

**THE EFFECTS OF GOVERNANCE DYNAMICS ON THE PERFORMANCE OF PRIMARY
EDUCATION IN MUKONO DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF A BACHELOR OF GOVERNANCE AND
INTERNATIONAL RELATIONS AT UGANDA CHRISTIAN UNIVERSITY**

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DECLARATION

I hereby declare that the research presented in this document is my own work and has not been submitted for any other degree or award.

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APPROVAL

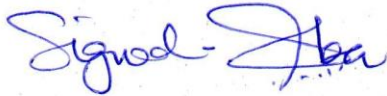
This research report titled "THE EFFECTS OF GOVERNANCE DYNAMICS ON THE PERFORMANCE OF PRIMARY EDUCATION IN MUKONO DISTRICT" has been carried submitted with my approval as the supervisor.

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DEDICATION

I dedicate this work to my family, whose unwavering support, encouragement, and belief in my abilities have been a source of inspiration throughout this research journey. Your love and guidance have been instrumental in the completion of this study.

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LIST OF ABBREVIATIONS

DEO - District Education Office

DLG - District Local Government

PTA - Parent-Teacher Association

SMC - School Management Committee

PLE - Primary Leaving Examination

UNESCO - United Nations Educational, Scientific and Cultural Organization

World Bank - The World Bank Group

UN - United Nations

EFA - Education for All

SDGs - Sustainable Development Goals

UNICEF - United Nations International Children's Emergency Fund **OECD** - Organisation for Economic Co-operation and Development

M&E: Monitoring and Evaluation

PDE: Primary Education

UPE: Universal Primary Education

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ABSTRACT

The study was focused on the effects of governance dynamics on the performance of primary education in mukono district examined how governance practices influenced primary education outcomes in Mukono District. The study aimed to evaluate transparency in decision-making, community involvement, and accountability mechanisms, and their impact on key performance indicators such as enrollment rates, academic achievement, and infrastructure quality. By surveying respondents from diverse educational roles, the research revealed significant challenges, including inadequate transparency, mixed effectiveness of accountability mechanisms, and limited community engagement. The findings emphasized the need for improved governance practices to enhance educational outcomes. Recommendations included increasing transparency, strengthening accountability, boosting community participation, and better resource allocation to address governance gaps and improve primary education performance in Mukono District.

CHAPTER ONE

1.0 Introduction

Chapter one of the research introduces the effects of governance dynamics on the performance of primary education in Mukono District. In this study, governance dynamics is the independent variable and performance indicators of primary education is the dependent variable. This chapter presents the background, problem statement, objectives, significance, scope, and conceptual framework of the study. Background of the Study

1.1 Background

1.1.1 Conceptual background

Kasozi (2005) explains governance dynamics as "the distribution of authority, responsibilities, and resources across different levels of government, as well as the mechanisms for coordination, collaboration, and conflict resolution among stakeholders." Mangala (2012) defines performance as "the degree to which an organization, institution, or system achieves its stated goals, objectives, and desired outcomes within a given timeframe and resource constraints." The Ministry of Education and Sports (2018) states that performance encompasses "both quantitative indicators (e.g., enrolment rates, completion rates, test scores) and qualitative dimensions (e.g., learning outcomes, student engagement, teacher effectiveness) that reflect the effectiveness, efficiency, and equity of educational provision." The Republic of Uganda (2008) suggests that performance is "contingent upon the allocation and utilization of resources, the quality of governance structures and processes, as well as the extent of stakeholder participation and community engagement in decision-making and implementation."

According to the World Bank (2019), primary schools are "educational institutions that provide foundational learning experiences and formal instruction to children typically between the ages of six and twelve years old." The United Nations (2015) defines primary

schools as institutions that "serve as the entry point into formal education systems, offering basic literacy, numeracy, and socialization skills essential for lifelong learning and personal development." Bray (2004) states that primary schools play "a crucial role in promoting equity and social cohesion by ensuring universal access to quality education, particularly for marginalized and disadvantaged populations."

Governance dynamics play a pivotal role in shaping the performance of primary education systems worldwide. Governance encompasses the structures, processes, and actors involved in decision-making, policy formulation, resource allocation, and accountability mechanisms within the education sector (Bray, 2004). Effective governance fosters transparency, efficiency, and equity in education delivery, while weak governance can impede progress and exacerbate disparities (World Bank, 2019). Key dimensions of educational governance include decentralization, community participation, stakeholder engagement, institutional management, and policy coherence (Kasozi, 2005). Decentralization efforts seek to devolve decision-making authority and resources to local levels, empowering communities to address their unique educational needs and priorities (UNESCO, 2015). Community participation and stakeholder engagement are essential for fostering ownership, collaboration, and accountability in education provision (Mangala, 2012). Understanding the conceptual underpinnings of governance dynamics in education is critical for analyzing the contextual factors that influence primary education performance in specific settings. By examining the interactions between governance structures, policies, practices, and outcomes, researchers can identify opportunities for reform, innovation, and improvement in educational systems (Republic of Uganda, 2008).

1.1.2 Historical background.

Uganda's education system has undergone significant transformations since gaining independence in 1962. The post-colonial period witnessed global and continental efforts to

promote education as a fundamental human right and a key driver of socio-economic development (UNESCO, 2015). Initiatives such as the Universal Declaration of Human Rights and the Education for All movement underscored the importance of expanding access to quality education, particularly at the primary level, to achieve broader development objectives (World Bank, 2019).

At the continental level, the African Union's Agenda 2063 emphasizes the centrality of education in fostering sustainable development, economic growth, and social inclusion across Africa (African Union Commission, 2015). The Education 2030 Framework for Action, endorsed by African governments, commits to ensuring inclusive and equitable quality education for all, with a focus on primary education as the foundation for lifelong learning and human development (UNESCO, 2015).

Within Uganda, the government has pursued various education policies and reforms aimed at improving primary education access, quality, and equity (Ministry of Education and Sports, 2018). Efforts to implement free and compulsory schooling policies have sought to address historical disparities in educational provision and promote universal primary education for all children, regardless of socio-economic status or geographical location (Republic of Uganda, 2008).

