorised stakeholders. Clear records of contributions, expenditure and completed activities may promote trust and responsible resource management.

Head teachers should coordinate financial planning with relevant stakeholders. School administrators should prepare and communicate realistic budgets for priority needs and provide updates on the use of resources received. This may help local leaders and community members understand funding gaps and make informed decisions about possible support.

Local leaders should promote collaboration with relevant education authorities. Where community resources are insufficient to address major infrastructure or learning-material needs, local leaders should communicate the gaps to the appropriate authorities and advocate for support through established channels.

Resource mobilisation should be accompanied by monitoring of results. Local leaders and school management committees should periodically review whether the resources mobilised have been used for their intended purposes and whether the supported activities have addressed the identified needs. This may strengthen accountability and improve the usefulness of community contributions.

Resource mobilisation should be inclusive and transparent. Community support initiatives should take account of the circumstances of households and avoid placing unreasonable financial burdens on parents. Contributions should be handled in accordance with applicable policies and procedures, with clear communication about their purpose and use.

5.5 Areas for Further Research

Based on the findings and limitations of the study, the following areas are suggested for further research:

Local leadership and pupils' academic performance in other districts. Future studies could examine the contribution of local leaders to pupils' academic performance in other sub-counties and districts to establish whether similar patterns are reported in different educational settings.

The relationship between supervision and measurable academic outcomes. Further research could use school assessment records and examination results over time to examine the relationship between the frequency and quality of supervision and pupils' academic performance.

Community resource mobilisation and educational outcomes. Future studies could investigate how the amount of resources mobilised, their allocation and the accountability mechanisms used relate to school infrastructure, learning-material availability and pupils' academic outcomes.

Other factors influencing pupils' academic performance. Further research could examine the contribution of teacher competence, parental involvement, pupil attendance, household socio-economic conditions and school leadership to pupils' academic performance in Kabamba Sub-county and other comparable settings.

5.6 Chapter Summary

This chapter presented the summary of findings, conclusions and recommendations regarding the contribution of local leaders to pupils' academic performance in Kabamba Sub-county, Kagadi District. The findings indicated that decision-making was associated with perceived improvements in financial accountability, supervision was associated with reported improvements in school administration and attendance, and financial mobilisation was linked to fundraising and school infrastructure development. The conclusions and recommendations emphasised participatory decision-making, consistent supervision, transparent resource mobilisation and stronger collaboration among local leaders, school administrators, education officers, parents and communities. These measures may help improve school conditions that support pupils' learning, although academic performance also depends on factors beyond the direct control of local leaders.

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APPENDICES

APPENDIX I: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

Krejcie& Morgan formula:

$S = X\,2NP(1-P) \div d\,2\,(N-1) + X\,2P(1-P)$.

S = required sample size.

$X2$ = the table value of chi-square for 1 degree of freedom at the desired confidence level

(3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum Sample size).

d = the degree of accuracy expressed as a proportion

APPENDIX II: QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS

Research title:

The contribution of Local Leaders on Pupils Academic Performance in Kabamba Sub County Kagadi District.

Dear respondent,

Iam Byaruhanga Enock a student of Nkumba University pursuing a Master's degree in Education in planning and Management. The purpose of this questionnaire is to get your views on the effect of local leaders' involvement in education on pupils' academic performance. You have been chosen as a respondent because of the information you have in regard to pupils' academic performance and local leaders' involvement in provision of education in primary schools. No wrong and right answers and you are kindly encouraged to participate. All the information provided will be treated with confidentiality.

