STAKEHOLDER PARTICIPATION IN POLICY IMPLEMENTATION AND GIRLS PERFORMANCE IN UNIVERSAL PRIMARY EDUCATION SCHOOLS: A CASE STUDY OF KATALE BUSAWULA CHURCH OF UGANDA PRIMARY SCHOOL

BY

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A DISSERTATION SUBMITTED TO GRADUATE SCHOOL IN PARTIAL FULLFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN ORGANISATIONAL POLICY & PUBLIC MANAGEMENT OF KYAMBOGO UNIVERSITY

NOVEMBER, 2017

DECLARATION

I Tusaba Grace Tracy, declare that this Dissertation Report is my own, unaided work under the supervision of my supervisors. It has not been submitted before for any other Masters, part of a Masters or Examination at this University.

Tusaba Grace Tracy

.....

.....day of.....2017

APPROVAL

This is to certify that this Research Report has been submitted for examination with our approval as University Supervisors.

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DEDICATION

I dedicate this dissertation to; my late dad Richard Rutebera. He lit a candle in my life that flourishly burns.

ACKNOWLEDGMENT

I acknowledge and appreciate the enormous support and guidance my supervisors, Dr. Obanda Peter and Dr. Jacob L. Oyugi, have accorded me in undertaking this research project. The guidance I have received from you in planning and implementing this research project will always be useful to me during my next endeavors.

I equally appreciate my sister Joan N. Mulwa for her financial ignition on the onset of enrollment for the Masters study. I send sincere appreciation to the management and staff of Katale Busawula Church of Uganda Primary School and fellow PTA members of the school and the Clergy who provided me with unbiased information during the research.

Lastly, I appreciate my family and fellow students in this programme: Lela, Daniel, and Rosemary for their selfless intellectual support, Grace Elyanu for hosting me during examination time for intensive reading, Irene, Johnson, Godfrey, Peter, Walter, David, Monica, Yowasi, Michael, Amina, Josephine and Claire for the encouragement and benchmarking environment you gave me throughout the entire study.

ABSTRACT

Since the implementation of the Universal Primary Education (UPE) in 1997, there has been an increase in the enrolment in UPE schools but with less improvement in the performance of the girl child (MoES, 1998a). Therefore the study looks at the influence of stakeholder participation in policy implementation and performance of girls in a selected primary school under the UPE program. Specifically looking at the influence of parents' support in schools' co-curricular activities on the performance of girl child in UPE schools, the effect of the clergy's involvement in school meetings on the performance of girl child in UPE schools and the influence of teachers' commitment on the performance of girl child in UPE schools. The study adopted both qualitative and quantitative research methods in data collection, analysis and presentation. Qualitative research methods were used in reviewing literature gathered from journals, the Ministry of Education and Sports Uganda and internet source. On the other hand, quantitative research methods involved the use of survey questionnaires in collecting data. Further quantitative data analysis methods were used that included descriptive statistics such as frequencies, percentages, mean and correlation methods. The study sample included 80 respondents consisting of the teachers, parents, PTA members, clergies and pupils in Busawulwa Church of Uganda Primary School located in Nsangi Division, Wakiso District. The 80 respondents were determined based on Morgan and Krejcie (1970) sampling table. Findings revealed that there is a significant positive relationship between stakeholder participation in policy implementation and performance of girl child ($r = .894$, $p < .0001$). This means that when stakeholders participated in policy formulation, the higher the chances of girls improvement in performance. Therefore schools should consider organizing sensitization workshops for all stakeholders and need for key stakeholders to raise voices to district authorities to formulate policy within the UPE programs that punish parents that deny girls fundamental right of education.

TABLE OF CONTENTS

DECLARATION i
APPROVAL ii
DEDICATION iii
ACKNOWLEDGMENT iv
TABLE OF CONTENTS vi
LIST OF ACRONYMS AND ABBREVIATIONS x
CHAPTER ONE 1
INTRODUCTION 1
1.1 Background to the study 1
1.2 Theoretical background 2
1.3 Conceptual Background to the study 3
1.4 Contextual Background 4
1.4 Statement of the problem 5
1.5 General objectives of the study 6
1.6 Specific Objectives of the study 6
1.7 Research Questions 7
1.8 Scope of the study 7
1.8.1 Content Scope 7
1.8.2 Geographical scope 7
1.8.3 Time Scope 7
1.9 Significance of the study 8
1.10 Justification of the study 8
1.11 Definitions of operational terms 9
CHAPTER TWO 10
LITERATURE REVIEW 10
2.1 Introduction 10
2.2 Theoretical review 11
Fig.1: A ladder of participation Arnestein, 1969) 13
2.3 Other Theories of Stakeholder participation 16
2.3.1 Theory of citizen participation 16
2.3.2 Social Capital Theory 17
2.3.3 Community Leadership theory 17
2.3.4 Community Engagement Theory 18

2.4 Conceptual Framework 19
2.5 The elusive enrolment trend and drop-out rates 20
2.6 Pupil/classroom ratio and pupil/teacher ratio 21
2.7 Stakeholder participation 21
2.8 Involvement of parents in school's co-curricular activities on the performance of girl child in UPE schools 24
2.8.1 Community influence on the co-curricular activities and the performance of the girl child 26
2.9 Clergy involvement in school meetings on the performance of girl child in UPE schools 28
2.9.1 Working for change 30
2.10 Determining the influence of teacher's commitment on the performance of girl child in UPE Schools 33
2.10.1 Participation 34
2.10.2 Teacher Professionalization and Teacher Commitment 35
2.11 Summary of the literature review 37
CHAPTER THREE 38
METHODOLOGY 38
3.1 Introduction 38
3.2 Research design 38
3.4 Sample size 39
3.5 Sampling technique 40
3.6 Research Instruments 41
3.6.1 Questionnaire 41
3.7 Data collection method and procedures 42
3.7.1 Structured face to face interviews 42
3.7.2 Semi-Structured Questionnaires 42
3.7.3 Focus Group Discussions (FGD) 42
3.7.4 Documentary Review 43
3.8 Validity of questionnaire and interview guide 43
3.9 Reliability of Instruments 44
3.10 Data analysis and presentation 45
3.11 Limitations to the study 46
CHAPTER FOUR 47
PRESENTATION OF THE FINDINGS, ANALYSIS AND INTERPRETATION 47
4.0 Introduction 47

4.1.1 Gender of respondents 47
4.1.2 Age of the respondents 48
4.1.3 Level of education of the respondents 49
Fig. 4.1.4: Position of the respondents 50
Table 4.2: Interview to Parents support in the school activities 51
Table 4.3: Interview to PTA and Teachers about Clergy involvement in the school meetings 52
Table 4.4: Interview to teachers about Girls school attendance 54
Table 4.5: Interview to parents about commitment of teachers to girls performance 55
Table 4.6: Interview to teachers of candidate class about PLE Performance 57
Table 4.7: Interview to teachers about Participation of girls in co-curricular activities 58
Table 4.8: Interview to Girls of candidate class about their assessment of stakeholder participation 60
Table 4.9: Relation between parent participation in co-curricular activities and the performance of the girls child 61
Table 4.10: Relation between Clergy involvement in school meetings and the performance of the girls child 62
Table 4.11: Relation between teachers' commitment and the performance of the girls child 63
CHAPTER FIVE 65
DISCUSSION, SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS. 65
5.1 Introduction 65
5.2 Discussion 65
REFERENCE 72
APPENDIX 76

List of tables

Table 4.2: Interview to Parents support in the school activities.....51

Table 4.3: Interview to PTA and Teachers about Clergy involvement in the school meetings 52

Table 4.4: Interview to teachers about Girls school attendance.....54

Table 4.5: Interview to parents about commitment of teachers to girls performance 55

Table 4.6: Interview to teachers of candidate class about PLE Performance 57

Table 4.7: Interview to teachers about Participation of girls in co-curricular activities.....58

Table 4.8: Interview to Girls of candidate class about their assessment of stakeholder participation.....60

Table 4.9: Correlation showing the stakeholder participation and the performance of the girls child 61

Table 4.10:Relationship between the clergy involvement in school meetings 62

Table 4.11:Relationship between teachers commitment and the performance of girls.....63

Table 4.12:Relationship between stakeholder participation and performance of girls 63

Table 4.13:Parameter estimates of the model 64

LIST OF ACRONYMS AND ABBREVIATIONS

CDCs	Community Development Corporation
COU	Church of Uganda
CSR	Corporate Social Responsibility
FGD	Focus Group Discussion
IFC	International Finance Corporation
MFPED	Ministry of Finance Planning and Economic Development
MoESTS	Ministry of Education Science, Technology and Sports
PTA	Parent Teacher Association
SERG	Social Economic Research Group
SPSS	Statistical Package for Social Science
UNDP	United Nations Development Plan
UNEB	Uganda National Examination Board
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

This section gives the historical, theoretical, conceptual and contextual backgrounds of the study in relation to stakeholder participation in policy implementation and girls performance in a selected universal primary education school.

1.1.1 Historical background

The implementation of UPE started in 1997 and it brought an increase in primary school enrolment from 2,737,334 million in 1996 to 6,591,429, million by 1999 (MoES, 1998a; MoES 1998b; MoES 2001). The Gross enrolment ratio was at 132.9% for boys, 127.7% for girls, and a national total of 129% in 2001. However, The PLE performance report released in January 2016 showed that the number of children who dropped out of school was alarming. UNEB realized a big difference between the number of children who had joined primary one and those who sat for their final exams last year. Meanwhile, the then Education Minister Jessica Alupo attributed this trend to a number of factors including early marriages, child pregnancies and parents who stop children from going to school as they help out their families with domestic chores. She however called upon local leaders, opinion leaders and concerned authorities to encourage more parents to take children to school as one of the ways of fighting illiteracy levels. (The New Vision, 2016).

The then UNEB Executive Secretary Matthew Bukenya revealed that, the boys performed better than girls with 259,530 against the 258,365 girls of the total 621401 pupils that registered for the exams. UNEB also noted that UPE schools had the most number of candidates who registered last year with 478,585 (77 percent) of the total number of candidates who sat in 2015 and only 142,816 (23 percent) were from non-UPE schools.

Girls need support to emerge as leaders because of their dual burden in society. They need training, resource mobilization and setting up themselves to implement effective programs that promote their development. (Swift & Gena (2013). 50% of girls in Africa are sexually enslaved, out of school and might not live beyond 34 years due to poverty, HIV and AIDS and violence (Kasente, 2003). The researcher is motivated by this fact to examine whether stakeholders participation has an influence on the performance of girls in UPE schools.

According to (Kleivin *et al.,* 2012) stakeholder participation increases public understanding of the issues and consequences of different problems affecting societies.

Chapter one will addresses the background to the study, theoretical process, conceptual framework, and statement of the problem, purpose of the study, study objectives, research questions, scope and the significance of the study. Chapter two will contain the details and critically review the different views of other researchers and writers about stakeholder participation in policy implementation and performance of girls in UPE Primary Schools. By doing so, the researcher, identified the gaps and the support in the previous research works. Chapter three provides detail about the methodology where the researcher explained the research plan, methods and methodologies that were used during the study.

1.2 Theoretical background

The core theories are Stakeholder theory and Participation theory. Stakeholder participation enables people to come together to create economic value as elaborated by the Arnstein's ladder in the Participation theory. The study contends that a stakeholder as "any group or individual who can affect or is affected by the achievement of the organization's objectives. The particular importance of Arnstein's work stems from the explicit recognition that there are different levels of participation, from manipulation, therapy, informing, consultation, placation, partnership, and

delegate power and citizen control. The managers should on one hand manage the corporation for the benefit of its stakeholders in order to ensure their rights and the participation in decision making and policy implementation. The voluntary participation and cooperation of different people and organizations allow all participants to improve their own circumstances in policy implementation (Donaldson, 1995). To achieve success, stakeholder theory stresses that stakeholder participation must identify what factors and values bring all of the organization's principal stakeholders together.

1.3 Conceptual Background to the study

Stakeholder's views on the performance of the girl child can be explained by McGregor's theory X and Y. His argument is based on the classification of how people get actively involved in work. Theory X holds that work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organizational objectives are to be achieved (Smyth, 2004). Theory Y on the other hand assumes that people are not lazy; rather, that they can be self-directed and creative at work if properly motivated and are creative enough to solve organizational problems. In a school setting, the theory tends to explain how different stakeholders will participate towards the achievement of school objectives and hence improve its quality outcomes. Some parents may participate maturely towards the improvement of their children's academic excellence while others may regress in behavior and act irresponsibly in their roles as stakeholders. From this theoretical background, it is apparent that, in a school setting, parents, students, teachers, educational administrators, religious leaders might willingly participate in improving quality of education by participating in different quality improvement strategies and activities or regress by declining participation in school management.

Since it is a widely held view that stakeholders' participation in school management and policy

formulation, is directly related to school effectiveness and, subsequently, academic performance. These theoretical propositions suggest that if stakeholders fully participate in the implementation of government programs and sensitization of masses and communities about relevance of schools, It can be a starting point toward enhancing performance of girl child in Busawulwa Primary School in Wakiso District.

1.4 Contextual Background

Wakiso District has 567 primary schools out of which 246 are primary and government owned Kyeyune (2009). Out of the 246 primary schools, one of them is Busawula Church of Uganda Primary School located in Nsangi division. Wakiso District is located in the Central Southern part of Uganda and is made up of 2 counties, 3 municipal counties with 16 sub-counties and 2 town councils. Most of the population lives in the semi-urban areas around Kampala city.

