

Community Participation and School Development in Primary Schools in Inomo Sub-
County, Kwanja District

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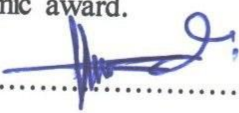
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A Dissertation Submitted to the Directorate of Research and Graduate Studies in Partial
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Education Management of Gulu University

September, 2026

Declaration

I Otim Nelson, declare that this dissertation entitled "*Community Participation and School Development in Primary Schools in Inomo Sub-County, Kwania District*" is my original work and has never been submitted to any university or institution of higher learning for any academic award.

Sign:.....

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Approval

This dissertation entitled "*Community Participation and School Development in Inomo Sub-County, Kwanja District*" was developed under my guidance and is been submitted to the Directorate of Research and Graduate Training of Gulu University with my approval.

Sign:.......... Date:.....02/10/2026.....

Supervisor: Dr. Gloria Lamaro

Dedication

This dissertation is dedicated to the Almighty God, whose grace, wisdom and guidance have seen me through every step of this academic journey.

I also dedicate this work to my beloved family especially my parents, whose unwavering support, encouragement, and sacrifices laid the foundation for my education. To my spouse and children, thank you for your patience, understanding and love throughout the long hours of study and research.

Lastly, I dedicate this dissertation to all the dedicated teachers, school leaders, and community members in Inomo Sub-County. Your commitment to improving the quality of primary education inspired the focus of this study.

May this work contribute in some way to the betterment of educational practices and community involvement in school development.

Acknowledgement

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Abstract

This study examined the role of community participation in the development of secondary schools in Inomo Sub-County, with specific objectives to assess the level of community participation, evaluate the level of school development, and determine the relationship between the two variables. The study adopted a descriptive cross-sectional survey design using both quantitative and qualitative approaches. Data were collected from a sample of 135 respondents comprising teachers, headteachers and School Management Committee (SMC) members through structured questionnaires and interviews. Descriptive statistics including means, percentages, and standard deviations were used to analyze community participation and school development, while a linear regression model was employed to determine the relationship between them. Findings revealed high levels of community participation, particularly in decision-making, communication, and resource mobilization, although some areas like voluntary support for extracurricular activities were relatively weaker. Similarly, school development was rated high, especially in academic performance and resource availability, despite concerns over infrastructure adequacy. The regression analysis showed a positive and statistically significant relationship between community participation and school development ($R^2 = 0.205$, $p < 0.001$), confirming that increased community involvement contributes to better school outcomes. The study concludes that strengthening community engagement is vital for sustainable school development and recommends more structured participation frameworks at the local level.

Chapter One

Introduction

1.0. Introduction

School development is a strategic, continuous process used by educational institutions to improve student achievement, upgrade facilities, and enhance overall school quality (Kim, 2020). In primary schools, school development involves the construction and maintenance of classrooms, provision of desks and instructional materials, improvement of sanitation facilities, staff accommodation, libraries and other facilities necessary to support learners' educational experiences (Kinunga, 2023).

In Uganda, community involvement in education is reflected through structures such as School Management Committees and Parents and Teachers Associations, which provide avenues for parents and community members to participate in school governance and development (Nelson, Wambua and Bonface, 024). Community participation can complement government efforts by contributing resources and supporting the maintenance of school facilities (MoE&S, 2026).

This chapter presents background of the study, problem statement, objectives, research question, scope of the study, significance of the study and conceptual framework.

1.1 Background to the Study

The background of the study is divided into historical, theoretical, conceptual and contextual perspectives to provide a comprehensive understanding of community participation and school development.

1.1.1 Historical Background

Globally, the concept of school development has evolved in response to the changing demands of societies, economies and governance structures. In many countries, formal education systems emerged to equip learners with literacy, numeracy and civic skills, while also fostering institutional structures to support sustainable school growth (Bray, 2003; Bray, 2006). Across high and low-income contexts alike, school development has been viewed as a multidimensional process, encompassing infrastructure, teaching quality, leadership, governance, and community engagement. Historically, education systems that integrated

families and communities into school management demonstrated more sustained improvements in learning outcomes and institutional resilience (Epstein, 2001).

In Sub-Saharan Africa, school development has been shaped by colonial legacies and post-independence educational reforms. During the colonial era, formal schooling was primarily administered by missionaries and colonial governments, often focusing on literacy, religious instruction, and administrative skills (Ssekamwa, 2000). Community involvement existed largely as a supportive function, where parents and local stakeholders contributed labor, food, and minor financial resources to sustain schools. Post-independence, African governments, including Uganda, prioritized expanding access to education but faced resource constraints, leaving communities to continue playing a pivotal role in school development (World Bank, 2019).

In East Africa, similar patterns emerged, where school development was influenced by both state initiatives and local participation. Policies aimed at universal education, such as Kenya's Free Primary Education program (2003) and Uganda's Universal Primary Education (1997), led to rapid enrollment growth but strained school infrastructure and teaching resources. Consequently, community participation became essential for supporting school facilities, maintaining resources and ensuring student retention (Ashaba, 2024; Okurut & Nsubuga, 2023). Studies in East Africa have shown that schools with active community involvement tend to perform better academically and sustain development initiatives even under resource constraints (Karanja & Mugambi, 2023).

In Uganda, the history of school development reflects a continuous interplay between government provision and local engagement. During the colonial period, formal schools were concentrated in urban areas and mission centers, with rural regions often underserved. Communities contributed to infrastructure, materials, and oversight, laying the foundation for contemporary mechanisms such as School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) (MoES, 2013). After independence, national policies emphasized expansion and equity, yet funding gaps and infrastructural deficits persisted, especially in rural areas (World Bank, 2019; UNESCO, 2023). The introduction of Universal Primary Education (UPE) and other reforms accelerated enrollment but increased pressure on classrooms, libraries, laboratories, and teaching staff, highlighting the enduring need for community support (MoES, 2021; UNICEF, 2024).

In Kwania District, the dynamics of school development mirror national trends but reflect localized challenges. Schools in the district, including those in rural sub-counties like Inomo, face infrastructural inadequacies such as overcrowded classrooms, limited learning resources, and weak ICT integration (Uganda Communications Commission, 2024; Ngwama, 2024). Despite these constraints, community participation remains critical, with local stakeholders contributing labor, mentoring, oversight, and advocacy to supplement government efforts (Ashaba, 2024; Turyasingura et al., 2024). Research indicates that in areas like Inomo, school development outcomes are strongly mediated by community engagement, especially through SMCs and PTAs, which enhance accountability, monitoring, and procedural governance (Mulindwa, 2024; Okurut & Nsubuga, 2023).

