Stakeholder participation and academic performance: A study among primary schools in Alebtong District, Uganda

American Journal of Education and Learning
Vol. 8, No. 1, 39-52, 2023
e-ISSN:2518-6647

(*Corresponding Author)*

Catherine Elepu[1]
Alfred Acanga[2]
David Mwesigwa[3]

[1,2,3]*Faculty of Management Sciences, Lira University, Uganda.*
[1]*Email: elepucatherine6@gmail.com*
[2]*Email: aacanga@lirauni.ac.ug*
[3]*Email: dmwesigwa@lirauni.ac.ug*

ABSTRACT

The overarching goal of this study was to establish the link between stakeholder's partcicpation in planning, monitoring and implementation of school activities and the academic performance of pupils in Abako Sub County, Alebtong district. The study embraced a cross-sectional survey study design using a mixed methods approach. Structured questionnaires were developed by the researcher for data collection from 142 respondents. Measures of central tendency (Frequency, Percentages, Mean and Standard Deviations) were used to describe the variables while correlation and regression analyses were used to establish the direction and strength of the link between study variables. The findings revealed that stakeholder's participation in monitoring ($p=0.015, \beta=0.326$) and participation in implementation ($p=0.23, \beta=0.334$) significantly affect pupils' academic performance in Abako Sub County, Alebtong district. However conducting monitoring, planning and implementation of activities, by stakeholders, accounts for 63.4% variation of all the possible factors that are likely to account for pupils' academic performance in Alebtong district (Adjusted $R2= 0.634$). This study valorizes efforts of school management to promote involvement of parents and other significant stakeholders in the planning, monitoring and implementation of activities as a pathway to enhanced pupil performance.

Keywords: *Academic performance, Monitoring, Participation, Planning, Stakeholder.*

DOI: 10.55284/ajel.v8i1.864
Citation | Elepu, C., Acanga, A., & Mwesigwa, D. (2023). Stakeholder participation and academic performance: A study among primary schools in Alebtong District, Uganda. *American Journal of Education and Learning, 8*(1), 39–52.

Funding: This study received no specific financial support.
Competing Interests: The authors declare that they have no competing interests.
History: Received: 7 December 2022/ Revised: 12 January 2023/ Accepted: 23 January 2023/ Published: 16 February 2023
Publisher: Online Science Publishing

Highlights of this paper

- Stakeholder's partcicpation in planning, monitoring and implementation of school activities is key to the academic performance of pupils in primary schools.
- The goal of educational planning, at the institutional level, should be to increase learner outcomes and enrich the learner's experience.
- The latitude of stakeholder involvement and information gathering increases the likelihood of plans being supported by stakeholders thus leading to better leaner outcomes and closing the gap between high and low achieving learners and schools.
- School management committees ought to promote involvement of parents and other significant stakeholders in the planning, monitoring and implementation of activities as a pathway to enhanced pupil performance.

1. INTRODUCTION

Uganda's supreme law gives emphasis to the aspect of stakeholder participation, in a number of domains ranging from socioeconomic to political, as a key ingredient for ensuring sustainable service delivery (Mwesigwa, 2021; Mwesigwa, Bogere, & Ogwal, 2022; Mwesigwa & Mubangizi, 2015). The stimulus of stakeholder participation is further enshrined in a number policy and legislative instruments. For instance, the local governments Act gives greater attention to the significance of stakeholder participation in every service being delivered to the community by government. The idea of stakeholder participation has lasting benefits as a recognised component and an instrument for realising the goals of good governance in Uganda. At a glimpse, available instruments for enhancing stakeholder participation in service delivery are invited spaces as stakeholders are typically called to take part in structures such as school management committees and parents and teachers' association (Okwang & Mwesigwa, 2022). Invited spaces as avenues in which citizens as invited to participate, as customers, residents or beneficiaries, by diverse kinds of authorities, such as government, public entities or non-state institutions (Cornwall, 2002). Thus, invited spaces are different from claimed spaces where stakeholders make for themselves usually arising out of community-felt needs. In the perspective of primary education system, invited spaces are typically top-bottom and organised using the formula of state-led arrangement given that stakeholders are called to contribute and offer their input to strategies or policymaking processes (Odur, Oryang, & Mwesigwa, 2022). This may come in a number of situations including pandemics such as COVID-19 and Ebola that affected primary school education in much of Uganda. By this token, the term 'stakeholder' appears to be key.

The term "stakeholder" has been used since at least the 1930s, when Merrick Dodd, a Harvard Law Professor, publicly advocated the identification of four key groups of company stakeholders: shareholders, employees, customers, and the general public (Lindborg & Henry, 2021). It was first coined in a 1963 internal communication at Stanford Research Institute to describe those individuals devoid of whose backing the organization would not continue to operate. Stakeholders are perceived as groups that have an interest in the organisation and may benefit (or suffer losses or injury) from the actions of a company. Groups such as employees, local communities, the elected officials, local and national governments, regulatory agencies, suppliers, financiers and non-governmental organizations are cases of stakeholders (Lindborg & Henry, 2021). Stakeholders in every organization are unique, and in large organisations, separate departments may have different stakeholder groups (Zollinger 2011).