Concerns have been raised in school meetings that performance of the girls in the school is declined. In the school's PLE performance report 2014, it showed that out of the pupils who passed in grade three and four, 53% and 64% were girls respectively. (See detailed report in Annex: 3)

With the introduction of UPE, the Government of Uganda abolished tuition fees and Parents Teachers Association (PTA) charges for primary education. PTA charges were introduced during the 1970s to complement the low salaries of teachers. Parents and teachers of respective schools would agree on the amount, which were compulsory in all schools. Stakeholders participate to ensure success of the new implemented programs and implementers also ensure that there is good governance in terms of capitation and school facilities grants and review of policies. In 2016 the Ministry and of Education and Sports resolved 22 targets for the education sector; 4 of which are specifically for primary education outlined as outlined below: Review policy on early childhood

education regulation, Sensitize parents on packing food for children in UPE, salary enhancement of primary teachers, and every parish to have a government aided school (The New vision, 2016). UPE was also implemented alongside the liberalization of the provision of education services that enabled private schools to operate (MoFPED, 2002). Despite the abolition of tuition and PTA charges, primary education has not been entirely free because it has a strategy component that requires parents to facilitate pupils with scholastic materials as well as contributing building materials and participating communally. For example in Wakiso District most UPE schools still pay some money for pupils' welfare in form of lunch (Wakiso DEO, 2016). In spite of this requirement, many parents have been reluctant to play their role in meeting their expectations, and they feel that it is the role of government to provide all school requirements for their children (MoFPED, 2002).

1.4 Statement of the problem

There is a high incidence of UPE performance decline as quoted by the Monitor paper dated 21st Nov. 2014 that "54 % of Wakiso UPE Schools did not record any first grades in 2014". This statement is confirmed by the statistics at Busawula Church of Uganda Primary School which indicate that out of the 297 pupils enrolled in Primary One in 2008 only 134 were examined for PLE in 2014 out of which 44 were girls constituting only 33% of the PLE sitting. The teacher-pupil ratio in the school is as low as 1:75 with staffing of 9 teachers and 1 head teacher. 2 of the male teachers are engaged in part time motor cycle business (PTA Meeting, 2015). Additionally the UNESCO Report (2016) released on the International Literacy Day, in the New Vision (2016) stated that out of the 73% Ugandans who can read and write, 80.6% are male and 19.4% female. As observed by Digby & George (2013), households with low level of education, always have challenges in decision making. The then Education Minister Jessica Alupo attributed the poor performance of girls in UPE schools to a number of factors including early marriages, child

pregnancies and parents who stop children from going to school as they help out their families with domestic chores. She however called upon local leaders, opinion leaders and concerned authorities to encourage more parents to take children to school as one of the ways of fighting illiteracy levels. There is no kind of work that can substitute education for children. Digby Swift & George Gena, (2013).

This problem, coupled with the Minister's revealed findings, have motivated the researcher to undertake the study which aims at examining the influence of stakeholder participation in policy implementation and performance of girls at Katale Busawula Primary School a problem if not addressed early enough by sensitizing parents to fully get involved in school activities and policy processes of the schools, will continuously affect the education levels of the girls in Nsangi Division.

1.5 General objectives of the study

The purpose of the study was to assess the influence of stakeholder participation in policy implementation and performance of girls in UPE primary schools.

1.6 Specific Objectives of the study

The specific objectives of the study were;

1. To examine the influence of parents' support in schools' co-curricular activities on the performance of girl child in UPE schools
2. To evaluate the effect of the clergy's involvement in school meetings on the performance of girl child in UPE schools.
3. To assess the influence of teachers commitment on the performance of girl child in UPE schools.

1.7 Research Questions

1) To what extent does the support of parents in co-curricular activities contribute to the performance of girl child?
2) What is the relationship between clergy involvement in school meetings and performance of girl child?
3) How is the commitment of teachers related to the performance of girls in UPE schools?

1.8 Scope of the study

1.8.1 Content Scope

The research was limited to stakeholder participation in policy implementation and performance of girls in primary schools with emphasis on performance of girls in primary schools especially of the UPE program.

1.8.2 Geographical scope

This study was carried out at Busawula Church of Uganda Primary School in Nsangi Division Wakiso District. This is because it is one of the universal primary education schools in the division and it is a church founded school where by the involvement of the clergy is vital. The researcher also is a PTA member of the school and a resident in the area.

1.8.3 Time Scope

The study was limited to PLE performance results of 2014. This being the year that PLE performance in Wakiso District, was rated poorest (The Daily Monitor, 2014) and involvement of stakeholders in the participation of school activities and advocacy to publics about education related issues especially to the girl child in Nsangi division.

1.9 Significance of the study

The study could help the publics especially the locals to understand the importance of girl child education and the extent to which their support is vital. The study could be significant to Katale Busawula Church of Uganda Primary School and MoESTS policy unit in developing a robust stakeholder participation process for UPE schools in Uganda and setting structures that may improve girls' performance in Primary schools. The study may equally be useful to the policy department of Kyambogo University in determining and developing effective policies especially that need community participation. The research may be useful to researchers and scholars when conducting further research, politicians and civil society organizations in analyzing the involvement of stakeholders at decision making processes, and the general public at large. The study findings are expected to make a contribution in the area of girls' performance in government aided primary schools especially in attendance, academic performance and pupils' punctuality towards school's activities.

1.10 Justification of the study

The Government of Uganda is committed to funding UPE programs. Under the Country's Education Sector Investment Plan, 65% of the education budget is mandated, to fund primary education (Policy Brief 10, February 2006). Therefore, parents and communities must be sensitized to utilize the available opportunity and be part of the government strategy and education objective of making education equitable in order to eliminate disparities and inequalities. (Kasente, 2003)

1.11 Definitions of operational terms

Stakeholders: refers to any individual or group that, either positively or negatively, impacts or is impacted by the decisions and actions of an organization.

Stakeholder participation: refers to the act of the concerned parties, taking part in any given exercise, activity, program or project, sharing ideas and feelings on matters concerning their development.

Performance: is a situation where by complex series of actions that integrate skills and knowledge are undertaken produce valued results.

Formal education: This a classroom-based, provided by trained teachers.

Informal education: is a lifelong process of learning by which every person acquires and continually enhances knowledge skills and attitudes from daily experiences in life itself.

Commitment: is the degree of positive, affective bond between the teacher and the school.

Policy: is a general plan of action and directive from higher authority.

Community development: is building that improves the quality of life among residents of low to moderate income communities.

Participation: to be part or take part in an activity.

Clergy: people ordained for religious duties.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Stakeholder participation is key determinant in the measure of performance or results of any set project or program. Direct involvement is greatly accompanied with good communication and ground assessment. Assessment helps in determining the strategies to adopt for use and operational scope to effectively utilize resources (Neil, 2009).

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits using methods such as storytelling, discussion, teaching, training, and directed research. In this study, the researcher only considered formal education. While assertive behavior is promoted among boys, passive behavior is encouraged among girls (UNESCO Report, 2005). Article 13 of the United Nations 1966 International Covenant on Economic, Social and Cultural Rights recognizes a universal right to education. Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained and certified teacher of the subject. Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, organizational models, design of the physical learning spaces (e.g. classrooms), student-teacher interactions, methods of assessment, class size, educational activities, and more to that,

Universal Primary Education was one of the eight International Millennium Development Goals, towards which progress was made in the past decade, though barriers still remain.

Benchmarking studies by (UNESCO, 2002) Education for all; about girls performance in the UPE

program, have been done for Tanzania and Kenya and similar to Uganda revealed that gender disparity factors affecting girls at large were early marriage, poor performance in the Primary School Leaving Exam, high rates of repetition, classroom participation and access to school facilities.

Mapuva (2015) reveals that the term "citizen participation" and its relationship to public decision-making has evolved without a general consensus regarding either its meaning or its consequences. In this chapter, the researcher critically analyzes the works of previous researchers and writers about stakeholder participation in policy implementation and performance of girls in primary education.

2.2 Theoretical review

This study is underpinned by (Arnstein, 1969) participation theory that details steps illustrated by a ladder and contends that Participation has become a key consideration in the discourses and practices of environmental policy-making at local through to international levels. In a European context, much attention is being paid to make sense of and implement the legal requirements to 'participate' as set out in the Aarhus Convention (UN, 1998). Although the imperative for participation and stakeholder involvement has increased, the desire and capacity for critically engaging with notions and epistemologies of participation has perhaps lagged. While we regard the energetic search for improving techniques and methods and raising awareness of news skills and approaches as positive, we suggest that there is a lack of corresponding inquiry into the epistemologies which underlie how participation is being conceptualized in policy-making processes. It is the underlying epistemology which frames understandings of participation and sets the context in which decisions about processes, tools and techniques are made. This in turn affects how participation is 'practiced'.

Despite the tools and methods available, it is perhaps surprising to find that Arnstein's ladder of

citizen engagement (Arnstein, 1969) remains, implicitly and explicitly, at the core of many approaches to participation despite being published some 40 years ago. Indeed for many practitioners it remains the 'benchmark'.

Stakeholder Participation is an expansion, which has a big component of accessibility to people at all levels and all forums in the pursuit of change agency and empowered with authority and ability to provide information pertaining to the system being built and to make pertinent and timely decisions regarding the requirements, and prioritization thereof (Friedman, 2006). They may support or oppose the decisions, be influential in the organization or within the community in which it operates, hold relevant official positions or be affected in the long term. According to (Mapuva, 2015) Stakeholders are persons or groups who are directly or indirectly affected by a project, as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively. Stakeholder involvement refers to participation of interest groups (i.e. representatives of locally affected communities, national or local government authorities, politicians, civil society organizations and businesses) in a planning or decision-making process. According to Neil (2009), stakeholder participation can be defined as any activity that increases awareness, informs, motivates, or changes behavior, and encourages compliance with a regulatory requirement.

According to Arnstein (1969), Among the arguments against community control are: it supports separatism; it creates balkanization of public services; it is more costly and less efficient; it enables minority group "hustlers" to be just as opportunistic and disdainful of the have-nots as their white predecessors; it is incompatible with merit systems and professionalism; and ironically enough, it can turn out to be a new Mickey Mouse game for the have-nots by allowing them to gain control but not allowing them sufficient dollar resources to succeed. These arguments are not to be taken lightly. But neither can we take lightly the arguments of embittered advocates of community

control that every other means of trying to end their victimization has failed.

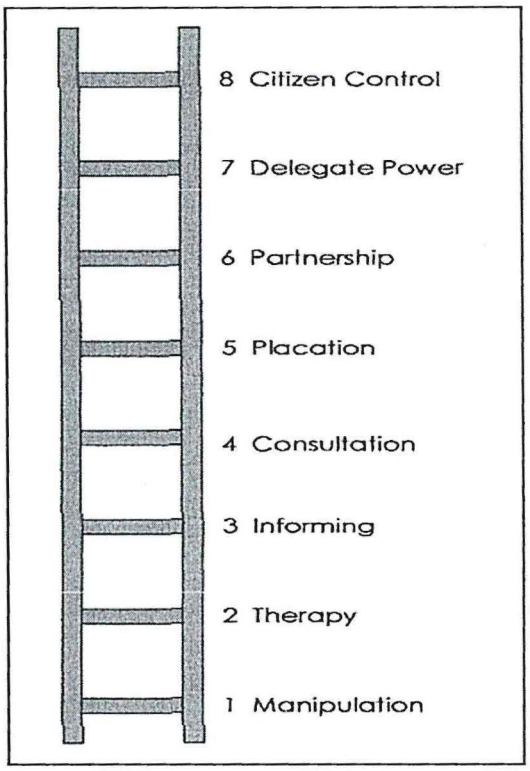


Fig.1: A ladder of participation Arnestein, 1969)

The engagement levels of the theory are elaborated as below;

Manipulation: In the name of citizen participation, people are placed on rubber stamp advisory committees or advisory boards for the express purpose of "educating" them or engineering their support. Instead of genuine citizen participation, the bottom rung of the ladder signifies the distortion of participation into a public relations vehicle by power holders. Arnstein (1969).

Therapy: In some respects group therapy, masked as citizen participation, should be on the lowest rung of the ladder because it is both dishonest and arrogant. Its administrators - mental health experts from social workers to psychiatrists - assume that powerlessness is synonymous with mental illness. On this assumption, under a masquerade of involving citizens in planning, the

experts subject the citizens to clinical group therapy. What makes this form of "participation" so invidious is that citizens are engaged in extensive activity, but the focus of it is on curing them of their "pathology" rather than changing the racism and victimization that create their "pathologies." Arnstein (1969),

Informing: Citizens of their rights, responsibilities, and options can be the most important first step toward legitimate citizen participation. However, too frequently the emphasis is placed on a one-way flow of information - from officials to citizens - with no channel provided for feedback and no power for negotiation. Under these conditions, particularly when information is provided at a late stage in planning, people have little opportunity to influence the program designed "for their benefit." The most frequent tools used for such one-way communication are the news media, pamphlets, posters, and responses to inquiries. Arnstein (1969),

Consultation: Inviting citizens' opinions, like informing them, can be a legitimate step toward their full participation. But if consulting them is not combined with other modes of participation, this rung of the ladder is still a sham since it offers no assurance that citizen concerns and ideas was taken into account. The most frequent methods used for consulting people are attitude surveys, neighborhood meetings, and public hearings.

Placation: It is at this level that citizens begin to have some degree of influence though tokenism is still apparent. An example of placation strategy is to place a few hand-picked "worthy" poor on boards of Community Action Agencies or on public bodies like the board of education, police commission, or housing authority. If they are not accountable to a constituency in the community and if the traditional power elite hold the majority of seats, the have-nots can be easily outvoted and outfoxed. Another example is the Model Cities advisory and planning committees. They allow citizens to advice or plan but retain for power holders the right to judge the legitimacy or feasibility of the advice. The degree to which citizens are actually placated, of course, depends

largely on two factors: the quality of technical assistance they have in articulating their priorities; and the extent to which the community has been organized to press for those priorities. Arnstein (1969).

Partnership: At this rung of the ladder, power is in fact redistributed through negotiation between citizens and power holders. They agree to share planning and decision-making responsibilities through such structures as joint policy boards, planning committees and mechanisms for resolving impasses. After the ground rules have been established through some form of give-and-take, they are not subject to unilateral change. Arnstein (1969).