Thus, the historical trajectory of school development—from global educational trends, through Sub-Saharan Africa and East Africa, to Uganda and Kwania District—demonstrates that while progress has been made, challenges persist, particularly in rural contexts. This history underscores the relevance of community participation as an essential mechanism for sustaining school development, bridging gaps left by limited government resources, and ensuring that schools evolve into effective learning environments (Epstein, 2001; Ashaba, 2024). In Inomo Sub-County, the evolution of school development cannot be understood without considering the long-standing and continuing role of local communities in shaping educational outcomes.

Despite the growing popularity of school development as a key driver of educational quality, significant gaps persist globally and regionally, particularly in resource-constrained settings. Many schools continue to face inadequate infrastructure, limited instructional materials, insufficient sanitation facilities, and shortages of qualified teachers, which collectively hinder effective teaching and learning (UNESCO, 2023; UNICEF, 2024). In Sub-Saharan Africa and East Africa, while policies such as Universal Primary Education and free secondary education have expanded access, disparities in school quality remain, with rural and marginalized communities disproportionately affected (World Bank, 2019; Tuyambe et al., 2023). In Uganda, rural districts including Kwania and sub-counties such as Inomo continue to struggle with overcrowded classrooms, limited ICT integration, and inconsistent teacher support, highlighting systemic challenges in achieving holistic school development (Uganda Communications Commission, 2024).

These persistent gaps underscore the potential role of community participation in complementing formal educational interventions. Historical evidence suggests that communities contribute to school development through labor, mentorship, resource mobilization, and oversight mechanisms such as School Management Committees and Parent-Teacher Associations (Ashaba, 2024; MoES, 2013). However, empirical evidence remains limited on how different forms of community engagement directly influence measurable school development outcomes, particularly in rural Ugandan contexts. Socioeconomic conditions, leadership capacity, and cultural norms mediate the effectiveness of such participation, suggesting that high community involvement does not automatically translate into improved infrastructure, instructional quality, or student performance (Mulindwa, 2024; Namatovu & Muwonge, 2024). Therefore, examining the relationship between community participation and school development is critical for understanding how local engagement can be harnessed to fill persistent gaps and strengthen educational outcomes in settings like Inomo Sub-County.

1.1.2 Theoretical Background

The study is anchored primarily on Joyce Epstein's Theory of Overlapping Spheres of Influence, which posits that student learning and school effectiveness are maximized when there is a strong interplay between families, schools and communities (Epstein, 2009). According to Epstein, these three spheres overlap to form a collaborative network that supports student development, each contributing unique resources, skills, and responsibilities. In the context of this study, the theory provides a lens for understanding how community participation can directly influence school development by fostering cooperation, shared ownership, and joint accountability for educational outcomes.

Epstein's model identifies six key types of involvement: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision-making, and (6) collaborating with the community. For this study, particular emphasis is placed on decision-making and community collaboration, as these are the spheres through which communities contribute to school governance, resource mobilization, monitoring of teacher and student performance, and provision of non-financial support. For example, active participation in School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) reflects the theory's call for collaborative responsibility and structured engagement in educational processes (Ashaba, 2024; Kabanda & Ateenyi, 2023).

A key assumption of Epstein's theory is that all families and communities have both the willingness and capacity to participate effectively in the education process. However, in rural Ugandan contexts such as Inomo Sub-County, this assumption is often challenged by socio-economic disparities, low literacy levels, cultural norms, and logistical barriers (Aryeh-Adjei, 2021; Namatovu & Muwonge, 2024). These limitations can constrain meaningful participation and, in turn, affect the extent to which community involvement translates into tangible improvements in school infrastructure, learning resources, and student performance. Recognizing these contextual factors is critical for applying the theory in this study, highlighting the need to differentiate between potential, actual, and effective participation.

The study also draws on participatory governance theories, which advocate for decentralization of school management to include local stakeholders in decision-making processes (Bray, 2006). Such frameworks align with Epstein's emphasis on collaborative engagement, reinforcing the role of institutional structures like SMCs and PTAs in ensuring accountability, transparency, and responsiveness. In practice, these bodies enable communities to influence budgeting decisions, school development plans, and oversight mechanisms, directly linking community participation to school development outcomes.

In addition, the theory of social capital complements Epstein's framework by emphasizing the importance of networks, trust, and shared norms in enabling collective action for mutual benefit Ngwama (2024). Strong social capital within communities facilitates resource pooling, volunteerism, mentoring programs, and advocacy efforts that are essential for sustaining school development projects, especially in resource-constrained rural settings. In Inomo Sub-County, high social cohesion can empower communities to fill gaps in infrastructure, learning materials, and student support, thus operationalizing Epstein's conceptual premise that education is a collaborative enterprise.

In sum, Epstein's Theory of Overlapping Spheres of Influence provides a robust conceptual foundation for examining the relationship between community participation and school development. It not only explains how collaborative efforts between schools and communities can enhance educational outcomes but also identifies potential barriers and enabling conditions. By integrating the assumptions and applications of this theory with insights from participatory governance and social capital frameworks, this study situates community engagement as a critical factor in driving both procedural and tangible school development outcomes in Inomo Sub-County.

1.1.3 Conceptual Background

Community participation in education has been defined in multiple ways by scholars, reflecting its multidimensional and context-dependent nature. Ahmad (2011) defines community participation broadly as the active involvement of local stakeholders, including parents, civic leaders, and civil society organizations, in activities that support the development, governance, and sustainability of schools. Similarly, Kasozi and Tumwebaze (2019) highlight participation as a process where communities engage in policy formulation, monitoring, and oversight to enhance school performance.

This study conceptualised community participation as active involvement of parents and other stakeholders in governance and decision-making, infrastructure development, health and nutrition, provision of scholastic materials, volunteering in school programs and events, decision-making in school governance and policy formulation and resource mobilization to support school infrastructure among others.

Turyasingura et al. (2024) define school development as a systematic and sustained effort by schools to improve their capacity to educate students effectively, encompassing improvements in teaching, learning, governance, and organizational practices. Ashaba (2024) view school development as a process of organizational learning, where schools continuously adapt to internal and external challenges to enhance student outcomes and well-being. Nyende (2023) emphasizes that school development involves curriculum innovation, teacher professional development, and institutional reform, highlighting the collaborative efforts of teachers, administrators, students, and the wider community.