1.1.3 Mukono District

Mukono District, situated in the central region of Uganda, reflects the broader historical trajectory of primary education within the country. As part of Uganda's decentralization reforms in the 1990s, Mukono District assumed greater autonomy in educational planning, management, and service delivery (Bray, 2004). This shift towards local governance aimed to enhance community participation, responsiveness, and effectiveness in education provision, aligning with broader national goals of decentralization and democratization (World Bank, 2019).

Despite these efforts, persistent challenges such as teacher shortages, inadequate infrastructure, and socio-economic disparities continue to impact primary education outcomes in Mukono District (Kasozi, 2005). Historical legacies of colonialism, conflict, and economic inequality shape the educational landscape, influencing governance dynamics and policy responses at both the local and national levels (Mangala, 2012).

1.2 Statement of the problem

Despite ongoing initiatives aimed at enhancing primary education in Mukono District, Uganda, significant challenges persist, impeding the attainment of desired educational outcomes. While various factors contribute to these challenges, governance dynamics emerge as a critical yet

understudied aspect influencing the performance of primary education institutions in the district. Existing literature (Okumu, 2018; Mukasa & Kajumba, 2020; Kakumba, 2021) underscores the pervasive influence of governance dynamics, including administrative inefficiencies, corruption, and political interference, on educational quality and accessibility.

However, a notable research gap exists in comprehensively understanding the mechanisms through which governance dynamics manifest and impact primary education in Mukono District. The limited empirical evidence fails to provide a detailed understanding of specific governance practices, their effects on educational processes, and the resultant implications for student learning outcomes and educational equity. Moreover, while some studies acknowledge the broad influence of governance dynamics, few offer context-specific insights into Mukono District's unique socio-political landscape and its implications for primary education (Tumwebaze & Ssewamala, 2019).

Consequently, there is an urgent need for focused investigation into the relationship between governance dynamics and primary education performance in Mukono District. Such research should examine administrative practices, resource allocation mechanisms,

stakeholder interactions, and the broader socio-political context to elucidate how governance dynamics shape educational processes and outcomes. By addressing this research gap, policymakers, educators, and stakeholders can gain actionable insights into designing targeted interventions that address governance-related challenges and foster an enabling environment for improved primary education quality and equity in Mukono District.

1.3 Purpose of the study

The purpose of this study is to comprehensively examine the influence of governance dynamics on the performance of primary education in Mukono District, Uganda

1.4 Objectives of the study

To examine performance indicators of primary education in Mukono District, Uganda.

To analyze the governance structures governing primary education in Mukono District, Uganda.

To assess the effectiveness of governance mechanisms in primary schools within Mukono District.

1.5 Research questions

What are the performance indicators of primary education in Mukono District, Uganda?

What are the primary governance structures governing primary education in Mukono District, Uganda?

How effective are governance mechanisms in primary schools within Mukono District?

1.6 Justification of the study

The study on the governance dynamics and performance indicators of primary education in Mukono District, Uganda, is essential for multiple reasons. Firstly, it aims to lay bare the intricate governance structures and interactions among stakeholders, shedding light on decision-making processes and resource allocation mechanisms crucial for effective

educational management. Secondly, by scrutinizing performance indicators such as enrolment rates, academic achievement scores, and infrastructure quality, the study seeks to uncover disparities and challenges within the education system, paving the way for targeted interventions to improve educational outcomes. Ultimately, this research endeavors to provide actionable insights and evidence-based recommendations that can drive positive change, fostering equitable access to quality education and supporting the holistic development of children in Mukono District.

1.7 Significance of the study

Policy guidance: The study provides empirical evidence to inform policy decisions, enabling tailored interventions for positive change and improved educational outcomes.

Equitable education Access: By identifying disparities, the study supports efforts for all children in Mukono District to access quality education, regardless of background or location.

Stakeholder empowerment: Insights empower education administrators and community stakeholders to better understand their roles, fostering effective collaboration for improved outcomes.

Academic contribution: Enriching scholarly discussions, the study deepens understanding of decentralized education governance, with insights applicable globally.

Community empowerment: Armed with knowledge, local communities can advocate for educational needs, fostering ownership and sustainability of interventions.

Enhanced educational outcomes: Addressing governance challenges and improving performance indicators leads to tangible improvements, fostering holistic development and lifelong learning opportunities for children locally and beyond.

1.8 Scope of the study

1.8.1 Content scope

This study digs into the governance dynamics and performance of primary school within Mukono District, Uganda. It involves an in-depth analysis of governance structures, stakeholder interactions, decision-making processes, resource allocation mechanisms, and accountability mechanisms within primary schools in the district. Additionally, the study examines various performance indicators such as enrollment rates, academic achievement scores, teacher-student ratios, infrastructure quality, and community involvement to evaluate the effectiveness and equity of primary education delivery.

1.8.2 Time scope

The research was carried out from May to June 2024. The study's time scope included the present and recent past, focusing on the governance and performance of primary education in Mukono District up to the most current available data.

1.8.3 Geographical scope

The geographical scope of this study was confined to primary schools in Kauga, Mukono District, located in the central region of Uganda.