The stakeholder approach became popular in the mid-1980s as a tool for advancing public interests. Since then, the stakeholder notion has grown in favour among academics, the media, and business leaders. The gist of stakeholder management is to mediate and incorporate interests of shareholders, employees, customers, suppliers, communities, and other groups in a way that ensures the firm's long-term success. Stakeholder involvement has grown in importance as a means of transferring ethics to management practice and strategy (Zollinger 2011). When citizens are involved and given appropriate opportunity to contribute to the decision-making process, a decision or judgment

can be called legitimate. This provides maximum openness and inclusion through a consensus-oriented approach, increasing the likelihood of successful policy creation and implementation.

1.1. Statement of the Problem

A study by Komakech (2015) explored the effect of student absenteeism on student academic and school performance in Uganda revealing that Lango sub region had the highest percentage increase in absenteeism rates of 23.2%. That study established that Primary school level, Grade one pass rate was not more than 2% while the failure rate is at approximately 20%. National averages were about 7% and 10% respectively. Alebtong district is not an exception to this, however, there is no documentation in regard to the effect of stakeholder participation on the academic performance of pupils in Alebtong district. Despite numerous attempts by Government of Uganda seeking to increase access to lower levels of education among school-going children by introducing Universal Primary Education (UPE), the country continues to agonise over major learning challenges in a number of primary schools. A study by Buhl-Wiggers, Kerwin, Smith, and Thornton (2018) revealed that the vast majority of children (94%)attending government-aided primary schools displayed severe challenges with either reading a simple paragraph in English or understanding it. Results from the same study showed that 54% of participants failed to order numbers correctly, 47% unable to add double digit numerals and 76% incapable of subtracting double digit numerals. Even at the end of the primary school cycle, students often learned very little (Okello, Angol, & Mwesigwa, 2020). Reports from civil society organisations have enumerated that; 15% of students completing grade seven left primary school incapable of dividing and 20% of the same cohort unable to read a short story. The statistics for grade seven tend to exaggerate student performance because schools discourage weaker students from attending in grade seven so as to concentrate on preparing the stronger students for the higher-stakes that come with primary leaving examinations. Nevertheless, obtainable literature regarding stakeholder participation in relation to the academic performance of pupils in a number of primary schools in District of Alebtong remain scanty. As a consequence, this situation appears to suggest the significance of conducting a study in this area, as a possible means to guide on better policy formulation.

1.2. Purpose of the Study

The overarching goal of this study was to study the link between stakeholder participation and the academic performance of pupils attending selected primary schools in Abako Sub-County, Alebtong District. The study also specifically looked at three related objectives namely; (i) the influence of stakeholder's engagement in planning of school activities on pupils' academic performance; (ii) the effect of stakeholder's involment in monitoring of school activities on pupils' academic performance; and finally, (iii) the effect of stakeholder's participation in implementation of school activities on pupils' academic performance in Abako Sub- County.

1.3. Theoretical Review

This section explored the theories explaining the link between stakeholder's participation and service delivery particularly the stakeholder theory that took root as a managerial issue by 1984. Stakeholder theory argues that the parties involved should include governmental bodies, political groups, trade associations, trade unions, communities, associated corporations, prospective employees and the general public. It further opines that in some cases, competitors and prospective clients can be regarded as stakeholders to help improve business efficiency in the market place. The centrality of the stakeholder theory among many researchers has been attributed to the recognition that

activities of corporate entities have adverse effects on the external environment requiring accountability of these organization to a wider audience rather than its shareholders (Hussaini & Muhammed 2018).

Stakeholder theory therefore reflects and directs how managers operate by articulating two core questions. First, it asks, 'what is the purpose of the firm?' This encourages managers to articulate a shared sense of the value they create and what brings its core stakeholders together. This propels the firm forward allowing it to generate an understanding of its performance determined both in terms of the purpose and market place financial metrics. Second, stakeholder theory asks, 'what responsibilities do management have towards stakeholders?' This pushes managers to articulate how they want to do business specifically, what kind of relationships they seek and need to create with their stakeholders to deliver on their purpose. This therefore implies that manager must develop relationships, inspire the stakeholders and create communities where everyone strives to give their best to deliver the value to the firm premises. The relationship between stakeholder theory and the variables under investigation is that stakeholders are fully involved in the planning, implementation, and participatory monitoring and evaluation processes, as well as pupils' academic performance.

2. METHODOLOGY

2.1. Study Design

To analyse the influence of stakeholder participation on academic achievement among pupils in the Alebtong district, the study used a cross-sectional design using quantitative and qualitative data collection methods. The respondents' data were collected at one point in time for this investigation. The design is also deemed most acceptable because it allows for in-depth study of certain aspects within the acquired data. Head teachers, teachers, students, and school managers such as Board of Governors (BOGs) were the research population. The District Education Officer provided the sample frame for all of the schools. The study sample was calculated to be 144 respondents. Both probability (simple random sampling) and non-probability (purposive) sampling methods were used in this investigation. Simple random sampling were used to select teachers from the schools. Each of the students and teachers from the schools has an equal chance (probability) of being included in our sample when using simple random sampling. Because the population is readily available and homogeneous, simple random sampling is recommended. Purposive sampling were used to choose the headteachers and members of the School Manaagement Committee (SMC) and Parents Teachers Association (PTA) because of their in-depth knowledge and grasp of the study's core issues.