In this study, school development is conceptualised as the ability of the school to realise academic improvement, organizational effectiveness and stakeholder engagement.

Situating school development within this framework, the study aligns with contemporary scholarship emphasizing holistic, participatory and sustainable approaches to educational improvement (Fullan, 2007; Hargreaves & Fink, 2006; Ainscow & West, 2006). This approach also addresses critiques of top-down or purely administrative conceptions of development by emphasizing the role of stakeholder collaboration in achieving meaningful and lasting outcomes, thereby linking the concept directly to educational effectiveness and the quality of school performance as the dependent variable in this research.

1.1.4 Contextual Background

Kwania District provides an important local context for examining community participation and school development. The district was created in July 2018 after being carved out of the former Apac District, with the stated purpose of improving service delivery to communities. Administratively, Kwania has two counties and several sub-counties and town councils. Inomo Sub-county is located in Kwania North County and comprises four parishes and 54 villages, while Inomo Town Council is separately administered (Ngwama, 2024).

The scale of primary education provision in Kwania makes school development an important concern. The 2025 Uganda Basic Education Certificate of Examination report records 59 government/public primary schools and 91 private primary schools in Kwania District, giving a total of 150 primary schools. The presence of a substantial number of government primary schools places significant responsibility on government, district authorities, school administrators, parents and communities to ensure that schools have adequate facilities and an environment conducive to learning (Mkumbo, 2021).

Evidence from Kwania has pointed to challenges in school infrastructure. A 2022 report on primary schools in the district documented dilapidated structures, inadequate desks, insufficient teaching staff, accommodation challenges and poor sanitation facilities (Kwania District Local Government, n.d.). The report indicated that fewer than half of the district's government-aided primary schools had adequate combinations of desks, classrooms, learning materials and teaching staff. The situation was particularly illustrated at Agwiciri Primary School in Inomo Subcounty, where the headteacher reported an enrolment of 1,034 pupils but only 25 desks allocated specifically to Primary Seven and 15 teaching staff. Such evidence points to a gap between the desired conditions for effective school development and the resources and facilities available in some schools (Kwania District Local Government, n.d.).

There are also indications that schools in Inomo Subcounty have experienced challenges in learner participation. For example, during the reopening of schools in January 2022, Aninolal Primary School in Inomo Subcounty recorded only 212 learners out of 1,071 learners enrolled in 2020, while schools in Inomo reportedly had only 327 learners reporting out of approximately 1,600 enrolled learners. Although these figures relate to a particular post-COVID reopening period and should not be interpreted as current enrolment levels, they demonstrate the kinds of educational challenges experienced within the local context (Kwania District Local Government, n.d.).

Importantly, Inomo Subcounty has previously been the subject of research concerning community participation. A study conducted in the former Apac District, when the area was administratively within Apac, examined community participation and the performance of school administration in Inomo Subcounty. The study reported that community participation contributed to a sense of ownership of school development processes, encouraged transparency and accountability in school administration, and helped generate funds through parental contributions. However, the earlier study primarily focused on school administration performance, rather than systematically examining community participation in relation to the broader dimensions of school development, such as infrastructure, sanitation, furniture, learning materials, maintenance and other physical and institutional improvements. Moreover, the administrative context has changed since Kwanja became a district in 2018 (Kwanja District Local Government, n.d.).

Consequently, there was a contextual and empirical basis for examining community participation and school development in primary schools in Inomo Subcounty, Kwanja District. The study can establish the extent to which parents and community members participate in school planning, decision-making, resource mobilisation, infrastructure development, monitoring and maintenance, and how these forms of participation relate to the development of primary schools. The findings provided evidence useful to school administrators, SMCs, parents, community leaders and Kwanja District Local Government in strengthening community involvement in school development.

1.2 Statement of the Problem

Ideally, school development in primary schools should provide learners with a safe, adequate and conducive environment for effective teaching and learning. This requires adequate classrooms, desks and furniture, sanitation and water facilities, teachers' accommodation, instructional materials, maintenance of school buildings and effective school management (The Cooperator News, 2022). In Uganda, the Ministry of Education and Sports identifies improvement of school facilities, including classrooms, offices, water and sanitation facilities and teacher housing, as important components of improving school effectiveness (MoE&S, 2023). The Ministry also recognises parents and communities as important stakeholders in school management and school improvement (MoE&S, 2023).

However, the actual situation in some Ugandan primary schools remains characterised by inadequate and deteriorating school-development facilities. The Ministry of Education and

Sports continues to identify the need for additional classrooms and teachers' houses and has noted the need to strengthen community participation in education (Mo&S,2020). At the same time, the Government has implemented interventions aimed at improving school infrastructure and management, including training School Management Committees and investing in classrooms and other school facilities. Under the Uganda Teacher and School Effectiveness Project, 1,201 primary schools benefited from interventions targeting school management, accountability and learning conditions, while 5,536 School Management Committee members were trained in school management and accountability. These interventions indicate that school development remains a continuing concern despite government investment (Mo&S,2020).

The problem is particularly evident in Kwanja District, where reports have documented inadequate school infrastructure. In 2022, less than half of the government-aided primary schools in the district were reported to have adequate combinations of classrooms, desks, learning materials and teaching staff (Kwanja District Local Government, n.d.). The report further documented inadequate sanitation, accommodation challenges and damaged classroom structures. At Agwiciri Primary School in Inomo Sub-county, for example, 1,034 pupils were reportedly enrolled but the school had only 25 desks specifically allocated to Primary Seven and 15 teaching staff. The persistence of infrastructure challenges is further demonstrated by the UGX 500 million school rehabilitation grant received by Kwanja District in 2025 to rehabilitate dilapidated classroom structures in 16 government-aided primary schools, with a classroom block at Agwiciri Primary School in Inomo Sub-county among those identified for rehabilitation (Kwanja District Local Government, n.d.). More recent district reporting also indicates continued investment in school infrastructure, with more than UGX 637 million reportedly allocated through the School Facilitation Grant for school infrastructure projects in the 2025/2026 financial year (Kwanja District Local Government, n.d.).