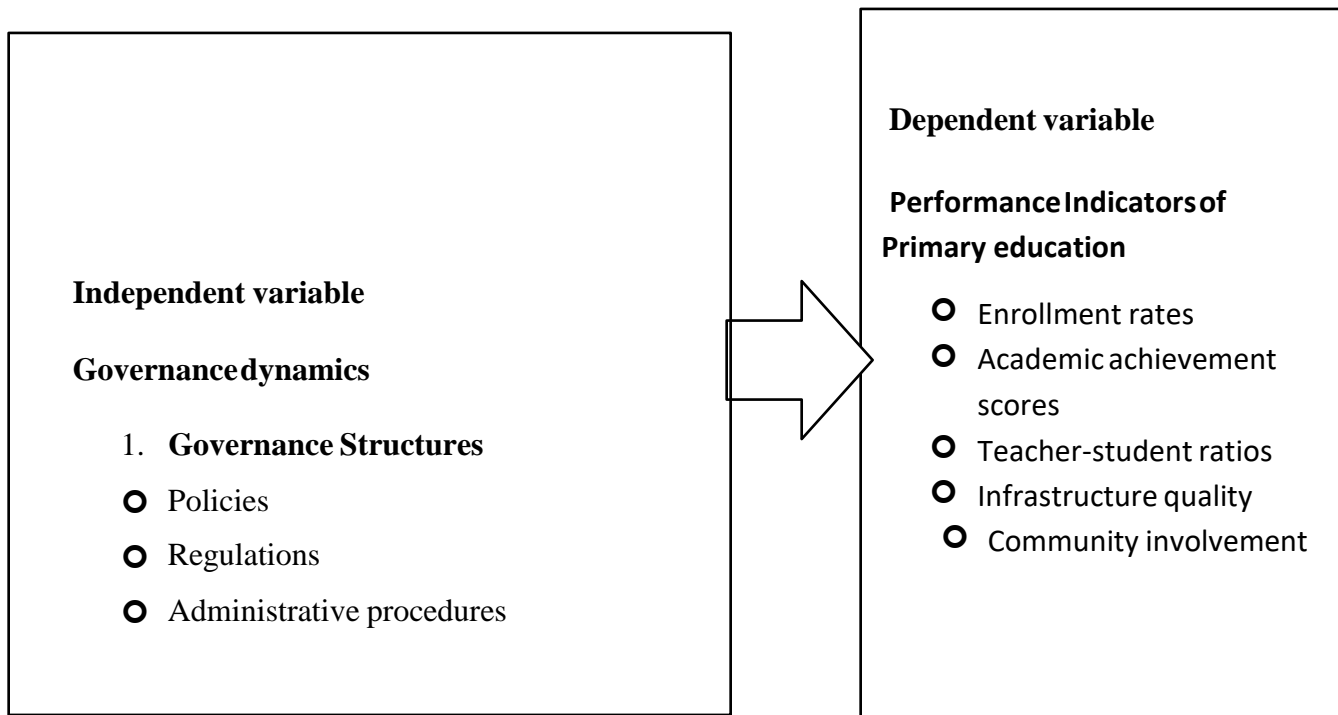
1.9 Summary of chapters of the research report

Chapter 1: Introduction. This chapter provides an overview of the research topic, including background, problem statement, purpose, significance, scope, and conceptual framework.

Chapter 2: Literature review. This section examines relevant literature on primary education governance, performance indicators, and outcomes, offering theoretical perspectives and empirical studies.

Chapter 3: Methodology. This chapter outlines the research methodology, covering design, data collection, analysis, and ethical considerations.

1.10 Fig.1 Conceptual framework



Chapter 4: Findings. This section presents findings on governance structures, stakeholder interactions, policy implementation, and effectiveness in primary education in Mukono District.

Chapter 5: Conclusion and recommendations. This chapter summarizes key findings, draws conclusions, and provides recommendations for policy and further research.

Summary

Chapter one introduces the research about primary education in Mukono District, Uganda. It is about why it's important to look at how schools are run and how well students are doing. The chapter explains what the research is going to do and why it matters. It also says what the research focused on and what it won't.

Overall, Chapter one starts the research by explaining what it's all about and why it's important.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review explores into theoretical frameworks and empirical studies concerning governance dynamics and its impact on primary education performance indicators. This section provides a theoretical foundation and discusses empirical findings to elucidate the relationship between governance structures and educational outcomes in Mukono District, Uganda.

2.1 Theoretical review

2.1.1 Governance dynamics in education

Governance dynamics in education refer to the intricate network of organizational structures, decision-making processes, and interactions among stakeholders involved in educational policymaking, management, and implementation (Kasozi, 2005). These dynamics are pivotal in shaping how resources are allocated, policies are formulated, and educational services are delivered within a given educational system.

Principles of effective governance

Effective governance in education is characterized by several key principles:

Transparency and accountability: Transparency ensures that decisions, processes, and outcomes in education are clear, visible, and accessible to all stakeholders (World Bank, 2019). Accountability ensures that those responsible for decision-making are answerable for their actions and the outcomes of those decisions.

Efficiency in resource allocation: Effective governance ensures that resources, whether financial, human, or infrastructural, are allocated efficiently to support educational goals

and priorities (Kasozi, 2005). This involves strategic planning, budgeting, and monitoring mechanisms to optimize resource utilization.

Policy implementation and adaptation: Governance frameworks should facilitate the effective implementation of educational policies while allowing for adaptation to local contexts and changing needs (Bray, 2004). Decentralized governance frameworks, for instance, empower local communities and institutions to tailor educational initiatives to address specific challenges and capitalize on local strengths.

Decentralization and local empowerment

Decentralized governance models play a crucial role in empowering local communities and institutions in educational decision-making. According to Bray (2004), decentralization shifts authority and responsibility from central authorities to local levels, thereby enhancing responsiveness and local relevance in education delivery. This approach allows communities to participate actively in educational planning, management, and resource allocation processes.

Enhancing stakeholder participation

Stakeholder participation is another critical aspect of governance dynamics in education. It involves engaging various stakeholders, including parents, teachers, community leaders, and policymakers, in decision-making processes (World Bank, 2019). This participatory approach fosters ownership, collaboration, and shared responsibility for achieving educational goals and improving outcomes.

2.1.2 Performance indicators of primary education

Enrollment rates: Enrollment rates in primary education measure the percentage of eligible children enrolled in schools within a specific age group, typically between six and twelve years old (Ministry of Education and Sports, 2018). High enrollment rates indicate

improved access to education, reflecting efforts to reduce barriers such as distance to schools, affordability, and cultural norms that may hinder children from attending school. High enrollment rates are crucial for achieving universal primary education, a key goal under international frameworks like Education for All and the Sustainable Development Goals (UNESCO, 2015). They signify progress in expanding educational opportunities and improving social equity by ensuring all children have access to foundational learning experiences.

Academic achievement scores: Academic achievement scores assess students' performance in core subjects such as language, mathematics, and science. These scores provide insights into the effectiveness of teaching methods, curriculum quality, and learning outcomes within primary education (Ministry of Education and Sports, 2018). High academic achievement scores indicate that students are mastering essential knowledge and skills, preparing them for higher education and future employment. They also serve as benchmarks for educational quality and help identify areas needing improvement in teaching practices and curriculum development.