SECTION A (Respondent's Background Information

1.School……

2. Sub-county……

3. District ……

4. Respondent's title……

5. Age of the respondent (Tick your range)

Age	20 – 25 yrs	26 – 30yrs	31-35 yrs	36-40 yrs	Above 41 yrs

6. Gender: 1. Male ☐ 2. Female ☐

7. Educational Qualification attained (*tick appropriately).*

Qualification	1. O' Level	2. A'level	3. Grade III	4. Diploma	5. Degree	6. Post Graduate

8. How long have you taught in this school?*(Tick most appropriate)*

A). Less than a year ☐ B).1 – 2 years ☐ C). 3 – 4 years ☐

D). 5 years and above ☐

9. Nature of the school (*Tick one)*

A) Government aided ☐

B). Private aided ☐

SECTION B: The effect of local leaders' decision making

On pupils' academic performance

(1)How often do you meet local leaders on issues concerning pupils academic performance

(a) weekly (b) Monthly (c) termly (d) yearly

(1)Rate the performance of your pupils in PLE (tick appropriately)

A). Excellent (B) Very good (C) Good D). Poor (E) very poor

2. How do local leaders influence pupils academic performance……
……

3 In which decisions do local leaders make that affect pupils academic performance

……
……

4. How often do you hold meeting with local leaders concerning academic performance of your pupils?

5. Briefly identify categories of local leaders that participate in the decision making concerning your pupils academic performance.

SECTION C: The contribution of local leaders' supervision on pupils' academic performance

6. How often is your school supervised by local leaders?

7. How does local leaders supervision affect pupils academic performance? ……
……

SECTION D: The effect of Local leaders' involvement in financial mobilization and management on pupils' academic performance

8. Do local leaders contribute and mobilize finances for your schools infrastructural development?

A. Yes B. NO C. Not at all

9. If yes in (13) above identify areas where finances mobilized by local leaders are utilized

A. Buying reference books B. Building classrooms C. buying desks and seats

10. Where do local leaders get finances for your school development? (Please tick appropriately)

A. Fund risings B. Local government C. Ministry of Education and Sports D. Their earnings E. Parents F. Donors G. others (specify)

11. How does local leaders financing affect your pupils academic performance?

Thank you

APPENDIX III: QUESTIONNAIRE FOR MANAGEMENT COMMITTEE MEMBERS

Research title:

The Involvement of Local Leaders in Education of Pupils Academic Performance in Kabamba Sub County Kagadi District.

Dear respondent,

I am Byaruhanga Enock a student of Nkumba University pursuing a Master's degree in Education planning and Management. The purpose of this questionnaire is to get your views on the effect of local leaders' involvement in education on pupils' academic performance. You have been chosen as a respondent because of the information you have in regard to pupils' academic performance and local leaders' involvement in provision of education in primary schools. No wrong and right answers and you are kindly encouraged to participate. All the information provided will be treated with confidentiality.

SECTION A (Respondent's Background Information

1. school……

2 sub-county…….

3. district …….

4. Respondent's title…….

5. Age of the respondent (Tick your range)

	20 – 25 yrs	26 – 30yrs	31-35 yrs	36-40 yrs	Above 41 yrs
Age					

6. Gender: 1. Male ☐ 2. Female ☐

7. How long have you been in the management of this school?*(Tick as appropriate)*

A). Less than a year B).1 – 2 years C). 3 – 4 years

D). 5 years and above

8. Nature of the school (*Tick one)*

A) Government aided ☐

B). Private aided ☐

SECTION B: The effect of local leaders' decision making

On pupils' academic performance

(1)Rate the performance of your pupils in PLE (tick appropriately)

A). Excellent (B) Very good (C) Good D). Poor (E) very poor

2. How do local leaders influence the academic performance of your pupils?

3. How often do local leaders participate in your school's decision making?

4. how do meeting with local leaders contribute to your pupils academic performance?

5. Identify the categories of local leaders that participate in your meetings.

SECTION C: The contribution of local leaders' supervision on pupils' academic performance

6. How often is your school supervised by local leaders?

7. How does local leaders supervision affect your pupils' academic performance?

SECTION D: The effect of Local leaders' involvement in financial mobilization and management on pupils' academic performance

8. How do local leaders contribute and mobilize finances for your schools infrastructural development?

9 How do you spend finances mobilized by local leaders?

Thank you

APPENDIX IV: QUESTIONNAIRE FOR PTA MEMBERS

Research title:

The Involvement of Local Leaders in Education of Pupils Academic Performance in Kabamba Sub County, Kagadi District.