Delegate power: Negotiations between citizens and public officials can also result in citizens achieving dominant decision-making authority over a particular plan or program. Model City policy boards or CAA delegate agencies on which citizens have a clear majority of seats and genuine specified powers are typical examples. At this level, the ladder has been scaled to the point where citizens hold the significant cards to assure accountability of the program to them. To resolve differences, power holders need to start the bargaining process rather than respond to pressure from the other end. Arnstein (1969).

Citizen control: Contends that community controlled schools and neighborhood control are on the increase. Though no one in the nation has absolute control, it is very important that the rhetoric not be confused with intent. People are simply demanding that degree of power or control which guarantees that participants can govern a program and be in full charge of policy and managerial aspects, be able to negotiate the conditions under which "outsiders" may change them.

2.3 Other Theories of Stakeholder participation

2.3.1 Theory of citizen participation

Participation is a process which provides private individuals an opportunity to influence public decisions and has long been a component of the democratic decision-making process. The roots of citizen participation can be traced to ancient Greece and Colonial New England. Before the 1960s, governmental processes and procedures were designed to facilitate "external" participation. Citizen participation was institutionalized in the mid-1960s with President Lyndon Johnson's Great Society programs. Cogan & Sharpe, (1986).

Public involvement is means to ensure that citizens have a direct voice in public decisions. The terms "citizen" and "public," and "involvement" and "participation" are often used interchangeably. While both are generally used to indicate a process through which citizens have a voice in public policy decisions, both have distinctively different meanings and convey little insight into the process they seek to describe. Mapuva reveals that the term "citizen participation" and it's relationship to public decision-making has evolved without a general consensus regarding either it's meaning nor it's consequences (Mapuva, 2015).

Many agencies or individuals choose to exclude or minimize public participation in planning efforts claiming citizen participation is too expensive and time consuming. Yet, many citizen participation programs are initiated in response to public reaction to a proposed project or action. However, there are tangible benefits that can be derived from an effective citizen involvement program. Mapuva (2015) identify five benefits of citizen participation to the planning process. These include: Information and ideas on public issues; Public Support for planning decisions; Avoidance of protracted conflicts and costly delays; Reservoir of good which can carry over to

future decisions and Spirit of cooperation and trust between the agency and the public.

2.3.2 Social Capital Theory

Social capital theory encompasses the notion that our social relationships are productive in nature; that is, 'capital'. Garson (2006) defined social capital as those resources inherent in social relations which facilitate collective action. Social capital resources include trust, norms, and networks of association representing any group which gathers consistently for a common purpose. The illustrative hypothesis that 'the greater the social capital, the easier to mobilize support for problem solutions' has been hypothesized although not all authors can subscribe to it. A norm of a culture high in social capital is reciprocity, which encourages bargaining, compromise, and pluralistic politics. Another norm is belief in the equality of citizens, which encourages the formation of cross-cutting groups.

2.3.3 Community Leadership theory

The models of "citizen leadership," "technocratic expert," and "bureaucratic indifference" provide different theoretical perspectives to think about how Stakeholder participation of parents in co-curricular activities, involvement of the clergy and commitment of the teachers influence on attendance, participation of the girls in co-curricular activities and PLE performance reports as assessment measures of girls performance. Community leadership is distinctive in that leaders often do not have formal training or authority to dictate and facilitate change. Instead, community leaders must rely on informal networks of diverse citizens, each with a unique local capacity, as the basis for change (Brennan, 2012).

Consulting stakeholder groups can help build support for utility goals and specific infrastructure decisions EPA, (2012). Citizens desire for more involvement may be channeled through such mediating groups as nonprofits, elected officials, and business leaders, especially in a pluralistic society that is based on group politics. Individual citizens push for greater involvement when their

direct interests are at stake. However, individual citizens often lack expertise and feel powerless when facing bureaucratic regulations and government hierarchies (Yang and Callahan 2007).

2.3.4 Community Engagement Theory

Development efforts to promote participation, in this perspective, focus on creating spaces for participation, whereby "citizens gain meaningful opportunities to exercise voice and hold to account those who invite them to participate". In contrast to community consultation theory, there are no explicit statutory or legal rules constraining or defining 'community engagement'. Rather there is a very wide range of evolving practices and understandings, all of which share a sense that something different is going on in respect of the 'decision right'. Rather than the responsible body reserving the sole right to take whatever decisions are involved, there is a sense that the decision right is to a greater or lesser extent being shared (McKinley, 2009). Community engagement in its broadest sense may be seen as part of a reassertion of local democracy not as a form of participation within governance, but as a reassertion of the right of the community as against the power and prerogatives of the governing body. A community engagement process can and normally will allow for a dialogue amongst the different interests within the community so that people have a chance to absorb new information, respond to different views and at least, in an ideal world, arrive at an outcome which everyone can accept.

This research focused only on the theory of stakeholder participation with full involvement of the public community as a theory of citizen participation. This is because the parents as primary stakeholders. According to Kiwanuka (2004), he alleged that parents could point fingers to teachers who misbehaved but because they possess academic limitations, this limited their involvement in the contribution and participation of setting desired standards that would give rise to improved performance.

2.4 Conceptual Framework

The conceptual framework developed in this study follows (Miles & Huberman, 1994; Robson, 2011). A conceptual framework is a visual or written product, one that "explains, either graphically or in narrative form, the main things to be studied, the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs the research and the presumed relationships among them SAGE (2012).

In this study, stakeholder participation as the independent variable is conceptualized with key dimensions which include parents' participation in co-curricular activities, involvement of the clergy in school meetings and assessment of teacher's commitment. The dependent variable which is performance of girls in Universal Primary Education is conceptualized by attendance of girls, participation of girls in co-curricular activities and Primary Leaving Examination performance scores.

In this study, extraneous factors affecting performance of girls like economic hardships, issues of locality and distance were not considered in the studies. The framework below conceptualizes the relationship between stakeholder participation in policy implementation and performance in terms of attendance, academic performance and participation of girls in co-curricular activities.

The variable were measured based on a Liker scale ranging from 1-5 (1= strongly disagree, 2= disagree, 3 = neutral, 4= agree, 5= strongly agree).

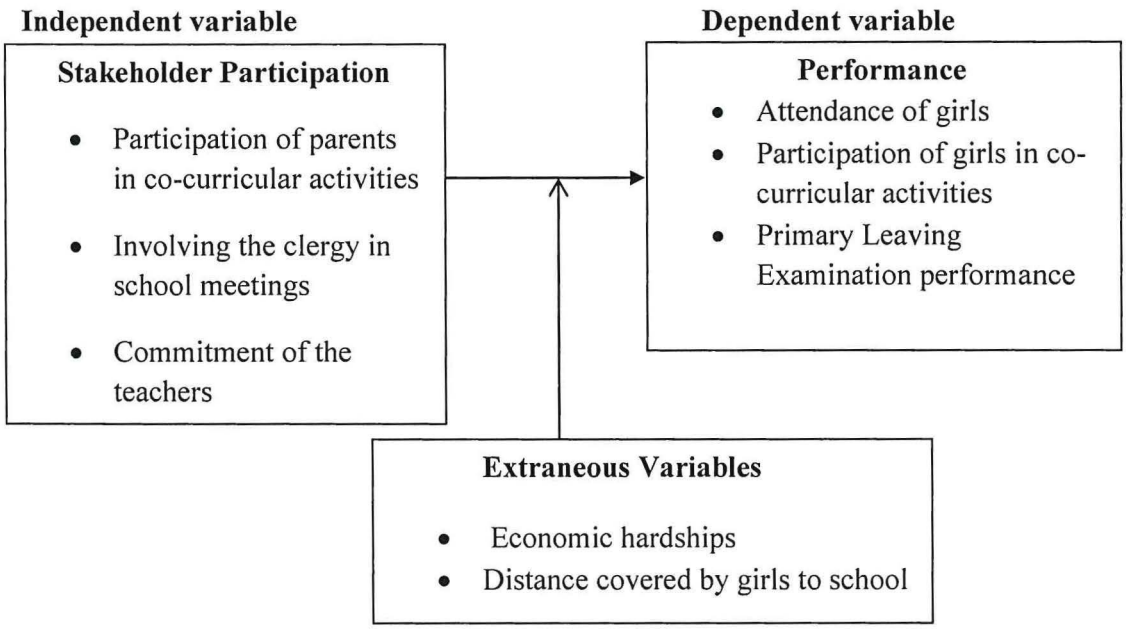


Figure 2: Showing conceptual frame work of the study

Source: Adapted from Jeffery, 2009 and Bhuyan et al., (2010).

2.5 The elusive enrolment trend and drop-out rates

The enrolment growth rate has remained inconsistent, with the highest rate posted in 2002 (6.6%) and the lowest growth rates recorded in 2004 (-3.40%) and 2011 (-3.0%). The new entrants in Primary Grade 1 (P1) aged 6, as a percentage of 6 year olds in the population, on average increased by about 4 percentage points between 2005 and 2012. However, it still left about 40% of the eligible population not accessing primary education. The apparent present enrolment is further marred by under/over age enrolment. Less of the eligible population is joining the UPE Program at Grade 1. The survival rate from P1 to P5 has staggered between 50% and 60% in a period of eight years from 2005 to 2012.

Only an average of 30% of the children enrolled in P1 reach P7. For various reasons they drop out on the way.

The average ratio of enrolled secondary school students aged 13-18 to the number of children of the same age range in the population is only 22%. The trend over the years 2005-2012 has shown a dismal increase (MoESTS, 2010).

2.6 Pupil/classroom ratio and pupil/teacher ratio

The current average pupil/classroom ratio in Uganda is 83:1, with some places like Arua District as bad as 114:1, against the recommended 52:1. In addition, 35% (2.8 million) of the pupils in UPE continue to study under trees or in dilapidated structures which pass for classrooms. This has created unfriendly teaching-learning environments with a negative impact on learning outcomes. In contrast to the above scenario in government aided schools, the average pupil/classroom ratio in private primary schools ranges from 43:1 to 31:1. This would seem to explain why they are performing relatively better at the Primary Leaving Examination (PLE) despite the fact that their payment to teachers is much lower than it is in government aided schools.

UPE Schools present very high pupil teacher ratios. Nationally, the pupil/teacher ratio (PTR) stands at an average of 60 pupils per teacher.

2.7 Stakeholder participation

Participation is now an international agenda for ensuring full representation of people in terms of their ideas, feeling and decision on matters concerning their development. It has been observed that most projects fail after implementation not due to poor execution but rather due to poor stakeholder consultation and engagement (Teye et.al., 2013). Particularly, Muhwezi, (2003) showed that the performance of girls in UPE program has been registered on a declining trend of (10.6%) boys and 12.3% for girls and the drive for poverty eradication has propelled government

to prioritize education hence the birth of UPE program in 1997. Stakeholder participation advances levels of performance by organizing people and resources more effectively and to get higher quality results in a shorter time (SERG, 2007). Participation in decision-making has come to be perceived as a democratic right (SERG, 2007). Many scholars, researchers and practitioners have commented on stakeholder participation (Mugumya, 2013) SERG, 2007and on improved performance. Some have argued that perceptions of how local people interact with implementers have evolved substantially over recent years.

SERG (2007) upholds that participatory approaches assist with conflict resolution, which often underpins behavioral management dilemmas, through seeking a shared definition of the problem and a collective solution. Gooch and Stalnacke (2013) further analyzed why education, policy and stakeholder involvement integration is important in performance management and the methods that can be employed to its effectiveness.

Involving people varies from informing them of a decision, through to giving citizens full control and ownership of results (SERG, 2007). Yet, involving everybody at decision making makes it a slow-bulky process. Therefore implementers are at big task to make stakeholders understand programs and their intended objectives. Stakeholder participation and performance improvement in the area of academics are inseparable. In the New Vision, 2016 titled "Unlock your child's potential at home" gives checklists geared to performance improvement and one notable statement that if adults are around, the children can also be engaged in music and dancing, storytelling and listening, reading, cooking simple dishes, singing songs and reciting rhymes. All the above enhance brain and physical development that later on contribute to good performance.

According to Scott & Frank (2002), balancing stakeholder interests is a process of assessing, weighing and addressing the competing claims of those who have a stake in the actions of the organization. (Freeman, 1984), prioritizing (Mitchell et al., 1997), and conducting constructive

negotiation (Froofnan, 1999). While much of the balancing process may be cognitive (at the individual level) or administrative (at the organization level), it ultimately includes behaviors that bring some kind of resolution to conflicting stakeholder needs or requests. Several researchers have examined these kinds of balancing behaviors and have provided many interesting insights.

According to the Ministry of Education (CCE Report No.12; Gender Report 7 released in June 2012 authored by Kamuli, Younger & Warrington); affirms that many of the children attending UPE schools in Uganda are from relatively poorer socio-economic backgrounds, and pupils identified mistreatment of girls by the parents as one of the major challenges leading to dropout and poor performance. It was as if families vented or transferred their frustrations onto the girls. Jeffery & Neil (2009) contends that policies are formulated at higher level forums but spread down ward for effective management and sustainability by implementers.

Many agencies or individuals choose to exclude or minimize public participation in planning efforts claiming citizen participation is too expensive and time consuming (Arnstein, 1969). Yet, many citizen participation programs are initiated in response to public reaction, proposed project or action. However, there are tangible benefits that can be derived from an effective citizen involvement program. Cogan and Sharpe (1986, p. 284) identify five benefits of citizen participation to the planning process: Information and ideas on public issues as reservoirs of good will which can carry over to future decisions and spirit of co-operation and trust between the agency and the public.

Performance, as the adage goes, is a "journey not a destination supported by variable factors determined by the performer or by others. (Don Elger, 2009). In this study, the performance journey was supported by stakeholder participation equipped tools to monitor progress reports, attendance registers and efforts of parents to ensure that the children are punctual at school.