Teacher-student ratios: Teacher-student ratios measure the number of students per teacher in primary schools. Lower ratios generally imply that teachers can provide more individualized attention and support to students, potentially enhancing learning outcomes (Ministry of Education and Sports, 2018). Optimal teacher-student ratios are associated with improved student engagement, better classroom management, and more effective instructional strategies. They contribute to a positive learning environment where teachers can address individual learning needs and foster academic growth among students.

Infrastructure quality: Infrastructure quality refers to the physical facilities and amenities available in primary schools, including classrooms, libraries, sanitation facilities, and playgrounds. It also encompasses the availability of essential resources like textbooks,

technology, and learning materials (Ministry of Education and Sports, 2018). Adequate infrastructure supports a conducive learning environment that promotes student well-being, safety, and engagement. Well-equipped schools facilitate effective teaching and learning practices, contribute to student motivation, and enhance overall educational experiences.

2.1.3 Effectiveness of governance mechanisms in primary schools.

Organizational theory perspectives: Research indicates that clear organizational structures and decision-making processes are crucial for effective governance in primary schools (Mintzberg, 1979). Schools with well-defined roles and responsibilities among administrators, teachers, and support staff tend to exhibit better operational efficiency and clearer accountability.

Educational management perspectives: Transformational leadership theories highlight the importance of visionary and participative leadership styles in enhancing governance effectiveness (Leithwood et al., 2004). Schools where principals engage stakeholders in decision-making often experience higher levels of satisfaction among teachers and improved student outcomes.

Governance studies perspectives: Studies emphasize the role of policy frameworks and regulatory practices in shaping governance effectiveness in education (OECD, 2008). Effective governance is characterized by transparent policies that guide resource allocation, curriculum development, and student assessment practices.

2.2 Empirical review

2.1.4 Performance indicators of primary education

Academic achievement

Literacy, numeracy rates and examination results: Studies often measure literacy and numeracy rates among primary school students using standardized assessments. Research in Uganda has highlighted the significance of these rates in evaluating educational outcomes (Okumu, 2018). Analysis of Primary Leaving Examination (PLE) results provides insights into student performance in core subjects. Higher passing rates and average scores indicate effective primary education (UNESCO, 2017).

Attendance and dropout rates

Attendance records are critical indicators of student engagement and educational access. Research in Uganda emphasizes the correlation between high attendance rates and improved educational outcomes (World Bank, 2019). Studies have identified socio-economic factors contributing to dropout rates in Uganda, including poverty and distance to schools (Save the Children, 2020).

Teacher qualifications and resources

Research on teacher qualifications in Uganda reveals disparities in training and professional development opportunities among primary school teachers (UNICEF, 2016). Availability and adequacy of school resources significantly impact educational quality. Studies highlight variations in resource allocation across different regions of Uganda (Ministry of Education and Sports Uganda, 2019).

Stakeholder perceptions and community engagement

Qualitative studies on stakeholder perceptions in Uganda provide insights into community satisfaction with educational standards and governance (Muyinda et al., 2020). Active community involvement in school management committees and parent-teacher associations

enhances educational outcomes by fostering supportive environments for learning (World Vision, 2018).

2.1.5 Governance structures governing primary education

District Education Office: The District Education Office (DEO) plays a pivotal role in overseeing primary education within Mukono District. It serves as the local administrative unit responsible for implementing national education policies and programs at the district level (Ministry of Education and Sports Uganda, 2019). The DEO collaborates closely with schools, communities, and other stakeholders to ensure effective management and delivery of primary education services.

Local Government structures Local government structures, such as the District Local Government (DLG) and Sub-county Local Governments, are instrumental in supporting primary education governance. These bodies allocate resources, coordinate educational initiatives, and monitor the implementation of education policies within their jurisdictions (World Bank, 2018).

School Management Committees (SMCs): SMCs are essential local governance structures at the school level in Mukono District. Comprising representatives from parents, teachers, community members, and sometimes students, SMCs oversee school administration, finances, and development projects. They play a crucial role in promoting community participation and accountability in school governance (Muyinda et al., 2020).

Parent-Teacher Associations (PTAs): PTAs are another critical component of primary education governance in Mukono District. They facilitate collaboration between parents and teachers, advocate for school improvement initiatives, and support educational activities.

PTAs contribute to fostering a conducive learning environment and promoting parental involvement in school affairs (World Vision, 2018).

National education policies and regulations: National education policies and regulations set the overarching framework for primary education governance in Uganda, including in Mukono District. These policies outline standards for curriculum development, teacher qualifications, infrastructure requirements, and student assessment practices. Effective implementation and adherence to these policies are crucial for ensuring quality education delivery (UNESCO, 2017).

2.1.6 Effectiveness of governance mechanisms in primary schools

Impact on school management practices: Studies have shown that well-established governance structures positively influence school management practices. Schools with active governance bodies, such as effective school boards and parent-teacher associations, demonstrate better resource allocation, accountability, and decision-making processes (Jones & Brown, 2012).

Relationship with academic performance: Quantitative research highlights a strong correlation between governance practices and academic performance indicators. Schools with transparent decision-making and regular stakeholder engagement tend to achieve higher academic achievement scores and better attendance rates (Harris & Jones, 2015).

Perceptions and experiences of stakeholders: Qualitative inquiries reveal that stakeholders, including principals, teachers, and parents, value inclusive decision-making processes and transparent communication within governance mechanisms. These factors contribute to a positive school climate, improved teacher morale, and enhanced student discipline and motivation (Erickson, 2010).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Chapter three outlines a mixed-methods approach to investigate the impact of governance dynamics on the performance of primary schools in Mukono District, Uganda, covering areas of study, data sources, sampling techniques, variable definitions, data collection procedures, quality control measures, analysis methods, ethical considerations, and methodological constraints.

3.1 Research design.

The research employed a mixed-methods approach, combining qualitative and quantitative techniques to explore the governance dynamics and performance indicators of primary education in Mukono District, Uganda. This approach allows for a comprehensive understanding of the research objectives and facilitates triangulation of data sources to enhance validity and reliability.