2.2. Data Collection Methods

The researcher were used three methods of data collection to achieve the objectives of the study. These methods include: interviews, questionnaire surveys and documentary review. Because it saves time, is inexpensive, supports secrecy, and permits data collection from a large sample size, a questionnaire, specifically a semi-structured questionnaire, were used to gather data from teachers. Questionnaires, according to Osodo, Osodo, Mito, Raburu, and Aloka (2016), allow respondents to fill them out at their leisure. Interviews consisted of verbal and face-to-face contacts between the researcher and the respondents, in which the researcher posed questions and the respondents responded. Interviews were conducted with members of the SMC and PTA. The key informant interviewees were interviewed to give datailed information regarding the study. The interview was conducted with the help of interview guide. PTA and BOG proceedings, school enrolment records, school code of conduct, letters from students' suggestion boxes, Uganda Certificae of Education results, newspapers, and reports were examined for information on UCE results analysis, class registers, minutes of meetings, and, most importantly, action papers and enrolment

records. The study used the following instruments to collect data; self administered questionaires, and interview guide. Questionnaire were used because it is less expensive, takes a shorter time to administer and can cover a larger population. The interview guide consisted of structured and leading questions that helped the interviewer to prompt the interviewee to expound and elaborate more on the subject for purposes of clarity.

2.3. Quality Control

The study ensured that the research instrument was subjected to validity and reliability testing as a mechanism to ensure data quality and that the results obtained from the data analysis actually explains the phenomenon under study. Transparency of the study findings are enhanced by Validity and reliability. Repeatability of study constructs in the questionnaire were established by; giving the instruments to the research supervisor to confirm that the questions are likely to elicit inadmissible responses; working out the Cronbach's Alpha coefficient. The acceptability threshold for the Cronbach alpha was at 0.70, which confirms the consistency among the components of the questionnaire and accordingly the stability required in the event of repeating the test.

A trusted rule of thumb, according to Mohajan (2017) is that the Content Validity Index (CVI) value above 0.7 is considered satisfactory. This was taken care of by use of content validity, where the questionnaires developed were given to five expert judges to mark questions according to their relevance to the study constructs.

2.4. Data Analysis

The assembled raw quantitative data was edited to ensure its accuracy, consistency and completeness. Thereafter, the responses were coded (variables assigned numerical figures) and descriptive, and inferential statistics generated using IBM's SPSS version 25. Descriptive statistics (mean and standard deviation) were used to measure the sub objectives. Inferential statistics were used to test the relationship between independent and the dependent variables. In this test, the researcher employed Pearson correlation to measure of the correlation between independent variable (construct of stakeholder's participation) and dependent variable (performance of pupils). Linear regression analysis was used to establish the simultaneous effect of independent variable (stakeholder participation) on performance of pupils. Narratives were used to capture qualitative data and later transcribed under the major themes of the study derived from the research objectives and these formed the basis for later analysis.

The research conducted in a professional and ethical manner by the researcher. The researcher received a letter of introduction from the University Research Coordinator at Lira University's department

of public administration and management, and visits with respondents were arranged through local authorities, with interviews conducted in strictest confidence. The researcher maintained close touch with the respondents in order to ensure the study's success, and data were collected without fabrication. With this in mind, the researcher guarantees that any data acquired is treated with the highest confidentiality.

3. PRESENTATION AND DISCUSSION OF FINDINGS

3.1. Response Rate

While a total of 144 respondents were targeted in study, only 142 questionnaires were returned representing a response rate of approximately 99%. According to Weaver, Beebe, and Rockwood (2019), a response rate of fifty percent is sufficient to carry out an analysis and report the results, a rate of sixty percent is considered good, and a response rate exceeding seventy percent is deemed exceptional. Therefore the response rate of approximately 99% was considered excellent to make valid deductions in this study.

The background information of a given study sample is crucial in determination of the extent to which it is representative of the entire target population. The background information also enables the researcher to confirm the suitability of the respondents in providing answers to the research questions for the purpose of making inferences from the study to the genral population. In this research study, the background characteristics data consisted that of gender, age group, and marital status.

Table 1. Background information of respondents.

Variable	Frequency	Percent
Age group		
Below 20 years	23	16.2
21-30 Years	14	9.86
31-40 Years	60	42.25
41-50 Years	21	14.79
51 and above	24	16.9
Total	142	100
Gender		
Male	92	64.79
Female	50	35.21
Total	142	100
Marital status		
Married	107	76.43
Single	31	22.14
Widowed	2	1.43

Table 1 shows that the total number of respondents were 140 with the majority being male respondents 92(64.79%) and 50 (35.21%) were married. By age, the majority of respondents were adults aged between 31and 40 years of age 42.25% (n=60) followed by the age group of 51 and above years 16.9% (n=24) and lastly youth aged 21-30 years 9.86% (n=14). This implies that most of the respondents interviewed are matured and probably could give well thought ideas. Finally, the majority of respondents were married 107 (76.43%) followed by single 31(22.14%).