2.8 Involvement of parents in school's co-curricular activities on the performance of girl child in UPE schools

Parent involvement in the co-curricular activities produces its effect on academic performance of the students. Most of the studies have been carried out and they have revealed the fact that particular co-curricular activities certainly effects on the academic achievements of the pupils.

The involvement of the parents and co-curricular activities are the factors which have an important influence on pupils and that how well they perform in their academics. There are different ways which can be chosen by the pupils to spend their free time and this will affect their studies positively or negatively depending upon the activity they choose. (Stephens & Schaben, 2002)

According to Thompson (1996), which is for young girls and their parents at the University of North Texas: "the upbringing and the environment of the home are the most important factors which influence the academic achievements of the pupils. The amount of television viewing and parental involvement are not the only factors which can affect the achievements of the pupils but also the effects of community activities and sports have association with the performance of the pupils. The administration of different schools are interested to find out whether there is association between student academic performance and the involvement in the co-curricular activities which shows that to some extent there does exist relationship between pupil performance and the involvement in co-curricular activities (Stephens & Schaben, 2002). These activities have influence on pupils academic performance but on the other hand there also exists the debate that whether these activities effect positively or negatively.

The growth of co-curricular activities was not so very fast in the beginning (Millard, 1930). Then gradually the educationist started realizing that these activities do have some influence on the behavior as well as on the performance of the pupils. In the beginning, the co-curricular activities were observed as recreational and were discouraged (Marsh & Kleitman, 2002). Recently the

educationists and the administration of different educational in-situations started realizing that the co-curricular activities have positive influence on the skills enhancement and the academic performance of the students and display of capabilities. (Marsh & Kleitman, 2002).

Researchers have found positive associations between participation in co-curricular activities and academic performance of the pupils (Guest & Schneider, 2003). Most of the co-curricular activities have found to be good in constructing and enhancing academic performance of the pupils although they do not have direct relationship with their academic subjects (Marsh & Kleitman, 2002). The researchers who have carried out study on the co-curricular activities divide them into formal and non-formal activities.

The formal activities are those activities which include the involvement of pupils in sports, dramas or debates competition etc. On the other hand the activities such as listening to music or watching television are classified as informal activities. Study has suggested that both formal and informal activities have different effects on academic performance (Guest & Schneider, 2003). One research observed that the more you spend time in leisure activities, the poorer academic performance and poorer working habits are developed. While more time you spend in formal activities like sports, debate and dramatic activities, the more grades you get in studies (Marsh & Kleitman, 2002).

Parent participation and input is an essential element in the functioning of Santa Barbara Charter School. The school was started by parent initiative and thrives as a result of continuous parent involvement. The cooperative nature of this school allows parents to be essential partners in their children's education. This partnership provides enrichment and stimulation to parents, as well as allowing them to affect the quality of their child's education. Parents are involved in all aspects of the school's operation. In conjunction with the educational staff, parents help guide the school towards the realization of its mission. Parents fulfill a myriad of administrative duties, participate in work groups and the Circle of Trustees, raise funds, act as specialists, work as aides, drive for

field trips, serve as class coordinators, provide office support, maintain the site, and prepare classroom materials. The physical presence of parents on campus during the school day improves the adult/child ratio. Time that parents spend with their children, helping with homework and providing enrichment, has a significant impact on the students' education. Such participation enriches the educational program and makes the school financially viable. More importantly, parent participation sends a strong and clear message to children that education is a significant family value, making education seem relevant and important. The presence of parents within the classroom also helps to smooth the transition between home and school.

The presence of parents influences the climate and direction of the school significantly. Therefore, it is important for each parent to educate him/herself about child development, basic educational philosophy and practices. Such self-education is made possible by reading recommended books and articles, participating in the parent education workshops sponsored by the school, and taking classes. (ISJSR, 2013). Parents are important in providing environmental, social and economic factors, which have powerful effects on pupils' academic lives Anne Muiru (2014). Ciriaka (2003) observes that parents' willingness to contact teachers about their children's progress is perhaps the first step to becoming involved in education.

2.8.1 Community influence on the co-curricular activities and the performance of the girl child

Though the parents' involvement in this study is key, we shall also relate involvement to communities because parents too are part and parcel of communities that make complete stakeholder participation in this study. Involvements of communities have long been important to assess actual change against stated objectives to judge whether development assistance has been successful or not. Different organization increasingly realized that there is need in involving communities in decisions concerning their welfare. "Community values shape an individual" (The

New Vision, 2015). The author further asserts that our values and behaviors are learned, they are not genetic traits. This means that leaving out communities to participating in meetings, we miss out on a big contribution on the informal part of education that also contributes largely on good performance (SERG, 2007).

While both schools and after-school programs serve students, many kids who feel disenfranchised at school blossom in after-school settings. Real learning can happen in a setting where kids feel less intimidated or more comfortable than they do in a formal classroom. The ultimate goal is that their success in an informal setting can lead to greater confidence in the formal classroom. A situation that will lead to improved performance.

An additional benefit of developing materials for informal educational settings is that they may be useful to parents at home with their kids, or to adult learners who are looking to expand their knowledge, either for their own enrichment or to increase their career options. Through the collection of data that is credible to multiple parties, community participation can become an essential instrument for generating trust. From local to global levels, civil society stakeholders and private sector must be heard and responded to in meaningful dialogues with government agencies (SERG, 2007).

By enhancing citizens' information and creating mechanisms for participatory monitoring and citizen-state dialogue and negotiation, social accountability mechanisms can contribute to better policy, program design, more development resources, more equitable and efficient public spending and greater and more sustainable development outcomes (McNeil, 2010). By giving stakeholders input, directly addressing their concerns, and fostering participation, Community involvement will spell out the core problems affecting publics at grass root level. Problems that if ignored will affect desired results of set program by parents involving girl children in house chores; a situation

that affects their punctuality and concentration levels in school. Much as communities are embraced, sometimes they can also be an abuse to the good systems in place thus contributing to their failure.

Evidence, much of it from the developing world, suggests that locally based, locally owned decisions are often the most effective in the long term (SERG, 2007) although the success of participatory processes is influenced by the role of the facilitator or project manager. Many projects attribute their successes to the skills of the person in this role, rather than to the particular methods used. For attaining of good performance to be truly participatory and to achieve its purpose, the program must have an effective and appropriate means of engaging citizens. Exactly how public participation is incorporated into a monitoring program depends on the objectives and interests of the company and community, the resources available, and the collective vision of what participation means (CAO, 2008).

The benefits of public participation are often taken for granted, and partly for this reason the underlying rationale for greater public participation is sometimes poorly articulated, making it more difficult to determine how to pursue it effectively (O'Faircheallaigh, 2010) and yet it is worth noting that public managers may respond to the barriers proactively rather than passively.

2.9 Clergy involvement in school meetings on the performance of girl child in UPE schools

The Church of Uganda (COU), as a faith-based foundation body, has comparatively the largest number of education institutions at almost all levels of education in the country (MoES, 2014). Hence it is the biggest faith-based stakeholder in education. Currently, the COU runs various categories of educational institutions that offer formal and non-formal education and are open to every Ugandan irrespective of their creed, race, ethnicity and/or political affiliation: 600 (8% of the total) pre-primary schools, 5,118 (33.3%) primary schools, 460 (17.4%) secondary schools, 50

(33.6%) business, technical, vocational and training schools, institutes and colleges, 11 (22%) primary teachers colleges, 4 national teachers colleges, 6 University colleges and full universities (Uganda Christian University, Ndejje, Bishop Stewart, Busoga, All Saints Lango and Bp. Barham University Colleges) with two of the Universities having charter Status. The total enrolment across all the levels of the COU- founded educational institutions is close to 4 million.

The Church of Uganda applauds the Government of Uganda for introducing Universal Primary Education (UPE) and Universal Secondary Education (USE) in 1997 and 2007 respectively. The primary purpose was to increase access to the eligible population, increase the literacy rate in Uganda, reduce the fees burden on parents, reduce poverty in society and reduce the burden of disease. The programmes were meant to enhance equitable access to conducive, child-friendly, quality, relevant and affordable education for all children of both sexes, all categories and in special circumstances (*Education Act, 2008*). The main goal was to provide the minimum necessary resources to enable Ugandan children of school age to enter and remain in school and complete the primary cycle of education. But all this has resulted in numerous challenges and thus the major hurdles within the current education system.

Despite all the study facilities that the Church of Uganda has, in which there are attachments of clergies, very few girls have been making it to the universities and colleges. This is attributed to so many factors like performance and school dropout after losing hope as a result of poor performance (Koopman, 2013). Studies have shown, in school where Clergies are fully involved in the school activities such as counselling have higher chance for girls to perform (Cooperman, 2009).

2.9.1 Working for change

Therefore, although Uganda boasts of increased enrolment rates of learners today in Uganda with the introduction of Universal Primary Education and Universal Secondary Education, there is a need to look at the quality of education that these children are getting. There is a remarkable difference between the products of the education system today and those of previous years.

The rural-urban variances show that things are changing for the worse; and in order to change the situation the government and other stakeholders in education, including foundation bodies such as the Church of Uganda, should address the identified improvement needs, revisit the policies and invest more resources. There is a need to work on factors that will see children acquire knowledge, skills and behavior change, through a school-friendly environment, safeguarding standards, and motivating teachers. We all have to see that the education system creates an environment that is engaging, fulfilling and interactive for the children who grow through it to be useful citizens of their motherland Uganda. (COU Stakeholder Panel Session, 2016).

The COU Education Department, whose generic Vision, Mission and Goal Statements are respectively ***"An enlightened Christian community", "To equip the people of God with knowledge, attitudes, values and skills" "To empower the church for effective provision of holistic education services"***, has been doing all in its mandate to help the situation in the following ways:

Increasing involvement of Church Leaders and all its organs/structures the Provincial Assembly, the House of Bishops, Provincial Departments, the archdeacons, vicars, priests, lay readers, parish councils, school management committees, school boards of governors, heads of Anglican institutions, chaplains and teachers – through sensitization and conferences, seminars and consultations, forming regional linkages and having policy guidelines on matters of governance.

Engaging and working with other stakeholders, including Parliament, Government, respective Ministries and institutions such as Uganda Examination Board, National Curriculum Development Centre, local and national political leadership, other faith foundation bodies, Uganda Joint Christian Council, business enterprises, non-government organizations, multinational organizations, and the national Teachers' Association, so that matters of education are given due attention and urgency deserved.

Increasing Capacity, through long term development projects, such as infrastructure developments for education institutions, income generating activities, land consolidation and effective utilization, the training of teachers in appropriate skills, sensitizing all Anglican heads of institutions, engaging all school management committees and boards of governors, making sure all teachers are practicing their code of conduct, and ensuring the presence of Church supported school inspectors (Rev. Mugume).

Important information is emerging about the role of religion in community development in four center-city Indianapolis neighborhoods. These areas boast a rich diversity of religious activity in neighborhoods. In other areas, religion is less visible and does not receive a fair share in the curriculum to cherish moral values and demonstrate it in the lives of school children. (Rev. Mugume).

A major discovery has been not facts, but people. These neighborhoods claim a large number of caring individuals who put their faith to work in their communities. A Commendable group is that formed into groups like scripture union groups.

Ministry is not always from the pulpit and not always from ordained clergy. A good example is Helen Fehr, whose religious beliefs have guided a long career of volunteer activism. In her youth,

she adopted a life-long motto: "A need known, with an ability to meet that need, is a call." After years as a missionary overseas, Fehr returned to her birthplace in Fountain Square, a place much changed from her childhood. Among other things, she inspired a housing project, Church and Community, to reclaim abandoned houses in the neighborhood (Rev. Mugume).

In this new initiative, clergy are interviewing clergy to find out what role they play in the community and what resources they have to do their jobs. Ministers from Fountain Square and Mapleton-Fall Creek met recently with Polis staff to discuss some themes that emerged from an initial round of interviews. In general, clergy reported few strong bases of support outside their congregations and often do not know each other. They lack access to reliable information about their neighborhoods and at times feel isolated from civic issues. Over the next two years Polis will learn more about clergy activities in Indianapolis and make community information available to them. (Bodenhamer, 1996)

In recent years, policymakers have begun looking to churches, synagogues, mosques, and other faith-based organizations to play a greater role in strengthening communities. Yet little research exists on the role of faith-based organizations in community development. This report summarizes the current state of knowledge and identifies the policy conclusions and major questions that follow from what is known. Because the research is limited this report also draws on interviews with knowledgeable scholars and practitioners in community development. This report uses two key terms community development and faith-based organization in specific ways: Community development is asset building. It centers around housing and community economic development but also includes developmental efforts, such as job training, to prepare residents for more productive lives.

Faith based organizations are of three types: (1) congregations; (2) national networks, which include national denominations, their social service arms (for example, Catholic Charities,

Lutheran Social Services), and networks of related organizations (such as YMCA and YWCA); and (3) freestanding religious organizations, which are incorporated separately from congregations and national networks.

A key finding of this report is that relatively few faith-based organizations participate in community development activities. The most common participants are faith based community development corporations (CDCs), some national denominations and their affiliates, and Habitat for Humanity.

Faith-based participation in community development is limited for several reasons: Congregations have two preferred approaches to service: they donate small amounts of cash or in-kind goods to other service delivery groups, or they provide small groups of volunteers to conduct relatively well-defined, periodic tasks. By contrast, community development activities require regular and sustained involvement in a range of complex processes and tasks. Community development is best done by independently incorporated organizations. Establishing and fostering the growth of such affiliated organizations are the least common mode of congregational engagement in services, and poses numerous challenges (Thompson, 2001)

The role of Christianity in civilization has been intricately intertwined with the history and formation of Western society. Throughout its long history, the Christian Church has been a major source of social services like schooling and medical care; inspiration for art, culture and philosophy; and influential player in politics and religion.