The persistence of these school-development challenges raises questions about the extent to which communities participate in the identification, planning, financing, implementation, monitoring and maintenance of school-development activities(The Cooperator News, 2022, May 18). Community participation is intended to complement government provision by giving parents and local stakeholders a voice in school improvement planning, decision-making, monitoring and resource mobilisation (The Cooperator News. (2022, May 18). Uganda's Education Response Plan II specifically provides for parent and family engagement

through structures such as PTAs and SMCs in school improvement planning, school safety, attendance tracking and monitoring. Similarly, the Ministry's Community-Led Learning initiative was developed to utilise the potential of communities to support children's education, demonstrating the policy importance attached to community involvement (Uganda Radio Network, 2025, March 27). However, the existence of these structures does not necessarily mean that communities participate adequately or that their participation translates into tangible improvements in school infrastructure and other aspects of school development (Uganda Radio Network. 2025, March 27).

Therefore, the core problem is not merely the existence of inadequate school facilities, but the persistence of school-development deficiencies despite government interventions and the presence of formal mechanisms for community participation. There is insufficient current empirical evidence showing whether and how community participation contributes to addressing deficiencies in classrooms, furniture, sanitation, instructional facilities, maintenance and other school-development needs in primary schools in Inomo Sub-county. Without such evidence, it is difficult for school administrators, SMCs, parents and Kwanja District Local Government to determine which forms of community participation can effectively complement government efforts and improve school development. The study therefore seeks to examine the relationship between community participation and school development in primary schools in Inomo Sub-county, Kwanja District.

1.3 Purpose of the Study

The purpose of this study was to investigate the relationship between community participation on school development in primary schools in Inomo Sub-County, Kwanja District, Uganda.

1.4 Objectives of the Study

1. To examine the level of community participation in primary schools in Inomo Sub-County.
2. To determine the level of school development in primary schools in Inomo Sub-County.
3. To establish the relationship between community participation and school development in primary schools in Inomo Sub-County.

1.5 Research Questions

1. What is the level of community participation in primary schools in Inomo Sub-County?
2. What is the level of school development in primary schools in Inomo Sub-County?
3. What is the relationship between community participation and school development in primary schools in Inomo Sub-County?

1.6. Scope of the Study

1.6.Content Scope

This study centered on community participation and school development in primary schools in Inomo Sub-county in Kwanja District. The study was further justified by the persistent school-development challenges reported in Kwanja District. Evidence from the district has documented inadequate classrooms, desks, sanitation facilities, teaching staff and other infrastructure challenges in some primary schools. At Agwiciri Primary School in Inomo Sub-county, for example, a substantial gap between enrolment and available facilities was reported, while the school was subsequently included among schools requiring rehabilitation.

1.6.2. Geographical

The study focused engaged 14 primary schools in Inomo Sub-county- Kwanja District.

1.6.3. Time Scope

The study covered six-year period from 2018 to 2025, providing a comprehensive framework to examine the relationship between community participation and school development in primary schools in Inomo Sub-county. This timeframe allowed the investigation to capture recent trends in poor performance, assess lessons learned and situate findings within the current academic landscape, with implications for future improvements.

1.6 Significance of the Study

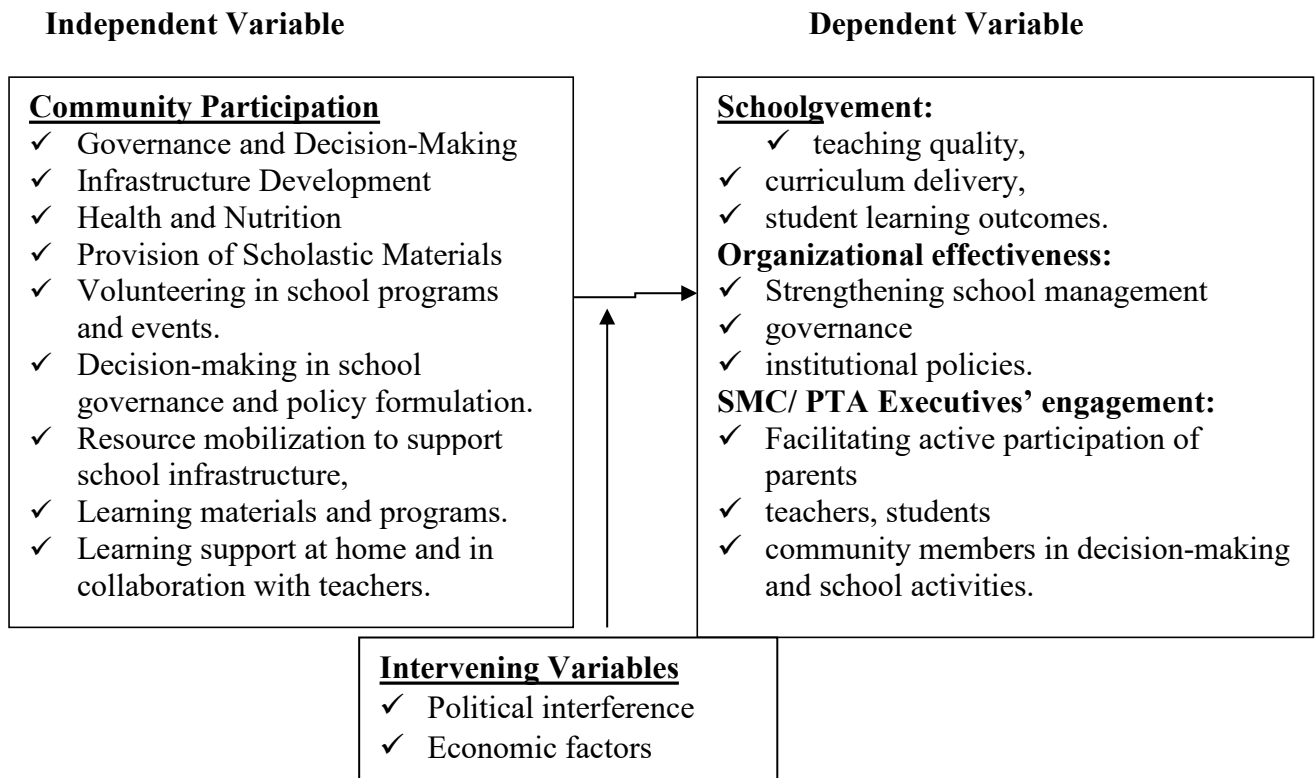
This study may provide valuable insights for policymakers, education managers and community stakeholders about the critical role of community participation in enhancing school development.

Findings will inform strategies to strengthen community engagement and foster sustainable improvements in education quality in rural Uganda.

Additionally, the study will contribute to academic knowledge by expanding empirical research on community involvement in education governance and development.

1.7 Conceptual Framework of the Study

Fig 1: Conceptual Framework Showing Proposed Relationship between Community Participation and School Development



Source: Adapted from Epstein's Theory of Overlapping Spheres of Influence (2009).