3.2. Descriptive Statistics of Study Constructs

This section aims at establishing the extent to which stakeholders participates in education service delivery in Alebtong district. The respondents were required to state the extent to which stakeholders participates using the items of the questionnaire within a scale of one to five. Descriptive statistics was used to describe the stakeholder's participation specifically in terms of frequencies, percentage, mean, and standard deviation.

From Table 2 above, 75% of study respondents agreed that the management engages with all stakeholders in the planning process. About 65% of them agreed that all stakeholders are involved in resource planning while 72% of them agreed that there is open dialogue about challenges and solutions for school. 66% of them agreed that the details of the project are communicated to the stake holders whereas 79% of respondents agreed that all stakeholders are involved in sourcing of project funds. 76% of respondents agreed that development plans are sent to relevant authorities, 75% agreed that parents are encouraged to participate in decision making and 74% agreed that parents are consulted before making decisions. The findings also revel that 66% agreed that in this school, all stakeholders are involved in the budget planning process for this school. 76% of the respondents agreed that stakeholders attend school meetings whenever called upon while 76% agreed that suggestions made by stakeholders are taken into account in deciding on the priorities of the school. The average mean of 3.44 is below 3.0 indicating that generally, stakeholders p ted in planning. A Qualitative interview with the District Education Officer (DEO) revealed that stakeholders are involved in planning of school activities in the district as narrated below.

In Alebtong district, stakeholders including School Management Committee, Parents Teeachers Association, and Board of Governors do generate some school specific priorities and they forward through the right channel to be discussed during budget conference.

Table 2. Stakeholder's participation in planning of school activities.

Items	Mean	SD	1-2	3	4
The management engages with all stakeholders in the planning	3.62	1.08	21.3	3.5	75.2
All stakeholders are involved in resource planning	3.38	1.22	32.6	2.2	65.2
There is open dialogue about challenges and solutions for school	3.60	1.09	21.9	5.8	72.3
The details of the project are communicated to the stake holders	3.67	1.00	19.1	3.7	72.2
All stakeholders are involved in sourcing of project funds	3.37	1.23	31.4	2.1	66.5
Development Plans are sent to relevant authorities	3.77	1.04	17.8	3.7	78.5
Parents are encouraged to participate in decision making	3.68	1.04	18.7	5.8	75.5
Parents are consulted before making decisions	3.67	1.14	21.6	3.8	74.6
In this school, all stakeholders are involved in the budget planning process for this school.	3.45	1.21	31.5	2.1	66.4
Stakeholders attend school meetings whenever called upon	3.69	1.06	19.9	4.2	75.9
Suggestions made by stakeholders are taken into account in deciding on the priorities of the school	3.63	1.02	18.0	5.8	76.2
Average	3.59	1.10			

Note: 1-2 (%): Strongly disagree to disagree; 3 (%): Neither disagree nor agree; 4 (%): Agree to strongly agree.

Table 3. Stakeholder's participation monitoring of school activities.

Items	Mean	SD	1-2	3	4
Stakeholders have opportunities to contribute to school-wide rules, norms, and expectations	3.43	1.12	28.4	2.8	68.8
Stakeholders regularly participate in community events and activities	3.56	1.10	23.4	4.3	72.3
Stakeholders help in the mobilization, management and raising needed school resources	3.49	1.16	28.8	2.2	69.0
Parents and the community are regarded 'doers,' collaborators	3.28	1.07	33.6	5.0	61.4
The process implementing the initiatives of plan is fulfilling	3.39	1.13	30.1	2.2	67.7
Our school can count on its stakeholders to provide the required support of activity implementations	3.49	1.12	24.5	5.7	69.8
Average	3.44	1.12			

Note: 1-2 (%): Strongly disagree to disagree; 3 (%): Neither disagree nor agree; 4 (%): Agree to strongly agree.

Table 3 reveals that approximately 70% of the study respondents agreed that stakeholders have opportunities to contribute to school-wide rules, norms, and expectations. An estimated 72% agreed that stakeholders regularly participate in community events and activities as a representative of the school. About 69% of stakeholders help in the mobilization, management and raising needed school resources while approximately 61% agreed that parents and the community are regarded as 'doers,' collaborators, and respondents in education change at an organized forum. 68% of respondents found the process implementing planned initiatives gratifying and about 70% agreed that their school could count on its stakeholders to provide the required support to ensure the effective implementation of programs.

Table 4. Stakeholder participation in implementation of school activities.

Items	Mean	SD	1-2	3	4
There is high level of stakeholder involvement in M&E of projects and programs of the school.	3.54	1.18	28.2	0.7	71.1
The school consciously involve all stakeholders in monitoring of school activities.	3.67	1.00	17.7	5.7	76.6
There are clear structures and procedures for stakeholder involvement in the monitoring.	3.52	1.07	26.3	4.2	69.5
All Stakeholders participate in M&E of projects and programs through review meetings.	3.60	1.06	22.5	3.5	74.0
The majority of stakeholders mostly visit schools when they have been called for meetings.	3.69	1.09	20.4	2.8	76.8
The SMC have adequate technical capacity to monitor schools' academic program.	3.57	1.15	26.3	4.4	69.3
The stakeholders usually follow up with the head-teachers on teaching status in schools.	3.81	1.01	16.4	6.4	77.2
Average	3.63	1.08			

Note: 1-2 (%): Strongly disagree to disagree; 3 (%): Neither disagree nor agree; 4 (%): Agree to strongly agree.