2.10 Determining the influence of teacher's commitment on the performance of girl child in UPE Schools

To education researchers, the degree of teacher commitment is one of the most important aspects of the performance and quality of school staff. Commitment is defined here as the degree of

positive, affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay with their jobs, but are not really involved in the school or their work. Rather, it reflects the degree of internal motivation, enthusiasm, and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs.

Proponents of teacher professionalization have argued that improvements in the commitment of teachers are one of the outcomes most likely to be positively affected by the new teacher reform efforts. They argue that increasing the Introduction of Teacher Professionalization and Teacher Commitment, is an important first step in the process of school reform: Professionalization of teachers will result in higher commitment, which will positively affect teachers' performance, which will ultimately lead to improvements in student learning. Not surprisingly, teacher commitment has been the subject of a great deal of educational research (Miskel and Ogawa 1988; Reyes 1990)

2.10.1 Participation

Another of the traditional attributes of professionals is the exercise of substantial participation in regards to workplace policies and processes. A key distinction in any organization is whether key policies and decisions concerned with technical and production processes are controlled from the administrative center or whether these are delegated to employees and, hence, decentralized. Professionalized employees have participation approaching that of management when it comes to decisions concerned with technical and substantive issues (e.g., Hall 1968; Larson 1977; Friedson 1986). The rationale behind a high degree of professional participation is to place appropriate levels of control and autonomy into the hands of those who are closest to and most knowledgeable of technical processes.

2.10.2 Teacher Professionalization and Teacher Commitment

Increasing the authority of teachers has also been a key subject of recent education reform.

Indeed, it is fundamental to site based management, restructuring, and other such reforms designed to decentralize school decision making (Johnson, 1990; Ingersoll, 1994, 1996b).

Two forms of teacher authority are usually highlighted: the influence collectively wielded by faculties over school policymaking and the individual autonomy exercised by teachers over planning and teaching in their classrooms. Both are deemed of importance. Advocates of increases in faculty influence and increases in teacher autonomy argue that teachers will not only make better informed decisions about education issues than district or state officials, but that top down decision making often fails precisely because it lacks the support of those who are responsible for the implementation and success of the decisions. (Peggy, 1997)

Teachers, practitioners, and policymakers agree that the key to improving public education is placing highly skilled and effective teachers in all classrooms. Yet the nation still lacks a practical set of standards and assessments that can guarantee that teachers, particularly new teachers, are well prepared and ready to teach. This report discusses a promising approach to the question of how to measure teacher effectiveness. Specifically, it describes the ways in which assessments of teacher performance for licensing and certification can both reflect and predict teachers' success with children so that they can not only inform personnel decisions, but also leverage improvements in preparation, mentoring, and professional development. It outlines progress in the field of teacher assessment development and discusses policies that could create much greater leverage on the quality of teacher preparation.

For more than two decades, policymakers have undertaken many and varied reforms to improve schools, ranging from new standards and tests to redesigned schools, new curricula and new

governance models. One important lesson from these efforts is the repeated finding that teachers are the fulcrum determining whether any school initiative tips toward success or failure. Every aspect of school reform depends on highly skilled teachers for its success. This is especially true as educational standards rise and the diversity of the student body increases. Teachers need even more sophisticated abilities to teach more complex curriculum to the growing number of public school students who have fewer educational resources at home, those who are new English language learners, and those who have distinctive learning needs.

Teachers can have large effects on student achievement, as suggested by a large-scale study in North Carolina (Niel *et al.,* 2013), which found that the differences in achievement gains for students who had the most qualified teachers versus those who had the least qualified were greater than the influences of race and parent education combined. These very large differences were associated with teachers' initial preparation for teaching, licensing in the field taught, strength of academic background, level of experience, and demonstration of skills through National Board Certification, all of which are variables that could be directly addressed through policy.

Unlike most high-achieving nations, however, the United States has not yet developed a national system of supports and incentives to ensure that all teachers are well prepared and ready to teach all students effectively when they enter the profession. Nor is there a set of widely available methods to support the evaluation and ongoing development of teacher effectiveness throughout the career, along with decisions about entry and continuation in the profession. Meeting the expectation that all students will learn to high standards will require a transformation in the ways in which our education system attracts, prepares, supports, and develops expert teachers who can teach in more powerful ways a transformation that depends in part on the ways in which these abilities are understood and assessed (Linda, 2010).

2.11 Summary of the literature review

Full utilization of government projects and programs, necessitates holistic involvement by stakeholders to ensure that every body at grass root level is participating with full empowerment of knowledge in order to attain desired goals as well sustaining them. (Fodouop, 2011).

According to Gooch & Stalnacke (2013) community participation is widely advocated, but there is little structured, empirical research into its effect on policy development. Scholars have noted that public participation is key in realizing public input and project sustainability (Bijlsma, et al.2011). Meaningful community participation results in a development process that can tap into local knowledge and additional resources, help to strengthen the community in which it is located, can shape designs to address issues and result in more appropriate solutions that are responsive to the environment and which satisfy local demand (NCC, 2010).

Government might be constrained by a lack of resources, but citizen involvement can be used to build partnerships in order to address ideal problems. Therefore, the impact of those barriers on the level of citizen involvement might not necessarily be negative (Yang & Callahan, 2007). Ideally, UPE schools should be community owned schools with a high expected participation of stakeholders. But the program is faced with reported cases of declining systems of governance and accountability in education (Swift & Gena, 2013). The clergy are visibly seen as agents of change in the UPE mass sensitization campaigns and have used the churches beyond summons to enforce the stakeholder participation role and calling. (Thompson, 2001).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Chapter three of the study provided the reader with the research methods and the methodology that was used to conduct the survey. It entailed the research design, sampling technique method of data collection and data analysis methods that were used in the study.

3.2 Research design

A case study design was used in this study to explore detailed contextual analysis of the conditions that influence girls' performance given effective stakeholder participation and community involvement. Soy (2006) pronounces researcher Yin (1984) definition of a case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. The research is a single in-depth analysis into stakeholder participation in policy implementation on performance of girls in UPE primary schools. Both quantitative and qualitative data was collected and used. Quantitative data was particularly used to discover the extent to which Parents' participation in co-curricular activities, involvement of the Clergy in school meetings and commitment of the teachers would influence girl child performance in UPE primary schools.

3.3 Study population

UNEB noted that UPE schools had the most number of candidates who registered in the year 2014 with 478,585 (77 percent) of the total number of candidates who sat in 2015 and only 142,816 (23 percent) were from non-UPE schools. The study therefore put focus on a UPE school in Katale Busawula sub-parish where the Anglican Clergy have devised a strategy of making

announcements to the flock every after prayer service encouraging parents and community members to promote and embrace girl child education. The 2014 National Population Census indicated a population of 2,007,700 persons in Wakiso District of which the population of Katale Busawula is 473 people. Community members of Katale Busawula village, where the school is located, were the study population.

3.4 Sample size

Katale Busawula Church of Uganda Primary School had a population of 320 pupils in the year 2016 and 163 were in Primary Seven. Registration records of the school indicated that out the 163 pupils in Primary Seven, 55% were boys and only 45% were girls. Of the 73 girls in Primary Seven 46 were residents of Katale Busawula village and these were the study focus. Only girls in primary seven were subjected to the study since they are the ones in the candidate class (Records in the school custody of the head teacher Katale Busawula COU Primary School, 2016).

A sample size of 80 respondents was used and selected based on Krejcie and Morgan (1970) table 2 shown below.

Table 2 Sample size per category

Category	Study Population	Sample	Sampling techniques
Candidate teachers	9	6	Simple Random sampling
Head teacher	1	1	Purpose sampling
PTA members	10	10	Purpose sampling
Parents of girl children in the candidate class only	81	48	Simple Random sampling
Girl child	18	12	Simple Random sampling
Ordained priests in the church	2	2	Structured interview
Local Council 1	1	1	Purpose sampling
Total	**104**	**80**	

Procedure: *Krejcie and Morgan's (1970)*

3.5 Sampling technique

Purposive sampling was used in selecting key informants for individuals holding specific offices, and those knowledgeable about stakeholder participation and girl child performance. These individuals were selected because of the knowledge about government programs particularly about UPE and the performance of girls attending primary education in UPE schools and the representative positions held. Strata were formed to give an equal chance to the different categories to take part in the study.

Other respondents were purposively selected because they were knowledgeable about stakeholder participation in policy implementation and the respective positions they held. Only teachers in the

candidate class were interviewed because of their closeness with the pupils in the candidate class. The head teacher was subjected to the survey to bring in the views of top management of the school. The LC1 Chairperson was also part of the study to represent the views of the village electorates. The PTA members were interviewed since they are the members who sit in the PTA meetings. The Clergy were also selected because they devised a strategy of making announcements to the flock every after Sunday service encouraging parents and community members in the home cells to promote and embrace girl child education in the division.

3.6 Research Instruments

Interviews and questionnaires were the instruments used in the study using different tools to different strata because of the difference in the level of involvement between the strata.

3.6.1 Questionnaire

A questionnaire was used because it allows in-depth research, to get first-hand information and more experience over a short period of time (Kothari, 2008; Amin, 2005; Creswell, 2003). A questionnaire is used because it increases the degree of reliability due to the many items in it and it also enhances the chances of getting valid data, (Amin 2005). The questionnaire consisted of both closed and open-ended questions. As recommended by Kothari (2007) on the use of a questionnaire, list of interview questions, was printed and administered to all the girl candidates residing in the village. All the questionnaires were filled by the research assistant about the given responses.

3.6.2 Semi-structured face-to-face-interviews

Semi-structured face-to-face-interviews were scheduled for the head teacher and Local Council 1 Chairperson as top management of the school and the political representatives. PTA members, ordained priests and the school teachers were interviewed using structured face-to-face interviews. The researcher was present during the interviews and the Focused Group Discussions, asking

questions and helping the respondents in defining their responses.

3.7 Data collection method and procedures

The table above (Table 2), indicates the data collection tools that were used in each category.

3.7.1 Structured face to face interviews

Face to face interview guide was conducted to the Ordained priests and the school teachers as recommended by Kothari (2007) to have an in-depth insight into their views and options as well as sharing observations and experiences.

3.7.2 Semi-Structured Questionnaires

Structured questionnaires were administered to the head teacher and the LC1 chairperson as recommended by Kothari (2007). Krejcie and Morgan (1970) formula were used to determine the number of respondents. The questionnaires and interview guides were structured in such a way that they captured both qualitative and quantitative data sets, administered to the 80 respondents.

3.7.3 Focus Group Discussions (FGD)

Focused group discussions were held with, teachers, 10 PTA members and 60 parents. Focused Group Discussion were used to stimulate group thinking among members (Krueger, 2002) and to provide an opportunity to all selected respondents in a time saving manner. Focused Group Discussions are good ways of gathering information from people of similar backgrounds or experiences to discuss specific topics of interest. The group of participants in this study were guided by the researcher who was the moderator (or group facilitator). Therefore it involved introducing the topics for discussion and in the process helped the group to participate in a lively collective and interactive discussion while noting key points.

3.7.4 Documentary Review

Documentary reviews were used to collect secondary data. Secondary data was necessary to inform the researcher on the previous views about stakeholder participation in policy implementation and performance of girls in UPE Primary schools so that the researcher could form a basis for comparison and data verification as emphasized by Kothari (2007). A collection of relevant reports and documentaries from the District Education Office, the internet, and other non-governmental bodies and education activists especially about the girl child and global reports by UN and UNICEF strategies were searched for. These documents were analyzed to examine the views of other researchers about stakeholder participation and improvement of performance on girls in primary education.

3.8 Validity of questionnaire and interview guide

The researcher first ascertained whether data collection instruments had the necessary validity before they were used. This was done by establishing whether instruments hold content measure of what the study intended to measure (Arya et al., 2002). Content validity of the instruments was measured. Hussey and Hussey, 1997 affirm that respondents are more likely to honestly complete and return questionnaires they perceive as having relevant content. To measure content validity, the researcher's supervisors, evaluated whether the instruments held the content intended for measurement. As recommended by Amin (2005), items that were found to be ambiguous and those that were judged inappropriate were corrected.

In that regard, content validity was assessed using the content validity index (CVI) to further ascertain their validity; Owen, (2007).

A formula whereby the number of items rated as relevant was divided by the total number of items on the questionnaire was adopted to achieve the content validity index (CVI) to compute content validity thus:

$$CVI = \frac{\text{Total of items rated as relevant}}{\text{Total number of items in the questionnaire}} = \frac{55}{78} = \mathbf{0.7}$$

The outcome was 0.7 and above, then the instrument was regarded as valid.

3.9 Reliability of Instruments

In testing the reliability of instruments, the study adopted Cronbach's Alpha coefficient value analysis. According to Dobson, (2002, Reliability refers to the measure of the degree to which research instruments yield consistent results after repeated trials. If the coefficient is 0.6, then the instrument is considered reliable. Therefore when an instrument is reliable, it yields consistent responses because it is interpreted well. If the desired variable is not measured reliably, the information obtained will be false and therefore invalid. Pilot data was collected from 15 respondents and used to measure and enhance the reliability of the questionnaire. Data was then collected and entered in the Statistical Package for Social Sciences (SPSS) version 20.

Table 3. Reliability of Research Instruments

VARIABLE	CRONBACH ALPHA COEFFICIENT
Intervention by parents	0.873
Intervention by teachers	0.792
Intervention by clergies	0.821

Source: Primary data, 2016

The above table displayed the reliability for all constructs used in the study. All alpha coefficients for all scale were above 0.6 therefore meeting accepted standards according to Dobson, (2002).

3.10 Data analysis and presentation

The study aimed at examining the influence of stakeholder participation in policy implementation and performance of girls in UPE primary schools. The researcher analyzed the demographic representation of the respondents by gender, educational level, age and position held in society in order to assess conceptualization and comprehension levels of the study. Frequency analysis was first used to explore the extent to which the stakeholders participated in school meetings, school co- curricular activities and commitment of teachers to enhance performance of girls.