The original Epstein framework emphasized parental involvement in student learning. This study expands the model to include broader community participation as a key driver of school development. The overlapping spheres now represent schools, families, and communities, where collaboration and shared responsibilities enhance both school quality and student outcomes. This adaptation aligns with contemporary research highlighting the role of stakeholder engagement in achieving sustainable school improvement (Capretta, 2024; Mohamed Warsame et al., 2025).

The conceptual framework assumes that community participation is a mechanism through which schools obtain resources, improve accountability, strengthen partnerships and create supportive learning environments. Governance participation mainly contributes to

organizational effectiveness and stakeholder engagement; resource mobilization and provision of materials contribute strongly to infrastructure and academic improvement; while health, nutrition and learning support contribute particularly to learners' participation and academic achievement. These dimensions are interconnected, meaning that stronger community participation across several areas is likely to produce more comprehensive school development than participation in only one area.

Community participation in school governance and decision-making enables parents, School Management Committees (SMCs), local leaders and other stakeholders to contribute to school policies, priorities and plans. When stakeholders participate in decisions about school activities, budgeting, discipline and development priorities, decisions are more likely to reflect actual community needs. This can improve organizational effectiveness because responsibilities are shared, transparency is strengthened and school leaders become more accountable to stakeholders. Participation can also create a sense of ownership, making community members more willing to support and implement decisions made collectively.

Community participation in resource mobilization for school infrastructure can contribute to the construction and maintenance of classrooms, teachers' houses, sanitation facilities, libraries, water facilities, playgrounds and other school infrastructure. Adequate infrastructure creates a safe and conducive environment for teaching and learning. For example, when communities contribute labour, materials, funds or land for school development, schools may be able to improve their physical facilities. A better learning environment can enhance learners' attendance, concentration, participation and ultimately academic improvement.

Community involvement in health and nutrition can improve learners' physical and mental readiness for learning. Parents and community organizations may support school feeding, sanitation, clean water, health education, immunization campaigns and prevention of common illnesses. Healthy and adequately nourished learners are more likely to attend school regularly, concentrate during lessons and participate actively in learning. Therefore, community participation in health and nutrition can indirectly contribute to better academic outcomes and improved school attendance.

Community members can participate in providing scholastic materials and learning resources, such as books, pens, mathematical sets, charts, computers and other instructional materials. Where government resources are insufficient, community contributions can help schools address resource shortages. Availability of learning materials enables teachers to use

appropriate teaching methods and gives learners greater opportunities to practise and participate. Consequently, provision of materials through community participation can contribute to academic improvement.

Community members may volunteer in sports, cultural activities, school cleaning, guidance and counselling, school meetings, academic events, fundraising activities and other programmes. Such volunteering creates regular interaction between schools and the community. This strengthens stakeholder engagement because parents and other community members become active partners rather than merely recipients of information from the school. Stronger engagement can increase trust, cooperation and collective responsibility for school development.

Community participation also occurs outside the school through parental support for learning at home. Parents can monitor homework, encourage reading, provide study materials, monitor attendance and communicate with teachers about learners' progress. Collaboration between parents and teachers allows learning problems to be identified and addressed earlier. For instance, a teacher may inform a parent about poor attendance or weak academic performance, while the parent can provide information about challenges affecting the learner at home. This partnership can contribute directly to academic improvement.

When parents and community representatives participate in policy formulation, they develop a stronger understanding of school objectives, rules and development priorities. Their participation can also make school policies more acceptable because stakeholders have contributed to their formulation. This strengthens stakeholder engagement and creates greater commitment to implementing school policies. It also promotes transparency and accountability between school administrators and the community.

Community participation in resource mobilization can supplement government funding and other school resources. Communities may mobilize money, labour, construction materials, expertise or partnerships with NGOs and other organizations. These resources can be directed toward infrastructure, learning materials, sanitation, school feeding and other priorities. Effective mobilization therefore supports both infrastructure development and organizational effectiveness, since school administrators have additional resources with which to implement development plans.

Chapter Two

Literature Review

2.0. Introduction

This section presents review of related literature on community participation and school development in primary schools. A number of books, journals and publications were consulted.

2.1. Theoretical Review

Community participation and school development research often draws on multiple theoretical frameworks to explain how these phenomena interact. Central to this study is Joyce Epstein's Theory of Overlapping Spheres of Influence, which highlights the interconnectedness of family, school, and community in fostering student success (Epstein, 2009). According to Epstein, shared responsibility across these spheres promotes collaboration, resource mobilization, and decision-making that enhances educational outcomes.

Epstein (2009) conceptualizes involvement as six types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This theory posits that when community stakeholders actively engage in school governance and resource support, schools benefit through improved management and student welfare.

However, Epstein's model assumes uniform capacity for involvement, which is often unrealistic in rural contexts due to socio-economic and cultural barriers (Aryeh-Adjei, 2021). To address this, community development theories emphasize the need to identify and overcome barriers to participation, such as poverty, low literacy, and social norms, to foster inclusive engagement (Bray, 2006).

Participatory governance theory further complements this framework by advocating for decentralized school management, where local actors—parents, local leaders, and civil society—take part in decision-making, enhancing accountability and responsiveness (Bray, 2006). This theory supports the role of School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) in promoting community involvement.

The social capital theory (Putnam, 2023) underscores the importance of social networks, trust, and shared norms that facilitate collective action. In educational settings, strong social capital

within communities can lead to more effective mobilization of resources and sustained school development efforts.

Moreover, social capital's emphasis on trust and reciprocity explains why schools with active community ties tend to have better attendance, infrastructure upkeep, and resource provision (Putnam, 1993). This reinforces the role of social cohesion in educational success.

In rural Uganda, contextualizing these theories reveals the complex interplay of socio-economic status, cultural values, and institutional structures that influence participation and school development. Therefore, combining Epstein's framework with participatory governance and social capital theories offers a robust conceptual foundation for this study.

Lastly, these theories collectively suggest that enhancing community participation requires strategies that build capacity, foster collaboration, and leverage local social networks to improve school development outcomes. This theoretical grounding guides the investigation of community participation's influence on school development in Inomo Sub-County.

2.2. Level of Community Participation in Primary Schools

Globally, community participation is widely regarded as an important mechanism for improving the quality and effectiveness of primary education. It encompasses parents', community members', local leaders' and other stakeholders' involvement in school governance and decision-making, infrastructure development, health and nutrition, provision of scholastic and learning materials, volunteering in school programmes, resource mobilisation and support for children's learning at home and in collaboration with teachers (Gubbins, Coutrim and Flores, 2024/2025). However, the level of participation varies across contexts and existing research often measures only selected dimensions of participation. The following funnel approach moves from the global context to Uganda and identifies the specific gap that justifies the present study.