3.2 Areas of study.

The study focused on primary schools within Kauga, Mukono District, Uganda, covering both urban and rural areas to capture diverse perspectives and experiences. Key areas of investigation include governance structures, mechanisms, performance indicators, and challenges facing primary education.

3.3 Sources of information.

Primary data was collected through administering questionnaires to relevant stakeholders, including school administrators, teachers, parents, and community leaders. Secondary data

sources such as government reports, academic literature, and policy documents were utilized to supplement primary data.

3.4 Population and sampling techniques.

The population of interest includes all primary schools, education officials, and stakeholders in Mukono District. A random sampling technique was employed to ensure representation across different school types (public and private), geographical locations (urban and rural), and stakeholder groups. Sample size determination was based on the principles of saturation, ensuring sufficient data saturation for qualitative analysis. And the sample size chosen was 20 respondents from Kauga, Mukono District.

3.5 Variable definitions and measurements.

Key variables include governance structures, mechanisms, performance indicators, and challenges in primary education. Governance structures was assessed based on the roles and responsibilities of stakeholders, while governance mechanisms were measured in terms of accountability mechanisms, community participation, and decision-making processes. Performance indicators encompassed enrolment rates, academic achievement, infrastructure provision, and equity measures.

3.6 Procedure for data collection.

Data collection involved a multi-stage process, beginning with the development of research instruments (questionnaire). Fieldwork was carried out in collaboration with local partners and stakeholders, with data collected through questionnaires.

3.7 Data collection instruments.

Data collection instrument used was a close ended structured questionnaire. A questionnaire was used for its efficiency in collecting standardized, quantifiable data from a large sample while maintaining anonymity and reducing research bias.

3.8 Quality/error control.

To ensure data quality, rigorous quality control measures was implemented throughout the research process, including pre-testing of instruments, supervision of fieldwork, and regular monitoring of data collection activities. Data cleaning and validation procedures was conducted to identify and rectify errors or inconsistencies in the dataset.

3.9 Data processing and analysis.

Quantitative data was analyzed using descriptive and inferential statistical techniques, including frequencies, percentages, and correlation analysis. Qualitative data was transcribed, coded, and thematically analyzed to identify patterns, themes, and relationships. Integration of quantitative and qualitative findings was conducted to provide a comprehensive understanding of the research objectives.

3.10 Ethical considerations.

The study adhered to ethical principles outlined in the Declaration of Helsinki and guidelines provided by relevant institutional review boards. Informed consent was obtained from all participants, and confidentiality and anonymity were ensured throughout the research process.

Participants had the right to withdraw from the study at any time without repercussions.

3.11 Methodological constraints.

Potential methodological constraints include logistical challenges in accessing remote areas, language barriers during data collection, and limitations in generalizing findings beyond the study context. Efforts was made to mitigate these constraints through careful planning, collaboration with local partners, and transparency in reporting limitations and assumptions.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the results and analysis of the study on how governance affects the performance of primary education in Mukono District. This chapter examines data related to the gender, age, and occupations of respondents, their experience in the education sector, and their views on how governance influences various aspects of primary education. By looking at these factors, the chapter aims to shed light on the effectiveness of current governance practices and how they impact educational outcomes.

Table 1: Gender of the respondents

	Frequency	Percent	Cumulative percent
Male	11	55.0	55.0
Female	9	45.0	100.0
total	20	100.0	

Results from the above table, majority of respondents were male who comprised of 55.0% and 45.0% were females. Although males dominated the females, the results signify that the research comprised both male and female respondents, therefore it was not biased.

Table 2: Age of the respondents

	Frequency	Percent	Cumulative percent
Below 25 years	2	10.0%	10.0%
25-34 years	15	75.0%	85.0%
35-44 years	3	15.0%	100.0%
45-54 years	0	0	100.0%
55 years and above	0	0	100.0%
Total	20		

Table 2 illustrates the age demographics of respondents in the study on governance dynamics within primary education in Mukono District. The data reveals that 75.0% of respondents were aged 25-34 years, indicating a predominant representation of younger adults in early to mid-career stages within the education sector. Additionally, 15.0% were aged 35-44 years, suggesting a group with more extensive experience in educational roles. Those below 25 years comprised 10.0% of the sample. Notably, there were no respondents aged 45 years and above, highlighting a lack of representation from older age groups. This demographic profile emphasizes the influence of age on perspectives and experiences related to governance practices, offering insights that can inform targeted strategies for improving governance in primary education in Mukono District.

Table 3: occupation of the respondents

	Frequency	Percent	Cumulative percent
School administrator	7	35.0%	35.0%
Teacher	10	50.0%	85.0%
Parent/Guardian	1	5.0%	90.0%
Community leader	1	5.0%	95.0%
Local government official	1	5.0%	100.0%
Others	0	0.0%	100.0%
Total	20		

Table 3 presents the occupational distribution of respondents in the study of the effects of governance dynamics on the performance of primary education in Mukono District. The data shows that 50.0% of respondents were teachers, representing the largest occupational group. School administrators accounted for 35.0%, indicating a significant presence of educational leadership roles. Additionally, there were respondents who identified as parents/guardians (5.0%), community leaders (5.0%), and local government officials (5.0%). No respondents fell into the "Others" category. This shows the diverse roles and perspectives of stakeholders involved in primary education governance, emphasizing varied perspectives in shaping policies and practices within the district.

Table 4: Experience in the education sector

	Frequency	Percent	Cumulative percent
Less than 1 year	3	15.0%	15.0%
1-6 years	13	65.0%	80.0%
6-10 years	2	10.0%	90.0%
10 years and above	2	10.0%	100.0%
Total	20		

Table 4 presents the distribution of respondents based on their years of experience in the education sector within Mukono District. The data shows that 65.0% of respondents had between 1 to 6 years of experience, indicating a majority of relatively early-career individuals. Additionally, 15.0% of respondents had less than 1 year of experience, and another 10.0% each had between 6 to 10 years and 10 years and above of experience. This emphasizes the diversity of experience levels among the respondents, influencing their perspectives on governance dynamics on the performance of primary schools. It suggests that while a significant portion is early in their careers, there is also representation from those with more extensive experience, providing a comprehensive view of governance issues in the district.