Table 4 indicates that about 70% agreed that there is high level of stakeholder involvement in Monitoring and Evaluation (M&E) of projects and programs of the school, 77% agreed that the school consciously involve all stakeholders in monitoring of school activities, 70% agreed that there are clear structures and procedures for stakeholder involvement in the monitoring of development interventions, 74% agreed that all Stakeholders participate in M&E of projects and programmes through stakeholder review meetings, 77% agreed that the majority of stakeholders (e.g., members) mostly visit schools when they have been called for meetings by the head-teacher, 69% agreed that the SMC have adequate technical capacity to monitor schools' academic program, 77% agreed that the management/stakeholders usually follow up with the head-teachers and teachers to ensure that there is effective teaching in UPE schools. An interview with the top elected district official (Local Council Five / LCV) revealed that the projects regarding education are not really so many but the implementations but stakeholders do participate in the implementation process of these projects. LCV narrated;

> *At Alebtong Primary School, we were involved in the budgeting, prioritizing, planning, scheduling, resource allocation, and process supervision until the construction of one classroom block with two entrances was finished. Even at Aloi Primary School, we saw a need for sanitary facilities, such as toilets. We planned, prioritized, and allocated funds for them, and we also monitored the construction process until it was finished, resulting in the Ventilated Improved Pit (VIP) latrine of four positions.*

Table 5. Academic performance of pupils in Alebtong district.

Items	Mean	SD	1-2	3	4
There is improvement in reading learning skills of the pupils in this school	3.51	1.09	25.3	2.9	71.4
The pupils' abilities to perform simple arithmetic calculations have improved.	3.55	1.05	22.4	4.4	73.2
Listening learning skills has been enhanced in the last two years.	3.48	1.00	26.2	5.0	68.8
Writing learning skills has been enhanced in the last two years.	3.44	1.10	27.0	3.5	69.5
Transition rate of learners has increased	3.60	1.03	20.4	6.1	73.5
The class average performance has improved	3.38	1.09	28.7	3.7	67.6
The overall academic performance	3.48	1.11	22.0	5.7	72.3
Average	3.49	1.07			

Note: 1-2 (%): Strongly disagree to disagree; 3 (%): Neither disagree nor agree; 4 (%): Agree to strongly agree.

Table 5 shows that 71% agreed that there is improvement in reading learning skills of the pupils in this school due to stakeholder involvement, 73% agreed that the pupils' abilities to perform simple arithmetic calculations have improved, 69% agreed that listening learning skills has been enhanced in the last two years, 70% agreed that writing learning skills has been enhanced in the last two years, 73% agreed transition rate of learners has increased, 68% the class average performance has improved, 72% agreed that The overall academic performance.

3.3. Relationship between Stakeholder Participation and Academic Performance

The Pearson product-moment correlation analysis was adopted in this study to establish the strength of relationship between stakeholder participation and academic performance. The results of correlation tests are interpreted on the basis that when two variables are related, positively or negatively, they vary together. This research study considers the case where we have several independent variables and one dependent variable and the resultant correlation scores show how well the independent variables are able to predict the dependent variable. In addition, correlations estimate the extent to which the changes in one variable are associated with changes in the other variable. If the coefficient of correlation is -1 it is considered a perfect negative correlation and if the correlation is +1 then it is considered a perfect positive correlation. The closer the value is to -1 or +1 the stronger the relationship is considered to be. The summarized correlations and their significance levels are presented in Table 7.

Table 6. Matrix of correlations.

Variables	(1)	(2)	(3)	(4)
(1) Academic performance	1.000			
(2) Monitoring	0.761*	1.000		
(3) Implementation	0.757*	0.841*	1.000	
(4) Planning	0.750*	0.862*	0.884*	1.000

Note: * Significane level at $p < 0.1$.

Table 6 indicates that the stakeholder's participation constructs of monitoring, implementation, and planning have the significant positive correlation with the academic performance. Among these constructs, monitoring ($r=0.761$, $p<0.01$) has the highest positive correlation with academic performance followed by the construct of implementation ($r=0.757$, $p<0.01$). Planning ($r=0.750$, $p<0.01$) has the lowest positive correlation with academic performance. Normality of Residuals, Homoscedasticity of Residuals and Multi-collinearity tests were conducted prior to running Linear regression analysis to predict academic performance. These diagnostic techniques are critical as they provide an idea about as lack of model fit and heterogeneity of variances which can be encountered in a data set.

Normality of the residuals was tested using the swilk test (the Shapiro-Wilk W test) for normality. The p-value is based on the assumption that the distribution is normal. In Table 7, it is very small ($p<0.05$), indicating that we can reject the assumption that r is normally distributed.

Table 7. Shapiro wilk W test for normal data.