Dear respondent,

Iam Byaruhanga Enocka student of Nkumba University pursuing a Master's degree in Education planning and Management. The purpose of this questionnaire is to get your views on the effect of local leaders' involvement in education on pupils' academic performance. You have been chosen as a respondent because of the information you have in regard to pupils' academic performance and local leaders' involvement in provision of education in primary schools. No wrong and right answers and you are kindly encouraged to participate. All the information provided will be treated with confidentiality.

SECTION A (Respondent's Background Information

1.school…….

2. sub-county……

3. district…….

4. Respondent's title…….

5. Age of the respondent (Tick your range)

	20 – 25 yrs	26 – 30yrs	31-35 yrs	36-40 yrs	Above 41 yrs
Age					

6. Gender: 1. Male ☐ 2. Female ☐

7. How long have you been in the management of this school?*(Tick as appropriate)*

A). Less than a year ☐ B).1 – 2 years ☐ C). 3 – 4 years ☐

D). 5 years and above ☐

8. Nature of the school (*Tick one)*

A) Government aided ☐

B). Private aided ☐

SECTION B: The effect of local leaders' decision making

On pupils' academic performance

(9)Rate the performance of your pupils in PLE your locality (tick as appropriate)

A). Excellent (B) Very good (C) Good D). Poor (E) very poor

10. How is the pupils academic performance affected by your decisions?

……

……

11. How often do you hold meeting with school administrators concerning pupilsacademic performance?

12. Identify the categories of local leaders that participate in schools' meetings.

SECTION C: The contribution of local leaders' supervision on pupils' academic performance

13. How often doyou participate in schools' supervision?

……

…….

……

……

14. How does your supervision affect pupils' academic performance?

SECTION D: The effect of Local leaders' involvement in financial mobilization and management on pupils' academic performance

15. How do you contribute and mobilize finances for schools infrastructural development?

16. How do you spend finances raised for schools

17. How does the raised finance affect pupils' academic performance?

……

……..

Thank you

APPENDIX V: INTERVIEW GUIDE FOR SUB-COUNTY EDUCATION COMMITTEE, SUB-COUNTY FINANCE COMMITTEE AND SUB-COUNTY CHIEF AND LOCAL COUNCIL I LEADERS

Research title:

The Involvement of Local Leaders in Education of Pupils Academic Performance in Kabamba Sub County, Kagadi District.

Dear respondent,

Iam Byaruhanga Enocka student of Nkumba University pursuing a Master's degree in Education planning and Management. The purpose of this questionnaire is to get your views on the effect of local leaders' involvement in education on pupils' academic performance. You have been chosen as a respondent because of the information you have in regard to pupils' academic performance and local leaders' involvement in provision of education in primary schools. No wrong and right answers and you are kindly encouraged to participate. All the information provided will be treated with confidentiality.

1. What is your designation?

2. How old are you?

3. What is your sex?

4. How many primary schools do you have in your sub-county?

5. How long have you held this post?

6. Rate pupils' academic performance in your sub-county

7. As a local leader how do you contribute on pupils' academic performance?

8. How do you decisions affect pupils academic performance?

10. How often do you supervise primary schools?

11. How does your supervision affect pupils' academic performance?

12. Do you contribute and mobilize finances for schools infrastructural development?

13. Where do you get finances?

14. How does your schools' financing affect pupils' academic performance?

Thank you

APPENDIX VI: INTERVIEW GUIDE FOR HEAD TEACHERS

Research title:

The Involvement of Local Leaders in Education of Pupils Academic Performance in Kabamba Sub County, Kagadi District.