Correlation was used to establish the influence of parents' support in co- curricular activities and involvement of the clergy in school meetings to enhance performance of girls. The actual analysis would involve both qualitative and quantitative techniques. Small scale in-depth qualitative interviewing of key informants and logical analysis was used for qualitative data analysis supported by descriptive statistics, mainly frequencies, mean and cross-tabulations. The data collected from the questionnaires enabled the development of a database in Statistical Package for Social Science (SPSS) and MS Excel spreadsheets.

The findings were reported using carefully titled and well labeled tables and figure for quantitative data, while narrations were used to present qualitative information. Data pre-processing was done by activating Data View and Variable View spreadsheets in the Statistical Package for Social Science (SPSS) and data input in MS Excel spreadsheets. This was followed by the coding of information and data entry into files. Upon completion, data outliers, mistakes and errors were checked, identified and cleaned. Finally, the assessment of the overall quality of the dataset was concluded thus enabling the exercise of quantitative data analysis. Variables were measured basing on the Likert scale.

3.11 Limitations to the study

Since Uganda has not fully enhanced the techniques for record management and research, there is a wide gap of literature available in relation to Uganda's education systems in specific. Most of the literature available for review is based on other countries that strongly spell out the gender disparities in the education sector and have developed concerns about performance.

The second limitation was poor record keeping and management at the school. However, the researcher used a probe approach to get the required information.

The other limitations were unmatched expectations and bias on girls from the community members that led to biased responses and myths about universal primary education. This was managed through comparing the information got with the MoES documents on UPE.

CHAPTER FOUR

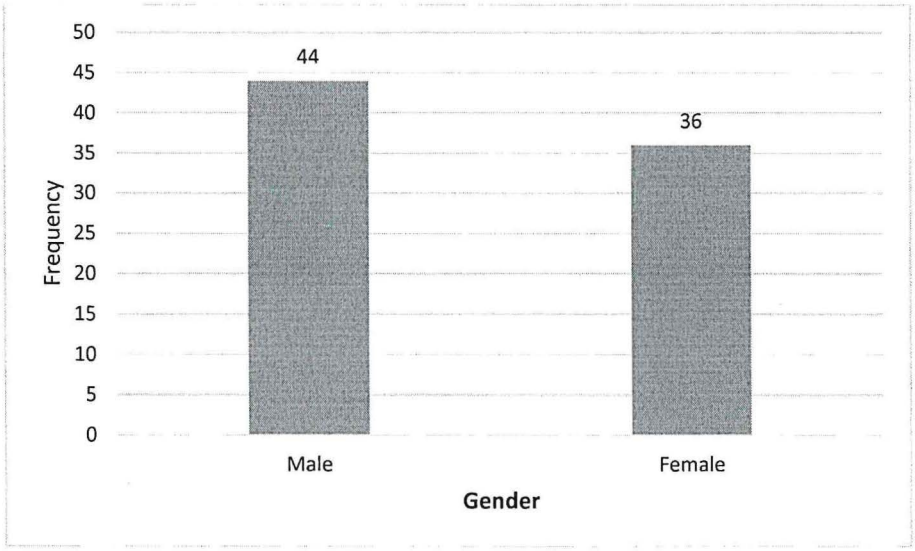
PRESENTATION OF THE FINDINGS, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents analysis, interpretation and discussion of the findings of the study. The responses from respondents were entered into a computer using excel and SPSS programs. Percentages, correlations and frequencies were used to show the responses of people on the stakeholder participation in policy implementation and girl's performance in UPE schools.

The characteristics of the respondents which were analyzed in this study included sex, age and level of education. These were analyzed to give a clear understanding of the respondents which formed a basis line for subsequent analysis of the study findings.

4.1.1 Gender of respondents

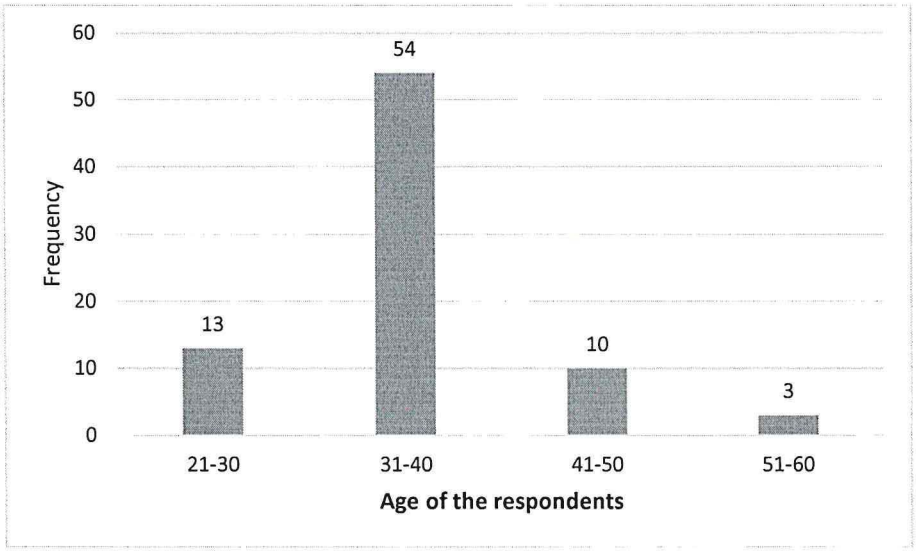


Source: Primary Data, 2016

The finding above show that the majority of the respondents were male i.e. 44 (55%) and as

compared to 36 (45%) which were female. This is attributed to the fact that most the parents who were available for interview were male and also the head teacher, most PTA member and the Clergy were male.

4.1.2 Age of the respondents

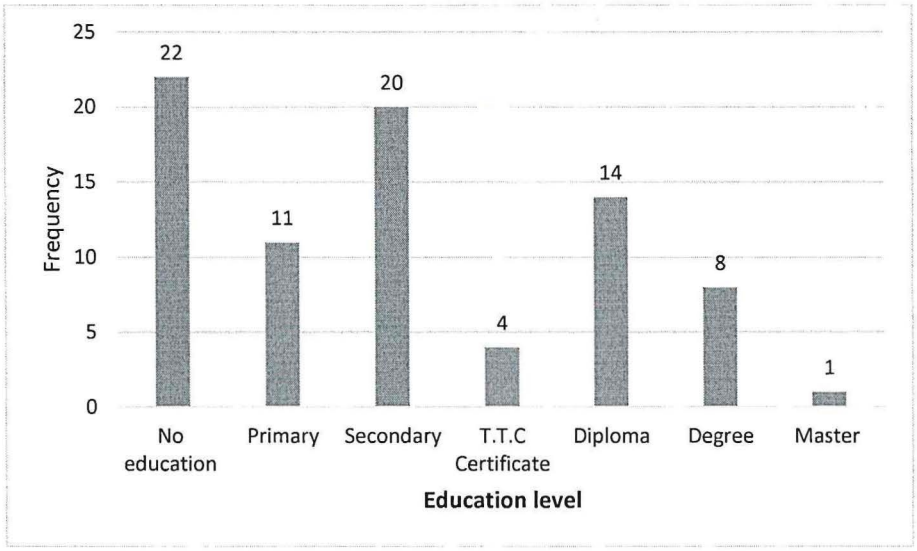


Source: Primary Data, 2016

According to figure 4.2 above, most respondents were betweeten the age of 31- 40 years of age. This can be attributed still to the parents who are the clients to the school and live in the community that formed our basis for the interviw. Wheras in category 51-60 years, were the least with only 3 respondenst 0.04%. This proprtion comprised of the clergy, PTA member and the head teacher.

4.1.3 Level of education of the respondents

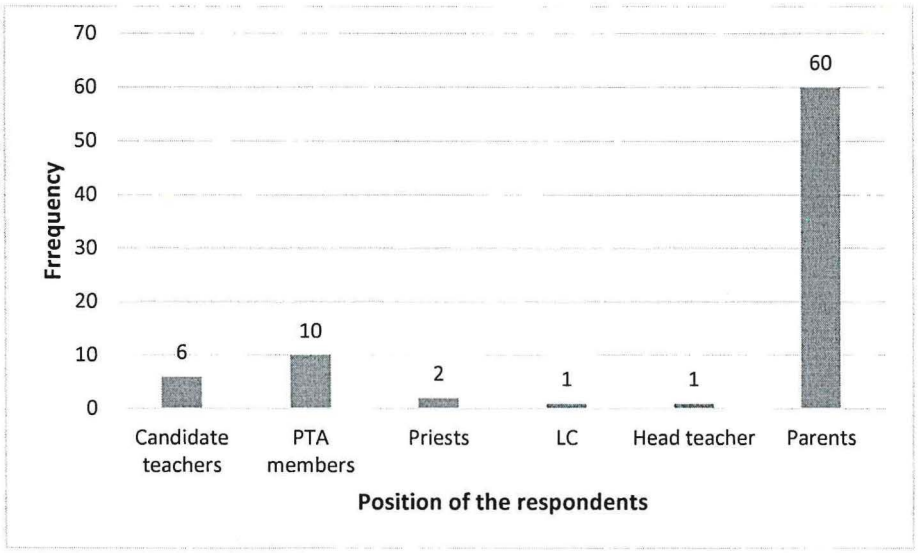
Education level was one of the demographic variables used in the study and was used in relation with the number of people employed. The findings were presented in the figure below:



Source: Primary Data, 2016

From fig.4.3 above most people interviewed had not obtained any education (28%) followed by secondary (25%), primary (17%), Diploma (14%), T.T.C (10), Bachelor's Degree (5%) and lastly the Master's Degree (0.01%) holders. This distribution of the education can affect the stakeholder participation in implementation of policies since less people are empowered to follow up government policies aimed at improving the girl child.

Fig. 4.1.4: Position of the respondents



Source: Primary Data, 2016

From the finding above, most respondents in the study were parents who constituted 75% of the study, followed by the PTA members, then the candidate teacher, priests, L.C Chairperson and head teacher who both constituted 0.01%. This therefore meant that people to push for policy implementation on girl child performance were fewer in number since most parents normally have a fear to push for such issue.

Table 4.2: Interview to Parents support in the school activities
Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

	Support in co-curricular activities	Mean	Sd	n	Min	Max
1.	My support in co-curricular activities motivates the girl child in the school to participate	4.60	1.26467	80	1	5
2.	My girl child participates in sports activities at school because of my encouragement during holidays	1.99	1.23968	76	1	4
3.	I buy costumes and sportswear for my girl child as a motivation to participate in co-curricular activities	2.10	1.19367	77	2	5
4.	Parents respond positively when they are requested to bring prizes for best girl child performers	2.24	1.38153	78	1	5
5.	Parents' consultation of teachers about the best fitting co-curricular activity improves the performance of girls	3.12	1.28721	8	1	4

Source: Primary Data, 2016

From the table 4.3 above most respondents strongly with most of the questions which were posed in the section of the parents involvement in the school activities. For the question on parents involvement on the co-curricular activities based on Likert Scale, on average 4.60 of the respondents strongly agreed. Though the variability in answering between the respondents seemed to be high (sd = 1.26467).

However on the question of parents encouraging pupils to participate in the school activities, most respondents 1.99 on average disagreed though still with higher variability in their response (sd=1.23968). This was the same case for the question of parents participation in the school activities where about on average 2.10 of the parents disagreed with the statement though still with

higher variation in their levels of response (1.19367).

This therefore implies that fewer children participate in the school activities. This was also reflected in giving pupils rewards after winning a competition in a school activity where parents reported that they reward their children with over 2.24 of the parents on average disagreeing with the statement. Lastly on encouraging their children to joins sports all respondent who answered that question where just neutral (mean= 1.28721) though with higher variability (sd=1.28721). This implies that most parents actually do not encourage their children to join sports activities.

Table 4.3: Interview to PTA and Teachers about Clergy involvement in the school meetings
Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

s/n	**Involvement of the clergy in school meetings**	**Mean**	**sd**	**n**	**Min**	**max**
1	The Clergy's attendance of the school management meeting facilitates moral and spiritual support to the girl child	4.01	0.1234	54	1	5
2	The Clergy are given administrative reports and offer guidance on the measures to be taken for the education of the girl child	3.84	0.1345	15	1	4
3	The Clergy are part of the disciplinary committee of the school to bring up morally upright girl child	3.13	1.1411	35	2	4
4	The Clergy links the school to the community and offers sensitization to the community about the education of the girl child	3.14	1.4539	56	1	4
5	The Clergy advocates for the education support to the needy girls	4.45	1.2450	56	1	5

Source: Primary Data, 2016

Table 4.3 respondents were asked on the regularity of the clergies in supporting the school activities. Findings revealed that always clergies are invited for school management meetings and parents meeting as over 4.01 on average agreed with the statement and there was less variability in responses (sd=0.1234). Whereas for the question on the clergies being provided with the updates on the school activities, for those who respondent to this question agreed (mean=3.84) that the clergies are updated with the school activities. We observed less variability in the level of response for this (sd=0.1345).

This is surely understandable given the fact that Busawula Church of Uganda Primary School is managed by the Anglican Church. On the issue of Clergies findings with the community sensitizations, some respondents were not knowledgeable and about 3.13 reported to be neutral to the question though with some higher variability in the level of response (sd=1.1411). This can be attributed to the fact that some members in this community are from other religion and at times the clergies have a tendency of sharing the findings in Church only.

The higher level of variability in the response can be attributed to the church members and those who frequently attend the meetings. About the disciplinary action by the clergies on the children, the majority (mean=4.12) of the respondents strongly agreed with the statement meaning that surely clergies are always involved in the behavioral activities of the pupils. Lastly on the issue of spiritual services, majority respondents 4.45 on average strongly agreed with the statement though with higher variability in level of responses (sd=1.2450).