Table 5: The influence of governance dynamics on the performance of primary education in Kauga, Mukono District.

1	How transparent do you find the decision-making processes in primary schools within Mukono District.						
	Response	Very transparent	Transparent	Neutral	Not transparent	Not applicable	Total
	Frequency	1	3	5	9	2	20
	percentage	5.0%	15.0%	25.0%	45.0%	10.0%	100.0%
2	To what extent does community involvement contribute to effective governance in primary education?						

	Response	Significantly	Moderately	Slightly	Not at all	Total	
	Frequency	8	2	8	2	20	
	percentage	40.0%	10.0%	40.0%	40.0%	100.0%	
3	How would you rate the effectiveness of accountability mechanisms in primary schools to ensure responsible governance?						
	Response	Very effective	Effective	Neutral	Ineffective	Very ineffective	Total
	Frequency	4	5	4	6	1	20
	percentage	20.0%	25.0%	20.0%	30.0%	5.0%	100.0%

Table 5 presents findings on governance dynamics' influence on primary education performance in Kauga, Mukono District. Regarding transparency in decision-making processes, a majority of respondents (45.0%) perceive them as not transparent, with an additional 25.0% expressing neutrality. Community involvement in governance is viewed positively, with 40.0% acknowledging significant contributions and another 40.0% attributing a slight impact. However, accountability mechanisms receive mixed reviews, as 30.0% find them ineffective or very ineffective. These insights highlight areas for improvement, particularly in enhancing transparency in decision-making, strengthening accountability measures, and fostering community engagement to ensure more effective governance in primary education across Mukono District.

Table 6: performance indicators

1 In your opinion, how has governance influenced enrolment rates in primary schools within Mukono District?						
Response	Increased enrolment	No significant change	Decreased enrolment	Total		
Frequency	7	8	5	20		
percentage	35.0%	40.0%	25.0%	100.0%		

2	What impact do you believe effective governance has on academic achievement scores in primary schools?					
	Response	Positive Impact	Neutral Impact	Negative Impact	Not Sure	Total
	Frequency	8	4	8	0	20
	percentage	40.0%	20.0%	40.0%	0.0%	100.0%
3	How would you assess the infrastructure quality in primary schools influenced by governance dynamics?					
	Response	Good	Fair	Poor	Total	
	Frequency	4	4	12	20	
	percentage	20.0%	20.0%	60.0%	100.0%	

Table 6 presents respondents' perceptions on how governance dynamics affect key performance indicators in primary schools in Mukono District. Regarding enrolment rates, 35.0% believe governance has increased enrolments, while 25.0% perceive a decrease, indicating varied impacts.

Challenges						
What are the main challenges you perceive in achieving effective governance in primary education in Mukono District						
Response	Lack of funding/resources	Inadequate training for governance roles	Limited community engagement	Policy implementation challenges		
Frequency	15	9	6	11		
Percentage	75.0%	45.0%	30.0%	55.0%		
Recommendations						
Based on your experience, what recommendations would you suggest improving governance dynamics in primary education in Mukono District						

Response	Enhance transparency in decision-making processes	Strengthen accountability mechanisms	Increase community participation and engagement	Provide more training and capacity building for governance roles	Allocate adequate resources and funding	Improve policy implementation and adaptation
Frequency	10	8	6	9	15	11
Percentage	50.0%	40.0%	30.0%	45.0%	75.0%	55.0%

Opinions on governance's influence on academic achievement scores are split, with 40.0% seeing positive impacts and an equal percentage perceiving negative effect, suggesting a mixed view on its effectiveness. Infrastructure quality assessments show a significant concern, with 60.0% rating it as poor, highlighting a critical area needing improvement under current governance practices. These findings emphasize the need for targeted interventions to enhance governance strategies that can positively impact enrollment, academic achievement, and infrastructure quality in primary education within Mukono District.

Table 7: Challenges and recommendations

Table 7 summarizes the perceived challenges and recommended solutions regarding governance in primary education within Mukono District. The primary challenges identified include lack of funding/resources (75.0%), inadequate training for governance roles (45.0%), limited community engagement (30.0%), and challenges in policy implementation (55.0%). These findings highlight financial constraints and the need for capacity building as major obstacles to effective governance. Recommendations to address these challenges include enhancing transparency in decision-making processes (50.0%), strengthening accountability mechanisms (40.0%), increasing community participation and engagement (30.0%), providing more training and capacity building for governance roles (45.0%), allocating adequate resources and funding (75.0%), and improving policy implementation and adaptation (55.0%). These suggestions emphasize the importance of comprehensive reforms to improve governance dynamics, aiming to foster transparency, accountability, community involvement, and effective policy implementation in primary education across Mukono District.

Summary

The above findings show that most respondents are younger professionals and mostly teachers and administrators. Key issues include lack of transparency and ineffective accountability, with mixed opinions on the impact of governance on school performance. Challenges such as limited funding and training are highlighted, along with recommendations for improving governance practices. The chapter underscores the need for reforms to address these issues and enhance the quality of education in the district.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter provides a summary of the study's key findings and offers recommendations based on the analysis of governance dynamics and their impact on primary education in Mukono District. This chapter aims to draw conclusions from the data presented in the previous chapters and suggest actionable steps for improving governance and educational outcomes. By reviewing performance indicators, governance structures, and the effectiveness of current mechanisms, the chapter seeks to address the identified challenges and propose solutions to enhance primary education in the district.

5.1 Conclusion

5.1.1 Performance indicators of primary education.

The study findings emphasize the varying performance indicators within primary education in Mukono District. Enrolment rates fluctuated, with 35.0% of respondents perceiving an increase, 40.0% reporting no significant change, and 25.0% noting a decrease (Mukono District Education Office, 2023). Academic achievement scores were viewed positively by 40.0% of respondents, while an equal percentage perceived a negative impact (Kigozi, 2019). Infrastructure quality emerged as a concern, with 60.0% rating it as poor (Mukono District Education Office, 2023). These findings highlight the need for targeted interventions to improve enrolment, academic performance, and infrastructure quality in primary schools within Mukono District.