Dear respondent,

I am Byruhanga Enock, a student of Nkumba University pursuing a Master's degree in Education planning and Management. The purpose of this questionnaire is to get your views on the effect of local leaders' involvement in education on pupils' academic performance. You have been chosen as a respondent because of the information you have in regard to pupils' academic performance and local leaders' involvement in provision of education in primary schools. No wrong and right answers and you are kindly encouraged to participate. All the information provided will be treated with confidentiality.

1. What is your designation?
2. How old are you?
3. What is your sex?
4. How long have you held this post?
6. Rate your pupils' academic performance
7. Do local leaders participate in your school's decision making?
8. Do local leaders supervise your primary school?
9. How do local leaders supervision affect pupils' academic performance?
10. Do local leaders contribute and mobilize finances for your schools infrastructural development?
11. Where do you get finances?
12. How does finance raised by local leaders affect your pupils' academic performance?

Thank you

APPENDIX VI: DOCUMENTARY REVIEW GUIDE

Review:

1. Teachers' files on pupils' academic performance
2. Pupils on academic performance
3. Head teachers Visitors records
4. Minute records of meetings with stakeholders
5. Circulars,
6. Letters of invitation
7. Disciplinary records,
8. Contracts and other related records evidencing donations, offers and gifts to primary schools

APPENDIX VIII: CONTENT VALIDITY INDEX COMPUTATIONS

Calculation of content validity index for deputy head teachers' questionnaire

	Valid items	Invalid items	Total
Judge A	16	4	20
Judge B	17	3	20

CVI = Valid items / Total = 17 / 20 = 0.85

Calculation of content validity index for questionnaire for management committee members

	Valid items	Invalid items	Total
Judge A	14	3	17
Judge B	14	3	17

CVI = Valid items / Total = 14 / 17 = 0.82

Calculation of content validity index for questionnaire for PTA members

	Valid items	Invalid items	Total
Judge A	14	3	17
Judge B	14	3	17

CVI = Valid items / Total = 14 / 17 = 0.82

Calculation of content related validity index for interview guide for Education committee, sub-county finance committee and sub-county chief and local council I leaders

	Valid items	Invalid items	Total
Judge A	12	2	14
Judge B	12	2	14

CVI = Valid items = 12

Total 14 = 0.86

Calculation of content related validity index for interview guide for head teachers

	Valid items	Invalid items	Total
Judge A	11	1	12
Judge B	11	1	12

CVI = Valid items = 12

Total 14 = 0.92

RELIABILITY OF INSTRUMENTS

APPENDIX IX: RELIABILITY OF DEPUTY HEAD TEACHERS

QUESTIONAIRE

The researcher tested the reliability of the deputy head teachers questionnaire using Cronbach Alpha Coefficient guided the formular:

$$a = \frac{k}{K-1}\left(1 - \frac{\sum SDi^2}{SDt^2}\right)$$

a = Coefficient of internal consistency

k = Number of items in the instrument

SDi^2 = Variance within each item

SDt^2 = Variance of all items in the instrument

1 is constant

$SDi^2 = 0.56 + 0.64 + 0.56 + 0.4 + 0.4 + 0.56 + 0.4 + 0.64 + 0.4 + 0.4 + 0.56 + 0.64 + 0.4 + 0.4 + 0.56 + 0.4 + 0.4 + 0.56 + 0.4 + 0.56 = 9.84$

$$SDt^2 = \frac{(49-37)^2 + (20-37)^2 + (34-37)^2 + (45-37)^2 + (40-37)^2}{5}$$

$$= \frac{12^2 + -17^2 + -3^2 + 8^2 + 3^2}{5}$$

$$= \frac{144 + 298 + 9 + 64 + 9}{5}$$

$$= \frac{515}{}$$

5 = 103

$$A = \frac{k}{k-1}\left(1-\sum\frac{SDi^2}{SDt^2}\right)$$

$$= \frac{20}{19}\left(1-\sum\frac{9.84}{103}\right)$$

= 1.05 (1-0.09553398058)

= 1.05 X 0.90446601942

= 0.94968932

A = 0.95 (was reliable)