In the United States of America (USA), community and parental participation in primary education is relatively institutionalised through parent-teacher conferences, school governance, volunteering, instructional activities, budget discussions, school events and parent education programmes (Merlin, 2021). According to the National Center for Education Statistics (NCES), in 2017–18, 97% of public schools offered open-house or back-to-school events, 92% offered regular parent-teacher conferences, 92% provided opportunities for governance participation, 91% offered opportunities for parents to volunteer, 83% involved

parents in instructional issues and 76% offered involvement in budget decisions (Merlin, 2021). Primary schools generally provided these participation opportunities at higher rates than middle and high schools. These findings suggest a relatively high institutional level of participation, particularly in school-based activities. However, the existence of participation opportunities does not necessarily mean that parents exercise substantial influence over school decisions. For example, the NCES data distinguish between schools offering participation opportunities and the proportion of parents actually participating (Merlin, 2021). Much of the U.S. evidence concentrates on parental involvement rather than the broader concept of community participation, particularly community contributions to infrastructure, health and nutrition, resource mobilisation and provision of learning materials. Furthermore, findings from a highly resourced education system cannot automatically be generalised to resource-constrained primary schools in Inomo Sub-county in Uganda.

In Latin America, parental participation is recognised as important to children's learning and school effectiveness, but the empirical literature is considerably less developed and unevenly distributed across countries (Gubbins, Coutrim and Flores, 2024/2025). Gubbins, Coutrim and Flores (2024/2025) conducted a systematic review of Latin American research on parental participation in primary education and found that research production was scarce and unequal among countries. The available studies predominantly approached participation from a pedagogical and formative perspective rather than examining participation comprehensively across school governance, resource mobilisation and school development (Gubbins, Coutrim and Flores, 2024/2025). The literature nevertheless indicates that parental participation can support children's development and learning. However, the review highlights conceptual differences between parental involvement, participation, family-school connection and engagement, making cross-country comparison difficult. Latin American evidence provides insufficient empirical information on the overall level of community participation across governance and decision-making, infrastructure development, health and nutrition, provision of scholastic materials, volunteering, resource mobilisation and home-learning support. This study, therefore, extended the concept beyond parental academic involvement to a broader community-school partnership.

In Asia, particularly East Asia, research demonstrates a positive relationship between parental participation and children's academic achievement (Kim, 2020). Kim (2020), in a meta-analysis of 15 studies from East Asian countries, found that parental involvement was positively associated with academic achievement. The relationship was strongest for

academic socialisation, followed by home involvement and school involvement. This suggests that community participation in Asian contexts is often expressed through home-based learning support and school-family engagement. Nevertheless, the evidence does not necessarily establish the extent to which parents participate in wider school development processes such as infrastructure development, governance, resource mobilisation, health and nutrition and provision of learning materials. Existing Asian research has concentrated substantially on the relationship between parental involvement and learner achievement, leaving a gap concerning the broader level of community participation as a multidimensional school-development construct. This study addressed this gap by considering both school-based and home-based participation.

Evidence from Eastern Europe demonstrates that family-school partnerships exist, although their depth and direction vary (OECD, 2024). For example, research in Romanian rural schools found that school-family collaboration could be predominantly one-directional, with schools communicating or involving parents in activities without necessarily establishing genuine reciprocal participation. More recent research covering Hungary, Romania and Ukraine found that perceptions of school-facilitated family-school-community partnership practices were associated with parental involvement. The study also identified social inequalities in how parents experienced and participated in these partnerships (OECD, 2024). Similarly, OECD (OECD, 2024) evidence from Eastern Partnership countries shows that parental involvement at school can be relatively high in some contexts, although between 2018 and 2022 parental involvement in learning at school declined substantially in several countries. The Eastern European evidence demonstrates that participation is not simply a question of whether parents are present, but whether schools create opportunities for shared influence and decision-making. However, limited research integrates governance, infrastructure, resource mobilisation, learning materials, volunteering and home-learning support into a single measure of community participation. This constitutes a conceptual and contextual gap.

According to the Australian Government Department of Education (AGDE, 2026), Australia provides a strong policy framework for family-school-community partnerships. The Australian Government's Family-School Partnerships Framework identifies seven dimensions of effective partnerships: communication, connecting learning at home and school, building community and identity, recognising the family role, consulting on decision-making, collaborating beyond the school and participation (AGDE, 2026). The framework further

emphasises mutual trust, shared responsibility, collaboration and sharing of influence. Current Australian Government guidance similarly indicates that parent engagement encompasses learning at home, at school and in the community and that effective family-school-community partnerships can improve children's learning and wellbeing (AGDE, 2026). Thus, Australia demonstrates a relatively comprehensive institutional approach to community participation. Although Australia provides a well-developed framework for participation, the context differs considerably from Uganda in terms of institutional capacity, resources and socioeconomic conditions. There was, therefore, a contextual gap concerning how the same dimensions of participation operate in resource-constrained Ugandan primary schools. In addition, the Australian framework is primarily a policy and practice framework rather than evidence of the actual level of participation in a specific Ugandan school setting.

In North Africa, family involvement in children's education occurs within diverse cultural, socioeconomic and educational contexts (Aryeh-Adjei, 2021). However, compared with the USA, Asia and Sub-Saharan Africa, there is relatively less accessible empirical literature that measures community participation in primary-school development as a multidimensional construct (Aryeh-Adjei, 2021). The limited evidence base makes it difficult to establish a common level of participation in school governance, decision-making, infrastructure development, health and nutrition, provision of learning materials, volunteering and resource mobilisation across North African countries (Kimengsi, J., et al., 2016). The major gap is therefore empirical and contextual. There is insufficient comparative evidence establishing the extent to which community participation moves beyond parental support for children's learning to meaningful involvement in school governance and development. This also demonstrates the danger of generalising findings from other regions to African contexts without local empirical investigation.