Table 4.4: Interview to teachers about Girls school attendance
Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

s/n	**Girls school attendance**	**Mean**	**Sd**	**n**	**Min**	**Max**
1	Regular attendance of the classes by the girls helps to improve their performance	4.11	.65388	77	2	5
2	Keeping the girl child in one school for the entire primary cycle helps to improve their performance	4.64	.71165	68	1	5
3	The girl children of adolescent age are provided with all the necessary requirements in the school	4.78	1.07787	75	1	4
4	Long distances to school resulting to late arrivals affect the performance of girls in the school	3.01	1.01131	78	1	4
5	The level of hygiene in the school can help to improve the attendance and performance of the girl child	2.10	0.10697	66	1	5

Source: Primary Data, 2016

Table 4.4 Checked the level of pupil's attendance in school. This question was generally answered by the teachers and the clergies. On the question of whether all the children in school attend classes, all respondents on average agreed with it 4.11 with less variability within their responses (sd=.65388). This can be attributed to the teachers' efforts who ensure that actually when pupils are in school, if they are not for co-curricular activities, then they are in class learning. Therefore in the process the girls' child is also catered for which aims at improving their education. Then about the issue of the girl child in school for the entire primary cycle respondents were in agreement with a mean of 4.64 of them affirming. There was less variation in the level of response sd=0.71165.

However on the issue of providing adolescents with the necessary school requirements most people were not certain and most of them preferred to remain neutral about the question (mean =4.78) though there was higher variability in the levels of response (sd=1.07787) and on the issue of girls walking long distances to school thus causing poor performance, all respondents who answered this question disagreed (mean=2.10). This actually affirms why there is still poor performance of girl child in most schools particularly Busawula C.O.U Primary School. This is due to the low level of the stakeholder participation in monitoring the pupils' problems and related social factors affecting their academic well-being.

Table 4.5: Interview to parents about commitment of teachers to girls performance
Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

s/n	**Teacher's commitment to girls performance**	**mean**	**Sd**	**n**	**Min**	**Max**
1	The teachers weekly assessment of the girl child helps to improve their performance	4.12	0.1245	60	2	5
2	Guidance and counseling provided by the teachers in class room sessions and assemblies help to improve the performance of the girl child	3.20	0.1243	74	1	5
3	The remedial lessons offered by teachers over the weekend help to improve girl child performance	4.35	1.1450	80	1	4
4	The daily roll call of the girl child in the class room reduces on absenteeism hence improved performance of the girl child	2.10	0.1230	68	1	4
5	The invitation of the parents of the girl child bi-monthly to discuss their class progress help to improve their performance	3.14	1.0785	71	1	5

Source: Primary Data, 2016

Based on the findings from table 4.5 above which was aimed at assessing teachers' commitment, on the issue of weekly assessments though generally they agreed (mean =4.12) and it was observed that there was less variation in the levels of response (sd= 0.1245). This therefore calls for the need by the Head teachers and District Education Officer to constantly check and approve the teachers' lesson plans and schemes of work before being allowed to enter classrooms.

On the issue of teachers providing guiding and counseling in class room sessions and assemblies, most respondents were neutral to this issue (mean= 3.20). This can be confirmed by the variance of sd= 0.1243. The main reason they gave was that the school was understaffed and management had to consider employing school counselors so as to relive the teachers with such duties that are time consuming. On the issue of teachers offering remedial lessons, respondents agreed as compared to other private owned primary schools, Busawula Church of Uganda were commended for this act that was attributed to the Christian morals instilled in the school staff.

Though they were commended on remedial lessons, when it came on the issue of inviting parents for bi-monthly discussions, they were not doing much because approximately 3.14 on average most respondents strongly disagreed with it. However, there was high level of variability of sd = 1.0785. Therefore other stakeholders need to come in as well to empower parents to be proactive in following up their pupils' performance on additional to the teacher's efforts.

Table 4.6: Interview to teachers of candidate class about PLE Performance
Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

s/n	PLE performance of the girls	Mean	Sd	N	Min	Max
1	The challenges like menstrual cycles faced by girls during PLE examinations affect their performance	4.89	0.1257	76	1	5
2	Girl children registered for PLE and do not turn up for examination affect the performance record of the school	4.01	0.1512	73	1	5
3	Necessary requirements provided to the girls during PLE examinations improve their performance	3.10	1.0014	40	1	4
4	Encouraging girls to repeat primary seven after failing PLE examination helps improve their performance	4.31	0.3561	65	1	5
5	Rewarding best performing PLE girl children helps to improve performance of the upcoming girl pupils in the school	5.00	0.000	68	2	5

Source: Primary Data, 2016

About the pupils' PLE performance, most respondents agreed that biological challenges like menstrual cycles in the course of PLE examinations, affect the girls' performance and strongly agreed at (mean=4.89). In fact a study done (Kiwanuka, 2011) found out that most girls miss classes because of menstruation. But in terms of girls registering for PLE and not turning up for Examinations only (mean=4.01) of the respondents agreed with this and cited poor performance as a scare off for the girls to compete for national examinations. About providing the girls with necessary requirements, most respondents were neutral about this (mean= 3.10). Thus is attributed

to the effective clergy intervention in mobilizing for support from the communities through Church summons. Whereas on the issue of rewarding best performing girls in PLE, a few respondents strongly agreed that occasionally best performing pupils are given prizes, to reward them as well as motivating the upcoming ones (mean=5.00).

However, according Thompson (1996), well-motivated pupils will always perform or improve on their performance progressively. Therefore both parents and schools should be encouraged to motivate pupils both psychologically, spiritually and economically on addition to words of encouragement. This will motivate them particularly the girl child to perform exceedingly.

Table 4.7: Interview to teachers about Participation of girls in co-curricular activities
Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

s/n	**Girls participation in co-curricular activities**	**Mean**	**Sd**	**N**	**Min**	**Max**
1	Co-curricular activities on the school time-table and participation of girls improves their performance	3.14	0.1751	72	1	5
2	Activities such as Netball, Round ball, Scouting and Drama, stimulate the girls brains and improves performance	3.01	.0175	80	1	4
3	Participation of girls in the most enjoyable activities improves their performance	4.10	0.1784	74	2	5
4	The girls understand the importance of co-curricular activities and fully participate to improve their performance	4.21	1.0421	73	1	5
5	The school encourages inter-school game competitions to stimulate girls' competencies and ability to handle challenges	3.65	0.4561	64	1	4

Source: Primary Data, 2016

Table 4.7 Based on the findings and assessment that inclusion of the co-curricular activities on the school time-table and participation of girls is evident in the school, respondents, were neutral thus giving a score of 3.14 on average were in agreement. Therefore this could a serious factor as to why most girls don't perform at school; their brains, are not stimulated. There are favorite sports for the girls like Netball, Scouting and Drama that attract girls' full participation of 3.01 mean respondents agreed that they stimulate the girls' performance.

About girls participating in their most enjoyable co-curricular activities improves their performance, 4.10 on average agreed to it. This means that a few of the girls, are not motivated to participate. Therefore parents should encourage their girl children to actively participate in co-curricular activities. About the girls understanding the importance of co-curricular activities respondents about 4.12 on average agreed that they do understand the importance of co-curricular activities. This explains why the girls are not enthusiastic about participation and are dull.

Whereas the school encourages inter-school game competitions and 3.65 agreed. It terms of the variability in the levels of responses, it is not much apart from the case of understanding the importance of co-curricular activities and full participation in which the response was quite high with a value of sd= 1.0421. This implies that much as they might be having some ideas on co-curricular activities, most of them were not participating fully.

Table 4.8: Interview to Girls of candidate class about their assessment of stakeholder participation
Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

s/n	**Girls responses about stakeholder participation**	**Mean**	**Sd**	**N**	**Min**	**Max**
1	The Church support through the clergy provides scholastic materials and other basic needs to the girl child that improve performance	3.10	0.178	80	1	4
2	The support of parents towards participation in the co-curricular activities improves my class concentration and morale for attending school and improved performance	3.12	0.1235	68	1	4
3	The teachers provide weekly assessment tests and support to the girls to improve their weak areas and improve performance	4.89	0.1756	70	2	5
4	The girl children in the school have the confidence to approach the Clergy and open up their problems for counseling to improve performance	3.56	0.1256	78	1	4
5	The girls are supported by the parents at home and are not over burdened by domestic chores to improve on their performance	2.56	0.5674	78	1	4

Table 4.8 About findings on the girl child assessment on the support rendered to them by other stakeholders. It is clearly revealed that most girls on average 3.10 are always supported by the church through scholastic material and basic needs and this can lead to an improvement in their performance at school. This was the same (mean=3.12) for their parents' support in class to

improve their school attendance and concentration in class. These girls on average 4.89 of them believe through teachers providing the weekly assessment and supporting the weak one can lead to an improvement in their performance.

However, on the issue of seeking for help from the clergies and other elders, on average 3.56 of them were confident about this. This means that some girls are less likely to approach clergies and other elders for help in case they encounter problems. Therefore the girls should be empowered to approach the relevant elders and stakeholders in time of need to enhance their performance. This was the same case with parents supporting their children at home with less chores and on average 2.56 of them were relieving their children. The girl child should actually be supported in order to improve on their performance both at school and at home. This is in agreement with Kiwanuka (2011) on why most girls were missing classes and how to improve on it. He pointed out parents as the primary victim with cited cases of asking children to attend to gardens during school.

In terms of variability of response from the respondents, it was generally observed to be low throughout all the attributes from this theme.

Table 4.9: Relation between parent participation in co-curricular activities and the performance of the girls child

		Parents participation	Girls child performance
Parents participation	Pearson Correlation	1	0.894**
	Sig. (2-tailed)		0.0001
	N	80	80
Girls child performance	Pearson Correlation	0.894**	1
	Sig. (2-tailed)	0.0001	
	N	80	80

** *Correlation is significant at the 0.05 level (2-tailed).* ***Source: Primary data 2016***

Table 4.9 indicates the relation between parents' participation and the performance of the girl child. This relationship seem to be positive and high with a correlation of 0.894 with a P-value (P = 0.0001). Since P = 0.0001 is less than 0.05. This implies that if parents are fully involved in the overseeing of school activities and following up the girls' studies, then there is an improvement in the performance. This could be attributed to the fact that when someone is monitoring a child, they normally tend to be focused and serious about their studies. This observation is in agreement with Thompson (1991) whose study was partly looking at stakeholder involvement and the performance of the girl child. Musisi *et al.,* (2003) equally affirms to the statement.

Table 4.10: Relation between Clergy involvement in school meetings and the performance of the girls child

		Clergy participation	Girls child performance
Clergy participation	Pearson Correlation	1	0.74**
	Sig. (2-tailed)		0.001
	N	80	80
Girls child performance	Pearson Correlation	0.74**	1
	Sig. (2-tailed)	0.001	
	N	80	80

** *Correlation is significant at the 0.05 level (2-tailed).* ***Source: Primary data 2016***

Table 4.10 above shows, the relationship between Clergy participation and girl child performance, Based on the correlation r=0.74. There is a positive relationship between the clergy participation and girl child performance. This correlation is also significant since p=0.001 <0.005. This attributed the counselling they to the child they give to the girl. The provision of the scholastic materials, in form of books, menstrual pads has also helped to keep the girls to school. The above finding is in line with Arnstein (1969) stakeholder participation theory which affirms the relationship between performance of girls and participation stakeholders like Clergies.

Table 4.11: Relation between teacher's commitment and the performance of the girls child

		Teachers'' commitment	Girls child performance
Teachers'' commitment	Pearson Correlation	1	0.81**
	Sig. (2-tailed)		0.0000
	N	80	80
Girls child performance	Pearson Correlation	0.81**	1
	Sig. (2-tailed)	0.0000	
	N	80	80

** *Correlation is significant at the 0.05 level (2-tailed).* ***Source: Primary data 2016***

The findings from table 4.11 above shows a strong relationship between teachers' commitment and the performance of the girl child. The correlation r= 0.81 and p=0.0000 clearly affirm this positive strongly relationship the significance at 5%. This can be explained by the fact that in most cases teachers' spend much time with these young girls at school so they can advise and also guide them in their academics thus increase in the performance. This find like the first two objectives, is also in line with the findings from Uwezo (2016) on the learning and performance of the pupils where they emphasize a strong stakeholder involvement. Among these stakeholder, teachers play a big role.

Table 4.12: Model the relationship between stakeholder participation and the performance of the girl child

Multiple regression	Number of obs = 80
	LR chi2(8) = 49.26
	Prob > chi2 = 0.0000
Log likelihood = -236.08954	Pseudo R2 = 0.0945

Table 4.13: Parameter estimates of the model

Parameter	Parameter estimates	Std. error	z	p>|Z|	[95% Conf. Interval]
Teacher commitments	8.835	0.708	5.4	0.001	10.12, 45.771
Clergy participation	7.157	0.908	5.2	0.001	10.12, 45.771
Parents' participation	8.157	0.306	6.1	0.003	9.869, 30.906
School fees	6.718	0.864	4.1	0.004	4.93, 22.494
Constant	.2878	0.426	1.55	0.120	9.2 , 7.125

Source: Primary data 2016

The findings from above model in table 4.12 clearly show no difference with the correlation findings. Keeping other factors constants, a unit increase in the teacher participation, lead to 8.835 increase in the girls' child performance. This can also be seen from the parameter for clergy participation where keeping other factors constant, it leads to 7.157 increase in the performance of the girl child. The same is with parents' participation where there is 6.178 increase in the girl child performance of the girl child with a unit increase in parents participation keeping other factors constant. Likewise if parents pay school fees on time, there is a high likelihood for girls to perform in class. From the above we can see it leads to 6.718 increased. This increase can be attributed to disturbance in the attendance of the classes by the girl child. Hence, supporting Participation of the school committee was necessary. Otunga, Serem & Kindiki, (2008) post that where stakeholders effectively participate, there is always an increased girl child performance based on his study in Kenya on stakeholder involvement on students' passing.