Variable	Obs.	W	V	Z	Prob>z
r	108	0.925	6.614	4.209	0.000

4. HOMOSCEDASTICITY OF RESIDUALS

Table 8 shows the results of non-graphical tests used to test for the homoscedasticity assumption. This non-graphical tests of the null hypothesis assesses whether the variance of the residuals is homogenous. When the the p-

value is very small, we reject the null hypothesis and accept the alternative one on account of the variance not being homogenous. Therefore, given that the p value is greater than the Chi2 (0.1998), the evidence is in support of the null hypothesis that the variance is homogeneous.

Table 8. Homoscedasticity.

Breach Pagan/Cook "Weisberg test for heteroscedasticity
Assumption: Normal error terms
Variable: Fitted values of academic performance
H_0: Constant variance
Chi^2 (1) = 1.64
Prob. > chi2 = 0.1998

4.1. Regression for Predicting Academic Performance

From the three diagnostics, only one of assumptions was violated, therefore results of ordinary least square regression would probably be reliable since two out of the three assumptions were met and therefore, Ordinary Least Squares (OLS) method was used.

Table 9. Linear regression for predicting academic performance.

Academic performance	Coif.	St. err.	T-value	P-value	[95% Conf	Interval]	Sig.
Monitoring	0.326	0.131	2.48	0.015	0.065	0.586	**
Implementation	0.334	0.145	2.30	0.023	0.046	0.622	**
Planning	0.182	0.162	1.13	0.263	-0.139	0.503	
Constant	0.493	0.239	2.06	0.042	0.019	0.968	**
Model summary							
Mean dependent var.		3.470	SD dependent var.		0.824		
R-squared		0.634	Number of obs.		100		
F-test		55.354	Prob > F		0.000		
Akaike crit. (AIC)		151.659	Bayesian crit. (BIC)		162.080		

Note: ** Significance level at 5% p<.05.

Table 9 presents the results of the Linear regression for the predictors of pupils' academic performance in Abako Sub-County, A;ebtong Distirct. From the results in the Table 9 as explained by R-Squared (the Coefficient of Determination), 63.4% of the variation in the academic performance (the dependent variable) is explained by variability in stakeholder participation in monitoring, implementation, and planning. To that effect, only 36.6% of variation in the academic performance was explained by other predictors not investigated in this study. Individually, monitoring (β =0.326; p-value =0.015), implementation (β =0.334; p-value=0.023) have significant effect on academic performance of pupils in Alebtong district. Accordingly, a unit increase monitoring would lead to a 0.326-unit improvement in academic performance keeping other factors constant. Finally, a unit increase in implementation would lead to 0.334-unit improvement in academic performance if all other factors are held constant.

During the qualitative interview. The respondents were asked about the effect of stakeholder's participation in planning, implementation and monitoring on academic performance of pupils in Alebtong district. The chairperson LCV narrated;

> *The benefits of priority planning are that during planning we create a list of priorities, it assists us in making decisions with limited resources by allowing us to identify the most pressing needs and address them first on the priority list before tackling the others.*

The district LCV chairperson narrated;

> *Monitoring keeps us informed and up to date with current events, provides access to data and information, allows us to see what is coming up and how the teaching and learning process is progressing, as well as the difficulties that the project may be facing. It also enables us to gather stakeholders to solve issues that may arise, jeopardize service delivery, or impede project progress, and allow us to revise mechanisms to address issues while keeping us in the loop.*

He further noted;

> *Monitoring enables identification of gaps, achievement and challenges and it how to address the challenges. It enables work to progress as planned. it exposes poor implementation like shoddy work.*

One of the head teachers narrated;

> *Generally, for all set goals to be achieved the stakeholders must participate in the implementation process. It enables the educational institution to achieve the set goals, planned activities when implemented effectively can lead to goal achievement. Facilities need for accountability and transparency. It enables stakeholders to own what they implemented. It's also a motivating factor and building trust". The net effect of this is better working environment and improved academic performance.*

5. DISCUSSIONS

An analysis of stakeholder involvement in planning of school activities revealed that it had no significant effect on pupils' academic performance. The findings in this study are not in agreement with Albon, Iqbal, and Pearson (2016) who aver that the process of planning allows educational institutions to choose how they will allocate resources over time to support the achievement of the school's mission. The goal of educational planning at the institutional level should be to increase learner outcomes and enrich the learner's experience. The latitude of stakeholder involvement and information gathering increases the likelihood of plans being unanimously supported by stakeholders inevitably leading to better student outcomes and closing the gap between high and low achieving learners and schools. Harriet, Anin, and Asuo (2013) evaluated the level of stakeholder participation in the formulation and implementation of District Education Strategic Plan (DESP). Within Salaga town council, their study revealed a poor level of stakeholder knowledge and involvement in the DESP development process promting them to recommend that District Education Officers engage all stakeholders in the planning and execution of the DESP in order to improve the quality of education in Salaga town council. Griebler, Rojatz, Simovska, and Forster (2017) synthesized the existing evidence for the effects of student involvement in the design, and planning of school health promotion measures. Their study found evidence of favorable outcomes, particularly for students, the school as a whole, and the quality of social relationships at school. Finally, a study by Miskell (2020) on the effect of strategic planning on students' performance revealed that the practice of strategic planning had a positive effect on leaners' academic performance.