In Sub-Saharan Africa, community participation is particularly important because communities often supplement government educational provision through provision of school requirements, labour, infrastructure support, participation in meetings and support for children's learning (Kambona, 2025). A recent systematic review by Kambona (2025), although focused on early childhood education, found that parents in Sub-Saharan Africa participate through academic activities, provision of school needs and attendance at school meetings. However, participation is constrained by low parental education, low socioeconomic status, cultural constraints, limited knowledge and inadequate resources. The review concluded that parental participation remains insufficient in many settings. The

review is particularly relevant to the present study because it demonstrates that participation occurs in several forms but is constrained by socioeconomic and capacity-related factors. However, it also reveals a literature gap: only 13 studies from 1,040 initially identified records met the review's criteria, demonstrating the limited systematic evidence base. Existing Sub-Saharan African studies tend to examine parental involvement or specific participation activities rather than the comprehensive level of community participation in school development. There was, therefore, a need to assess participation across governance, infrastructure, health and nutrition, scholastic materials, volunteering, resource mobilisation and home-school learning support.

In East Africa, community participation is closely connected with decentralised school governance and the role of parents and communities in supporting public primary education (Kobayashi and Ogawa, 2025). School Management Committees and other participatory structures provide mechanisms through which communities can contribute to school management and development. Evidence from Uganda is particularly illustrative of the East African situation. Lamaro and Lukwiya (2024), studying primary schools in Gulu District, found a significant positive relationship between School Management Committee participation and effectiveness of school management. Their study involved 352 participants and used quantitative and qualitative methods. This evidence suggests that participation can contribute to organisational effectiveness. However, the focus on SMC participation leaves other dimensions of community participation less explored. East African evidence has not adequately established the overall level of community participation when governance is considered together with infrastructure development, health and nutrition, scholastic materials, volunteering, resource mobilisation and learning support at home. There was consequently a need for a broader assessment of community participation in primary-school development.

In Uganda, community participation is formally embedded in primary education through School Management Committees (SMCs), Parent-Teacher Associations (PTAs), parents and local communities (Ainembabazi, 2024). However, the actual effectiveness and intensity of participation vary considerably between schools (Ainembabazi, 2024). Kobayashi and Ogawa (2025), using a mixed-method study of Ugandan public primary education, found that active community and parental participation can improve educational quality. However, they also found that participation does not automatically result in better educational outcomes. Conflicts associated with higher levels of participation can negatively affect educational

quality, while effective management by SMCs and PTAs can build parental trust and encourage active participation.

Similarly, Lamaro and Lukwiya (2024) found a significant positive relationship between SMC participation and school-management effectiveness in primary schools in Gulu District. Another Ugandan study in Kampala Central Division found significant relationships between governance principles and education service delivery, with community participation emerging as the most significant predictor of education service delivery in the regression analysis. However, the Ugandan evidence also reveals important limitations. Much of the existing research focuses on SMCs, parental participation, governance or education service delivery separately. It does not sufficiently measure the overall level of participation across the multiple dimensions proposed in the present study. The most important gap is therefore that the level of community participation in Ugandan primary schools remains insufficiently established as a multidimensional phenomenon.

Conclusions

Despite the existing evidence, there was inadequate empirical evidence on the overall level of community participation in primary schools when participation is conceptualised comprehensively rather than as a single activity. Most previous studies concentrate on one or two dimensions such as parental involvement in learning, SMC participation, school governance or attendance at meetings.

2.3. Level of School Development in Primary Schools

Globally, the international literature shows considerable variation in school development. While some education systems have relatively strong institutional structures, resources and learning outcomes, others continue to experience significant challenges in foundational learning, infrastructure, equity, management and stakeholder engagement (Das and Mazumder, 2024). In the United States of America (USA), school development is supported by relatively established systems of school leadership, instructional improvement, assessment, accountability and stakeholder involvement (Das and Mazumder, 2024). Academic development is regularly monitored through national assessments such as the National Assessment of Educational Progress (NAEP). The 2024 NAEP assessment covered approximately 117,900 Grade 4 pupils in mathematics and 117,400 Grade 4 pupils in reading, providing extensive evidence for monitoring primary-school academic performance (Das and Mazumder, 2024). However, the evidence also indicates that school development is not

uniformly high. In 2024, the national average Grade 4 reading score was lower than in 2022, although Grade 4 mathematics scores were higher than in 2022. This demonstrates that even a relatively well-resourced education system continues to experience challenges in sustaining academic improvement (Das and Mazumder, 2024). Research and monitoring in the USA provide extensive information about academic achievement, but less attention is given to examining school development as an integrated construct combining academic improvement, organizational effectiveness and stakeholder engagement, particularly in relation to community participation. The present study therefore conceptualizes school development more broadly than examination performance alone.

In Latin America, school development has been influenced by efforts to improve access, quality, equity, school management and stakeholder participation. Nevertheless, considerable variation exists between and within countries (OECD, 2024). The OECD (OECD, 2024) reports that stakeholder participation mechanisms exist across Latin American and Caribbean countries, but these mechanisms still need to become more effective in ensuring equal access, representation and inclusion in decision-making. Similarly, a systematic review of parental participation in Latin American basic education found that research production between 2019 and 2024 was scarce and uneven across countries, with much of the research focusing on parental involvement from pedagogical and formative perspectives (OECD, 2024). The Latin American literature provides evidence on academic outcomes and stakeholder participation, but there was inadequate integrated evidence on the level of school development across academic improvement, organizational effectiveness and stakeholder engagement. Existing studies also tended to examine these dimensions separately rather than as components of one school-development construct.

In Asia, substantial progress has been made in expanding access to primary education, but challenges remain in learning quality, equity and school capacity. The Asian Development Bank (ADB, 2025) reports that education systems in Asia and the Pacific have made significant progress in expanding access, but continue to face challenges in equitable access, learning outcomes and system effectiveness. The ADB consequently recommends systems-level reforms, stronger strategic planning and partnerships to improve educational impact. The 2024 Southeast Asia Primary Learning Metrics (SEA-PLM) provides particularly useful evidence. Among six Southeast Asian countries, 67% of Grade 5 pupils reached the minimum proficiency level in mathematics and 53% reached minimum proficiency in reading.

Thus, while mathematics performance improved compared with 2019, reading showed little or no regional progress.

The assessment also found that socioeconomic status remained one of the strongest predictors of learning outcomes and that urban pupils generally performed better than rural pupils. Shortages of digital technology and other school-capacity constraints continued to affect learning in several countries (ADB, 2025). Asian evidence provides substantial information about academic achievement and school resources, but comparatively less evidence examines school development as the combined improvement of academic outcomes, organizational effectiveness and stakeholder engagement. There is therefore a need to examine these dimensions simultaneously, especially in rural primary-school contexts.