CHAPTER FIVE

DISCUSSION, SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion, summary of findings, conclusion, recommendations and areas for further study.

5.2 Discussion

5.2.1 The influence of parents' support in schools' co-curricular activities on the performance of girl child in UPE schools

Findings from both the correlation and regression showed that parental involvement has always been an essential component of every teacher-pupil school academic endeavor. Parents, who have been considered as one of the stakeholders of the school community, play tremendous roles in the child's educational and environmental transformation; thus, the intensity or extent of participation that parents have in their child's education and school, more often, have to be realized.

Many parents, whose children are currently enrolled in a particular school, are enormously concerned, more often being active to assist in their child's classroom, communicating regularly with their child's teachers, assisting with their homework, getting involved with school projects, and discussing their child's individual academic strengths and weaknesses with teachers. Regrettably, there are also some, if not many, parents who are quite passive about their child's education. Some of them are not directly involved. Sadly speaking, some parents have obvious manifestations of their "I-don't-care" attitude. Neither are they visible in the school premises and get involved in the desired goals of the school where their children are getting what they need.

To date the government of Uganda is encouraging parents not only to attend school parents meetings, but also monitor the performance of their children. As a result, several schools, both private and public sectors, have programs designed at intensifying parental participation such as Parent-Teacher Association (PTA), boys and girls scouting, school-community socio-economic projects, disaster volunteer task force, and school-community work brigade. However, increasing parental involvement remains a tough challenge among school administrators and their teachers despite clear programs, concerted efforts, and strong motivations.

According to Mapp and Henderson, (2002) in their research entitled "*A New Wave of Evidence, The Impact of School, Family, and Community Connections on Student Achievement*", they found out that pupils whose parents would frequently monitor their pupil's performance at school, would improve tremendously as compared to those who never cared about their children performance at school. This means that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life."

5.2.2: The of effect of the clergy's involvement in school meetings on the performance of girl child in UPE schools

Findings from both the correlation and regression showed that clergy involvement in school activities makes tremendous impact on children's education. Conversely, the strong collaboration of clergies with school authorities can create "tsunami of improvements" in both physical and academic performance of the school. Hence, school administrators have to boldly welcome clergies where they are willing to get involved and make "storm surge of contribution" to help achieve the school's missions and goals particularly in improving the performance of the girl child. According to Morin (2013), the best tip for school success is to make sure that clergies, parents and teachers are working together as allies. Sometimes, though, it can seem that there's a

chalk line drawn down the middle of your child's life. However, the author emphasizes that Clergies can help in encouraging and counselling of the

pupils more so the girl children to look at education positively based on biblical references.

5.3.3 The influence of teachers' commitment on the performance of girl child in UPE schools

Findings from both the correlation and regression showed a connection between performance of a girl child and teachers' commitment. Whereas at home, a parent may know best about his/her own child from head to toe, teachers normally know much about their academic potentials, social skills, innate attitude to mention a few. Academically, perhaps, a child's potential may surface, as well as her social development with peers. Home and school environment combined may create a fuller understanding of a student; thus, a teacher can identify where to tap to benchmark a child's performance level. Pinantoan (2013) pointed out that the influence of teacher involvement on a student's academic success should not be underestimated. The article stressed the importance of support system that a child gets from school as an important brain power, work ethics and genetics which all work in the accomplishment of his goal in life. The above findings are also in agreement with another article by Uwezo Uganda (2016) on the benefits of teacher involvement in child academic success as having a strong, positive effect on student achievement.

5.4 Summary of the findings

Research findings in table 4.12 show that there is a significant relationship between stakeholder participation and the performance of the girls (P=0.0001). The respondents between 31-40 years scored more on stakeholder participation having the highest mean score of 5.96, followed by those between 21-30 years with a mean score of 3.89, then followed by those between 41-50 years with a mean score of 3.86 and lastly those between 51-60 years with a mean score of 3.80. This implies that respondents with 31-40 years of age are more concerned about the performance of the girl

child because of their long term involvement in the school activities. Therefore if stakeholders fully participate in the school activities, there is a high likelihood of improvement in the performance of the girl child. The reverse is true. Overall, the findings showed significant relationships among the variables.

This study has clearly shown that effective policy implementation on girl child performance would require considerable consultation with all stakeholders that is teachers, parents, children and clergies. Without this systematic, effective, quality-focused and result-oriented approach, implementation of the policy may not be feasible. Although governments and donors have organized a series of advocacy campaigns on girl child education, continuous and untiring sensitization and commitment towards the policy may be required to avoid any confusion or local political interference. In particular, there is a need for an effective system of monitoring the school programs and good governance.

With the current UPE which has triggered increased enrolments, each country now needs to make sure the girl child is the most benefiting person. Furthermore, equity issues should be considered, especially for orphaned and vulnerable children who may need special care more so for girls. Parents to be sensitized to minimize late enrollments of the girls to school. The findings from this study show that unless these measures are taken urgently, we may repeat the previous mistakes as indicated in the literature.

5.4 Conclusion

5.4.1 The influence of parents' support in schools' co-curricular activities on the performance of girl child in UPE schools

Stakeholder participation is intended to provide a single strategic framework, flexible enough to deal with how the girl child performance can improve without requiring teachers to regularly adopt new strategic paradigms. The intention is to break the confusing circle of "environmental shift to new strategic problem to development of new strategic framework which lead to the adoption of new strategic practices which will eventually lead to improved performances of the girl child." The strategic practice could be through stakeholders such at the parents and clergies constantly monitoring the school activities since it known that a stakeholder approach is a strategic management process rather than a strategic planning process (Freeman, 1984).

5.4.3 The of effect of the clergy's involvement in school meetings on the performance of girl child in UPE schools

The clergies through their respectable status can use their positions to influence the performance of the girl child. This can be done through both prayers and psychological support, encouraging them to pray to God and also to work hard through revising the books. The clergies can also organize counselling sessions together with school management and point out to the pupil/ girl child in the Holy Bible where God cherishes hard working. For example in Ecclesiastes 9:10 it state that:" *Whatever your hand finds to do, do it with your might.* This verse basically means man/pupils should understand being hardworking in order to attain good grades is also a gift from the Almighty which they should always pray for.

5.4.3 The influence of teachers' commitment on the performance of girl child in UPE schools

It is also important to note that the finding showed that some teachers tend to have less time to counsel pupils at school. Since these teachers spend most time with pupils/girls, they indeed have

greater opportunity to instill self-esteem to these young girls. This will in the longer run have a positive improvement in terms of their performance in class and generally their behavior in the public. However, according to, Olsen (2010), there is a positive effect of teacher's commitment on children performance. Therefore as families and clergies continuously support and encourage the children's learning and development, there is need for teachers also to be committed. Therefore teachers should be in position to create a suitable environment which can encourage the girl child academic improvement and achieve future careers.

5.5 Recommendations

Recommendations following the findings, the study recommends as follows:

5.5.1 The influence of parents' support in schools' co-curricular activities on the performance of girl child in UPE schools

The school management to consider organizing sensitization workshops for all stakeholders, with the aim of building team work/synergy for the effective management of the schools. This will help foster the relationship between teachers and parents and foster appreciation of each other's functions. When pupils see and learn from parents' participation, school activities are perceived with good intention and not punishment.

The school management to consider coming up with viable strategies geared at motivating all the stakeholders, (parents, teachers and pupils), so as to foster quality output of the school management process as well as produce required academic achievement.

The school management to consider creating forums or opportunities for parents and teachers to exchange ideas on management issues such as management of school funds, co-curricular participation and inter-school competitions that stimulate challenge but above all include parents on management committees.

In order to reduce the burden on the government , the parents should consider shouldering some

of Universal Primary Education related costs such as providing scholastic materials like books, pens and uniforms which will in turn increase retention rate as well as the quality of education in schools.

5.5.2: The of effect of the clergy's involvement in school meetings on the performance of girl child in UPE schools

Clergies like stakeholder should constantly make follow up on the girl child. This can be through spiritual outreaches and counseling to these young children to continue staying in school.

Clergies should also encourage girls who get pregnant while still at school to come back for studies once they have delivered.

5.5.3 The influence of teachers' commitment on the performance of girl child in UPE schools

Teachers should encourage children to freely approach them when faced with learning hardships because the scores about remedial lessons offered by teachers over the weekend to help pupil performance were high.

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APPENDIX

Table 3: PLE PERFORMANCE OF KATALE BUSAWULA PRIMARY SCHOOL – FOR THE YEAR 2014

	Grade 1	**Grade 2**	**Grade 3**	**Grade 4**	**Total**
Boys	16	40	15	5	76
Girls	1	18	27	12	58
Total	17	58	42	17	
%age	13%	43%	31%	13%	134
Performance Grading					
Girls	6%	31%	53%	64%	
Boys	94%	69%	36%	36%	
PLE PERFORMANCE OF KATALE BUSAWULA PRIMARY SCHOOL – FOR THE YEAR 2015					
	Grade 1	**Grade 2**	**Grade 3**	**Grade 4**	**Total**
Boys	9	30	7	13	59
Girls	6	24	4	19	53
Total	15	54	11	32	112
%age	14%	49%	10%	29%	
Performance Grading					
Girls	40%	44%	36%	59%	
Boys	60%	56%	64%	41%	

Appendix ii Questionnaires

Questionnaire 1: to parents to find out if their support in co-curricular activities improves the performance of girls in primary education

Name:_____Age: ___ Gender____ Position:_____ Education level_____
Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

		5	4	3	2	1
A	**Support in co-curricular activities**					
1.	My support in co-curricular activities motivates the girl child in the school to participate					
2.	My girl child participates in sports activities at school because of my encouragement during holidays					
3.	I buy costumes and sportswear for my girl child as a motivation to participate in co-curricular activities					
4.	Parents respond positively when they are requested to bring prizes for best girl child performer					
5.	Parents' consultation of teachers about the best fitting co-curricular activity improves the performance of girls					

Interview questionnaire 2: to PTA members and the teachers to find out if the involvement of the clergy in school meetings has improved the performance of girls in Katale Busawula primary school

Name:_____Age: ___ Gender____ Position:_____

Education level_____

Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

		5	4	3	2	1
1.	The Clergy's attendance of the school management meeting facilitates moral and spiritual support to the girl child					
2.	The Clergy are given administrative reports and offer guidance on the measures to be taken for the education of the girl child					
3.	The Clergy are part of the disciplinary committee of the school to bring up morally upright girl child					
4.	The Clergy links the school to the community and offers sensitization to the community about the education of the girl child					
5.	The Clergy advocates for the education support to the needy girl child					

Interview questionnaire 3: to parents to find out if the commitment of teachers improves the performance of girls in Katale Busawula Primary School

Name:_____Age: ___ Gender____ Position:_____

Education level_____

Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

		5	4	3	2	1
1.	The teachers weekly assessment of the girl child helps to improve their performance					
2.	Guidance and counseling provided by the teachers in class room sessions and assemblies help to improve the performance of the girl child					
3.	The remedial lessons offered by teachers over the weekend help to improve girl child performance					
4.	The daily roll call of the girl child in the class room reduces on absenteeism hence improved performance of the girl child					
5.	The invitation of the parents of the girl child bi-monthly to discuss their class progress help to improve their performance					

Interview questionnaire 4: to teachers to find out if the attendance of girls in Katale Busawula Primary School improves the performance

Name:_____Age: ___ Gender____ Position:_____

Education level_____

Rating: 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

		5	4	3	2	1
1.	Regular attendance of the classes by the girls helps to improve their performance					
2.	Keeping the girl child in one school for the entire primary cycle helps to improve their performance					
3.	The girl children of adolescent age provided with all the necessary requirements in the school					
4.	Long distances to school resulting to late arrivals affect the performance of girl child performance in the school					
5.	The level of hygiene in the school can help to improve the attendance and performance of the girl child					

Interview questionnaire 5: to teachers to find out if PLE performance of the girl child in Katale Busawula Primary School is affected by related factors

Name:_____Age: ___ Gender____ Position:_____

Education level_____

Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

		5	4	3	2	1
1.	The challenges like menstrual cycles faced by girls during PLE examinations affect their performance					
2.	Girl children registered for PLE and do not turn up for examination affect the performance record of the school					
3.	Necessary requirements provided to the girls during PLE examinations improve their performance					
4.	Encouraging girls to repeat primary seven after failing PLE examinations helps improve their performance					
5.	Rewarding best performing PLE girl children helps to improve performance of the upcoming girl pupils in the school					

Interview questionnaire 6: to teachers to find out if the participation of girls in co-curricular activities improves performance in Katale Busawula Primary School

Name:_____Age: ___ Gender____ Position:_____

Education level_____

Rating: 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=strongly disagree

		5	4	3	2	1
1.	Co-curricular activities on the school time-table and participation of girls improves their performance					
2.	Activities such as Netball, Round ball, Scouting and drama stimulate the girls brains and improve performance					
3.	Participation of the girls in the most enjoyable activities improves their performance					
4.	The girls understand the importance of co-curricular activities and fully participate to improve their performance					
5.	The school encourages inter-school game competitions to stimulate girls' competencies and ability to handle challenges					

Interview questionnaire 7: to pupils to find out if the engagement of the clergy and parents' support in co-curricular activities and teachers commitment has improved performance.

Name:_____Age: ___ Gender____ Position:_____

Education level_____

Rating: 5=Strongly agree, 4=Agree, 3=Neutral, 2=Disagree 1=Strongly disagree

		5	4	3	2	1
1.	The church support through the clergy provides scholastic materials and other basic needs to the girl child that improve performance					
2.	The support of parents towards participation in the co-curricular activities improves my class concentration and morale for attending school and improved performance					
3.	The teachers provide weekly assessment tests and support to the girls to improve their weak areas and improve performance					
4.	The girl children in the school have the confidence to approach the clergy and open up their problems for counseling to improve their performance					
5.	The girls are supported by the parents at home and are not over burdened by domestic chores to improve on their performance					

Table 5

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.