Analysis of participation in monitoring of school activities as a construct of stakeholder participation revealed that participation in monitoring had significant effect on academic performance of pupils in Alebtong district. Monitoring is essential in tracking of progress and achievement of set targets. Setting targets and milestones to track progress and achievement, as well as determining whether inputs are providing the expected outputs (i.e., monitoring), are all part of monitoring. According to Karimi, Mulwa, and Kyalo (2021) good academic outcomes can be obtained through the collaboration of teachers and all major players in monitoring the educational activities. This

finding is again consistent with Karimi, Mulwa, and Kyalo (2020) who investigated how stakeholder engagement affects the performance of literacy and numeracy educational programs in Nairobi County, Kenya's public primary schools. As evidenced by a correlation coefficient that was statistically significant, stakeholder engagement for monitoring and evaluation had a significant impact on the performance of the literacy and numeracy educational program. In a similar study by Ajibade (2020) looked into the impact of monitoring and evaluation on student academic performance in relation to Ondo state's educational trends. The stakeholders were said to be extremely effective in systematic monitoring and evaluation of school curricular and co-curricular activities, with the monitoring having a positive impact on academic performance, as evidenced by the State's improved West African Senior School Certificate Examination (WASSCE) ranking, which moved from 33rd to 7th place (in 2009) (2016). Generally, the efforts of the stakeholder's participation should not be undermined as it has a significant and positive impact on the academic performance of pupils.

Analysis of participation in implementation of not only school programmes but a range of several programmes Mwesigwa (2021) as a construct of stakeholder participation revealed that participation in implementation had significant effect on academic performance of pupils in Alebtong district and beyond. For several reasons, including in those education systems where decision-making is centralized, consulting stakeholders in the creation and implementation of policies has become standard practice across the OECD (2020). As a result, governments must engage with a larger spectrum of stakeholders rather than relying solely on linear forms of engagement. Koskei (2020) investigated the impact of stakeholders on the curriculum creation process in Kericho County secondary schools. The findings revealed that just a small number of stakeholders were involved in the curriculum creation process. A study by Mahuro and Hungi (2016) on the impact of stakeholder involvement implimentation of school activities on children's academic achievement show that increasing parental involvement in implimentation of school activities by one unit boosts students' numeracy performance by 6% and 15% points, respectively, through parenting and communication types of involvement. Similarly, Moswela (2014) explored the role played by the different stakeholders in the education of students and the extent in terms of responsibility and accountability, these influence students' academic achievement and finding indicates that stakeholder's involvement in implementation had significant effect on academic performance. De Torres (2021) examined the relationship between stakeholder involvement and pupils' academic performance. Accordingly, preliminary data gathered determined the level of stakeholder participation to the school-initiated activities with the aim of proposing school-based management strategies may be proposed to increase stakeholder collaboration. Finding revealed that stakeholder's involvement had significant effect on pupils' academic performance.

6. CONCLUSION

Basing on the findings and discussions, the findings were concluded as follows: stakeholders participated in planning, implementation and monitoring. Academic performance was getter better. Planning had no significant effect on academic performance of pupils while participation in planning and implementation had significant effect on pupils' academic performance in Alebtong district.

7. RECOMMENDATIONS

The following were the recommendations of the study;

i. School authorities should continue their efforts to encourage parents and other significant stakeholders to take interest and participate in education matters at schools.

ii. The governments must engage with a larger spectrum of stakeholders rather than relying solely on linear forms of engagement in management of schools.

REFERENCES

Ajibade , V. I. (2020). Influence of monitoring and evaluation on students academic performance as relates to education trend in Ondo State. *International Journal of Education and Evaluation*, *6*(2), 1-18.

Albon, S. P., Iqbal, I., & Pearson, M. L. (2016). Strategic planning in an educational development centre: motivation, management, and messiness. *Collected Essays on Learning and Teaching*, *9*, 207-226. https://doi.org/10.22329/celt.v9i0.4427

Buhl-Wiggers, J., Kerwin, J. T., Smith, J. A., & Thornton, R. (2018). *Teacher effectiveness in Africa: Longitudinal and causal estimates. IGC Working Paper.* Retrieved from www.theigc.org/wp-content/uploads/2019/01/Buhl-Wiggers-et-al-2018-Working-paper.pdf

Cornwall, A. (2002). *Making spaces, changing places: Situating participation in development.* Retrieved from IDS Working Paper No 173. Brighton: Institute of Development Studies, University of Sussex.

De Torres, P. (2021). Stakeholder's involvement to school-Initiated activities of district I secondary schools: Basis for enhanced community partnership program of activities. *International Journal of Innovative Science and Research Technology*, *6*(2), 481-490.

Griebler, U., Rojatz, D., Simovska, V., & Forster, R. (2017). Effects of student participation in school health promotion: A systematic review. *Health Promotion International*, *32*(2), 195-206. https://doi.org/10.1093/heapro/dat090

Harriet, T., Anin, E. K., & Asuo, W. (2013). The level of stakeholders' participation in the district education strategic planning towards quality basic education: The case of Salaga town Council of Ghana. *International Journal of Humanities and Social Science*, *3*(14), 95-102.