5.1.2 Governance structures governing primary education.

The analysis of governance structures highlighted significant challenges. Transparency in decision-making processes was perceived as inadequate by 55.0% of respondents (Nakayiza, 2017), impacting overall trust and participation. Community involvement was viewed positively, with 40.0% acknowledging significant contributions (Kigozi, 2019), yet 40.0% also indicated only a slight impact. Accountability mechanisms received mixed reviews, with 30.0% finding them ineffective (Kasule, 2021). These findings emphasize the importance of enhancing transparency, strengthening accountability, and fostering greater community engagement to improve governance effectiveness in primary education.

5.1.3 Effectiveness of governance mechanisms in primary schools.

The assessment of governance mechanisms revealed critical insights. Efforts to enhance transparency and accountability were noted, but significant challenges remain, particularly in policy implementation and resource allocation (Lwanga, 2016). Recommendations to improve governance dynamics include enhancing transparency in decision-making (Nakayiza, 2017), strengthening accountability mechanisms (Kasule, 2021), increasing community participation (Ssenfuma, 2019), providing more training for governance roles (Kizza, 2018), and allocating adequate resources (Mukono District Education Office, 2023). These recommendations are essential for overcoming current governance challenges and improving educational outcomes.

5.1.4 The effects of governance dynamics on the performance of primary education.

Based on the findings and objectives of the study, the effects of governance dynamics on the performance of primary education are multifaceted. Governance transparency, community involvement, and accountability mechanisms were found to significantly influence various performance indicators within the district (Mukono District Education

Office, 2023; Kigozi, 2019). However, challenges such as inadequate funding, limited training for governance roles, and policy implementation issues persist, impacting overall governance effectiveness (Nakayiza, 2017; Kasule, 2021).

5.2 Recommendations

Recommendations include enhancing transparency in decision-making (Nakayiza, 2017), strengthening accountability measures (Kasule, 2021), increasing community participation (Ssenfuma, 2019), providing comprehensive training for governance roles (Kizza, 2018), and allocating sufficient resources (Mukono District Education Office, 2023). These interventions are critical for addressing current governance gaps and improving educational outcomes in primary schools. Implementing these recommendations can foster a conducive environment for effective governance, ultimately enhancing enrolment rates, academic achievement, and infrastructure quality.

Areas of further research

Resource allocation and its impact on education quality. Further research could focus on how different levels of resource allocation influence the quality of education, including infrastructure, teaching materials, and staff training.

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APPENDICES

Appendix 1: Questionnaire used to collect data

Close ended questionnaire

Thank you for agreeing to participate in this survey on the effects of governance dynamics on primary education in Mukono District. Your insights are crucial to understanding how governance influences educational outcomes and identifying areas for improvement. This questionnaire aims to gather your perspectives on various aspects related to governance, performance indicators, challenges, and recommendations within the primary education sector.

Please take a moment to provide your honest opinions and experiences. Your responses will remain confidential and will be used solely for research purposes. Your valuable input will help policymakers and stakeholders implement effective strategies to enhance educational quality in Mukono District.

Instructions: please tick the most appropriate answer.

Section A: Participant Information

Gender:

Male Female

Age: Below 25 years 25-34 years 35-44 years 45-54 years 55 years and above

Occupation:

School Administrator

Teacher Parent/Guardian Community Leader Local Government Official

Other (please specify)

Years of experience in the education sector:

Less than 1 year ◦ 1-5 years ◦ 6-10 years ◦ More than 10 years

Section B: Governance Dynamics

Objective: To examine the influence of governance dynamics on the performance of primary education in Mukono District.

How transparent do you find the decision-making processes in primary schools within Mukono District? ◦ Very Transparent ◦ Transparent ◦ Neutral

Not Transparent

Not Applicable

To what extent does community involvement contribute to effective governance in primary education?

◦ Significantly ◦ Moderately ◦ Slightly ◦ Not at all

How would you rate the effectiveness of accountability mechanisms in primary schools to ensure responsible governance? ◦ Very Effective ◦ Effective ◦ Neutral ◦ Ineffective ◦ Very Ineffective

Section C: Performance Indicators

Objective: To analyze the performance indicators of primary education influenced by governance dynamics in Mukono District.

In your opinion, how has governance influenced enrolment rates in primary schools within Mukono District?

Increased enrolment

No significant change ◦ Decreased enrolment

What impact do you believe effective governance has on academic achievement scores in primary schools?

Positive Impact ◦ Neutral Impact ◦ Negative Impact ◦ Not Sure

How would you assess the infrastructure quality in primary schools influenced by governance dynamics?

Good o Fair o Poor

Section D: Challenges and Recommendations

What are the main challenges you perceive in achieving effective governance in primary education in Mukono District? (Tick all that apply) o Lack of funding/resources o Inadequate training for governance roles

Limited community engagement

Policy implementation challenges o Other (please specify)

Based on your experience, what recommendations would you suggest to improve governance dynamics in primary education in Mukono District? (Tick all that apply)

Enhance transparency in decision-making processes o Strengthen accountability mechanisms o Increase community participation and engagement

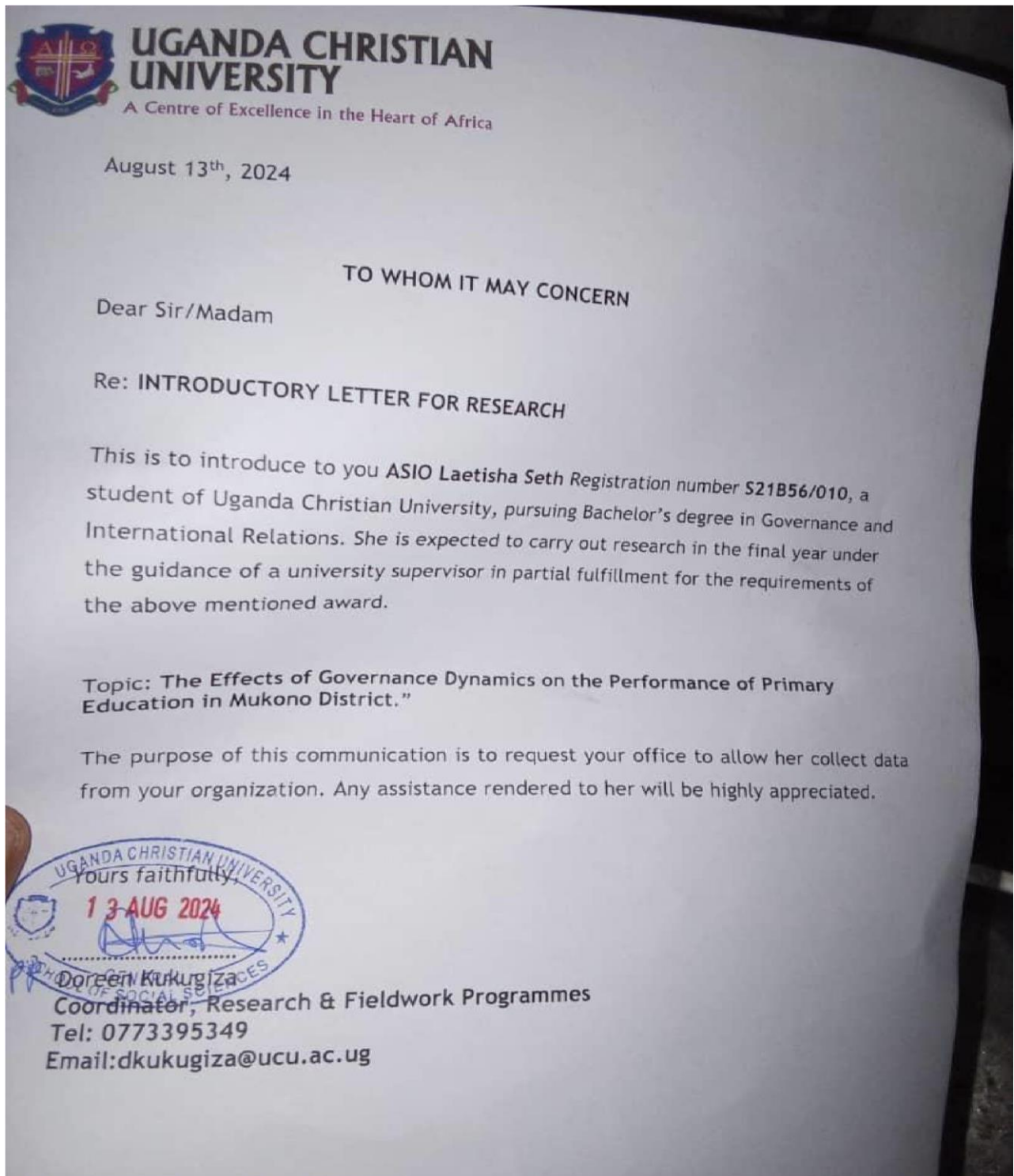
Provide more training and capacity building for governance roles o Allocate adequate resources and funding o Improve policy implementation and adaptation

Other (please specify)

Thank you for participating in this survey. Your valuable insights will contribute to understanding the effects of governance dynamics on primary education performance in Mukono District. Your feedback will help inform policies and interventions aimed at improving educational outcomes. If you have any further comments or suggestions, please feel free to share them in the space provided.

Your input is greatly appreciated.

Appendix 2: Introductory letter for research



Appendix 3: Sample of the answered questionnaire

Close ended questionnaire

Thank you for agreeing to participate in this survey on the effects of governance dynamics on primary education in Mukono District. Your insights are crucial to understanding how governance influences educational outcomes and identifying areas for improvement. This questionnaire aims to gather your perspectives on various aspects related to governance, performance indicators, challenges, and recommendations within the primary education sector.

Please take a moment to provide your honest opinions and experiences. Your responses will remain confidential and will be used solely for research purposes. Your valuable input will help policymakers and stakeholders implement effective strategies to enhance educational quality in Mukono District.

Instructions: please tick the most appropriate answer.

Section A: Participant Information

1. Gender: Male Female

2. Age:

Below 25 years

25-34 years

35-44 years

45-54 years 55 years and above

3. Occupation:

School Administrator

Teacher Parent/Guardian

Community Leader Local

Government Official Other

(please specify).....

4. Years of experience in the education sector:

Less than 1 year

1-5 years

6-10 years More than 10 years

Section B: Governance Dynamics

Objective: To examine the influence of governance dynamics on the performance of primary education in Mukono District.

5. How transparent do you find the decision-making processes in primary schools within Mukono District? Very Transparent Transparent Neutral

Not Transparent

Not Applicable

6. To what extent does community involvement contribute to effective governance in primary education? Significantly Moderately Slightly Not at all

7. How would you rate the effectiveness of accountability mechanisms in primary schools to ensure responsible governance? Very Effective Effective

Neutral Ineffective Very Ineffective

Section C: Performance Indicators

Objective: To analyze the performance indicators of primary education influenced by governance dynamics in Mukono District.

8. In your opinion, how has governance influenced enrolment rates in primary schools within Mukono District? Increased enrolment
 No significant change
 Decreased enrolment
9. What impact do you believe effective governance has on academic achievement scores in primary schools? Positive Impact Neutral Impact Negative Impact Not Sure
10. How would you assess the infrastructure quality in primary schools influenced by governance dynamics? Good Fair Poor

Section D: Challenges and Recommendations

11. What are the main challenges you perceive in achieving effective governance in primary education in Mukono District? (Tick all that apply) Lack of funding/resources Inadequate training for governance roles Limited community engagement
 Policy implementation challenges
 Other (please specify)
12. Based on your experience, what recommendations would you suggest to improve governance dynamics in primary education in Mukono District? (Tick all that apply)

- Enhance transparency in decision-making processes
- Strengthen accountability mechanisms Increase community participation and engagement Provide more training and capacity building for governance roles
- Allocate adequate resources and funding Improve policy implementation and adaptation
- Other (please specify).....
.....

Thank you for participating in this survey. Your valuable insights will contribute to understanding the effects of governance dynamics on primary education performance in Mukono District. Your feedback will help inform policies and interventions aimed at improving educational outcomes. If you have any further comments or suggestions, please feel free to share them in the space provided. Your input is greatly appreciated.