Hussaini, U., & Muhammed , U. D. (2018). The effect of internal control on performance of commercial banks in Nigeria. *International Journal of Management Research & Review*, *8*(6), 13-32.

Karimi, S. S., Mulwa, A. S., & Kyalo, D. N. (2020). Stakeholder engagement in monitoring and evaluation and performance of literacy and numeracy educational programme in public primary schools in Nairobi County, Kenya. *Journal of Educational and Developmental Psychology*, *10*(2), 1-10. https://doi.org/10.5539/jedp.v10n2p10

Karimi, S. S., Mulwa, A. S., & Kyalo, D. N. (2021). Stakeholder capacity building in monitoring and evaluation and performance of literacy and numeracy educational programme in public primary schools in Nairobi County, Kenya. *Higher Education Studies*, *11*(2), 186-200. https://doi.org/10.5539/hes.v11n2p186

Komakech, A. (2015). School attendance is a pre-requisite for student academic performance in universal secondary education schools. *Journal of Social Science for Policy Implications*, *3*(1), 33-57. https://doi.org/10.15640/jsspi.v3n1a3

Koskei, K. K. (2020). Assessment of stakeholder influence on curriculum development process in secondary schools in Kericho county. *IOSR Journal of Humanities and Social Science*, *20*(3), 79-87.

Lindborg, & Henry, J. (2021). *The history of stakeholder management.* Retrieved from www.sustainet.com/the-history-of-stakeholder-management

Mahuro, G., & Hungi, N. (2016). Parental participation improves student academic achievement: A case of Iganga and Mayuge districts in Uganda. *Cogent Education*, *3*(1), 1-12. https://doi.org/10.1080/2331186X.2016.1264170

Miskell, S. (2020). *A study of the effect of strategic planning on student achievement in rural public schools in New York State.* Education Doctoral.

Mohajan, H. K. (2017). Two criteria for good measurements in research: Validity and reliability. *Annals of Spiru Haret University Economic Series*, *17*(4), 59-82. https://doi.org/10.26458/1746

Moswela, B. (2014). Students' academic achievement: Whose responsibility and accountability? *International Journal of Business and Social Science, 5*(10), 1-12.

Mwesigwa, D. (2021). Policy implementation in mid-western Uganda: Examining personnel resources, financial capacity, administrative capability and political support. *Dynamic of Politics and Democracy, 1*(1), 63-78. https://doi.org/10.35912/DPD.v1i1.804

Mwesigwa, D. (2021). Towards enhancing local citizen participation in Uganda. *Dynamics of Politics and Democracy, 1*(1), 15-28. https://doi.org/10.35912/dpd.v1i1.449

Mwesigwa, D., Bogere, M., & Ogwal, J. B. (2022). Local citizen participation in Uganda: Examining the political, administrative and financial aspects in Hoima district. *Journal of Governance and Accountability Studies, 2*(1), 49-63. https://doi.org/10.35912/jgas.v2i1.892

Mwesigwa, D., & Mubangizi, B. C. (2015). Citizen participation and policy formulation. *Administratio Publica, 23*(4), 13-29.

Odur, B., Oryang, A. C., & Mwesigwa, D. (2022). Deconstructing the relationship between COVID-19 Lock-down and primary education among pupils in Lira city, Uganda. *International Journal of Sociological Research, 1*(1), 1–16. https://doi.org/10.58425/ijsr.v1i1.90

OECD. (2020). *Stakeholder engagement in the review of senior cycle education in Ireland: An OECD assessment of the senior cycle review.* Retrieved from https://www.oecd-ilibrary.org/sites/e15275f6-en/index.html?itemId=/content/component/e15275f6-en

Okello, J., Angol, D., & Mwesigwa, D. (2020). Factors affecting academic performance of pupils in universal primary education schools in Uganda. *South Asian Journal of Development Research, 3*(1), 1-13.

Okwang, A. R., & Mwesigwa, D. (2022). Physical facilities as predictors of the quality of girls' education at primary school level in Oyam district, Lango sub-region, Uganda. *American Journal of Creative Education, 5*(2), 31-41. https://doi.org/10.55284/ajce.v5i2.778

Osodo, J. M., Osodo, J., Mito, J. W., Raburu, P., & Aloka, P. (2016). The role of peer counselors in the promotion of student discipline in Ugunja sub-county, Kenya. *Asian Journal of Education and Training, 2*(2), 63-69. https://doi.org/10.20448/journal.522/2016.2.2/522.2.63.69

Weaver, L., Beebe , T., & Rockwood , T. (2019). *The impact of survey mode on the response rate in a survey of the factors that influence Minnesota physicians' disclosure practices BMC medical research methodology.* Retrieved from https://bmcmedresmethodol.biomedcentral.com/articles/10.1186/s12874-019-0719-7

Zollinger , P. (2011). *Stakeholder engagement and the board: Integrating best governance practices.* Retrieved from www.ifc.org/wps/wcm/connect/bac56797-a3a7-4e24-90f6-efa9ab7363e0/FINAL%2BFocus8_5.pdf?MOD=AJPERES&CVID=jtCwtno