In Eastern Europe, school development is supported by relatively established education systems, but differences in resources and learning environments remain (UNESCO, 2025). OECD (2024) evidence from the Eastern Partnership countries shows that schools face more pronounced shortages of educational materials than human resources, with shortages particularly severe in some rural and disadvantaged schools. The OECD also reports that the learning environment in Eastern Partnership countries is generally comparable with the OECD average in terms of teacher support and disciplinary climate, although important differences exist among countries and between advantaged and disadvantaged schools (OECD, 2024). These findings indicate that school development in Eastern Europe is influenced by the availability of learning materials, school resources, teacher support and equity. Existing evidence tends to assess learning outcomes, resource availability and school environments separately. There is limited empirical evidence measuring the overall level of school development by combining academic improvement, organizational effectiveness and stakeholder engagement, particularly at the primary-school level. This limits comparison with developing-country contexts such as Uganda.

Australian Government Department of Education (AGDE, 2023) reported that Australia has developed strong national mechanisms for school improvement, including policies addressing student learning and achievement, school leadership, school improvement, equity and wellbeing. The National School Reform Agreement identifies school leadership and school improvement as central reform directions and seeks to improve student outcomes across Australian schools (AGDE, 2023).

The Australian Government's more recent reform agenda places particular emphasis on equity and excellence, wellbeing for learning and engagement, and a strong and sustainable education workforce. In addition, the Australian Student Wellbeing Framework emphasizes leadership, inclusion, student voice, partnerships and support as components of positive learning environments (AGDE, 2023). Nevertheless, disparities remain, particularly for First Nations learners and pupils in remote and disadvantaged communities. Government policy therefore continues to target equity, school attendance, engagement and improved literacy outcomes in disadvantaged schools (AGDE, 2023). Australian evidence demonstrates a relatively developed institutional approach to school improvement, but the context is substantially different from resource-constrained primary schools in Uganda. There was therefore a contextual gap concerning whether similar dimensions of school development academic improvement, organizational effectiveness and stakeholder engagement are achieved at comparable levels in Ugandan primary schools.

In North Africa, school development has expanded considerably in terms of access to education, but learning quality, equity and school effectiveness remain challenges (UNESCO, 2024). UNESCO's assessment of the Arab States region, which includes North African countries such as Egypt, Morocco and Tunisia, reports an average learning gap of approximately four years, compared with a global average of 3.5 years. Children in several countries therefore lose substantial learning time despite spending years in formal education (UNESCO, 2024). The evidence also demonstrates differences between countries. Morocco and Tunisia, for example, are classified among countries with relatively stronger schooling foundations within the region, while other countries face greater challenges in learning and access. North African evidence highlights the importance of learning outcomes and equitable access, but there is insufficient evidence that simultaneously evaluates academic improvement, organizational effectiveness and stakeholder engagement as dimensions of school development in primary schools. The region therefore provides evidence of educational challenges but does not adequately establish a comprehensive measure of school development comparable to the present study.

The situation becomes more challenging in Sub-Saharan Africa, where school development is constrained by limited resources, low learning outcomes, inequalities, teacher shortages, inadequate infrastructure and high levels of out-of-school children (UNESCO, 2024). UNESCO reports that although primary-school completion in Sub-Saharan Africa increased from 46% in 2000 to 68% in 2024, the region continues to experience a substantial

gap between access and meaningful learning. Many children complete primary school without achieving minimum learning proficiency (UNESCOb, 2024). UNESCO's Born to Learn report similarly indicates that only about two-thirds of children in Sub-Saharan Africa complete primary education by age 15, and among those who complete it, only about three in ten achieve minimum reading proficiency. The broader African education evidence also shows that learning levels remain low despite improvements since 2015, with major inequalities associated with household wealth and other socioeconomic conditions (UNESCOb, 2024). These findings suggest that the level of school development remains uneven and generally constrained, particularly when school development is understood in terms of academic improvement and the capacity of schools to provide effective learning environments. Much Sub-Saharan African research concentrates on access, completion, learning outcomes, infrastructure or teacher effectiveness individually. There is inadequate evidence that brings together academic improvement, organizational effectiveness and stakeholder engagement to determine the overall level of school development at primary-school level. This was an important conceptual gap for this study.

In East Africa, countries have made significant progress in expanding access to primary education, but school development continues to be constrained by learning poverty, inadequate resources and inequalities between schools (World Bank, 2024). For example, the World Bank's 2024 Kenya Learning Poverty Brief estimated that 79% of children in Kenya at late-primary age were not proficient in reading, adjusted for children who are out of school. It also estimated that 19% of primary-school-aged children were not enrolled (World Bank, 2024). Such evidence indicates that school development in East Africa cannot be assessed simply through enrolment or school attendance. Schools may achieve high access while still experiencing weaknesses in academic achievement, instructional quality, organizational capacity and learning resources (World Bank, 2024). East African research has generated substantial evidence on access, learning poverty and infrastructure, but there is inadequate empirical evidence assessing the combined level of academic improvement, organizational effectiveness and stakeholder engagement as indicators of school development. Furthermore, the evidence is often country-specific, limiting generalization across East Africa.

In Uganda, the level of school development presents a mixed picture. On one hand, the country has expanded access to primary education and continues to invest in infrastructure, school facilities and educational services. On the other hand, substantial challenges remain in learning outcomes, school resources, teacher-pupil ratios and organizational capacity

(MoE&S, 2026). The Uganda Education Statistical Abstract 2025 reports 45,164 primary schools, including 12,544 government and 32,620 private schools. The total primary enrolment was 11,787,396 learners, while government primary schools had a pupil-teacher ratio of 61:1. The report also records 178,035 classrooms nationally, with 16.6% classified as temporary classrooms. These figures indicate significant expansion of the education system, but also continued pressure on school infrastructure and staffing (MoE&S, 2026). There is also evidence that infrastructure development can improve educational outcomes. A randomized study involving 301 Ugandan primary schools found that the School Facilities Grant significantly increased enrolment and attendance and produced improvements in literacy and numeracy test scores in some treatment groups. This demonstrates that infrastructure and physical learning conditions are important components of school development (MoE&S, 2026). Uganda's school inspection system also shows progress in organizational monitoring. In 2024, 10,743 of 12,499 primary schools (86%) were inspected and assessed, up from 77% in 2023. However, 14% of schools remained uninspected, partly because of inadequate resources to cover all primary schools according to the inspection policy (MoE&S, 2026). Although Ugandan studies have examined individual components such as infrastructure, school management, stakeholder participation, academic performance and educational service delivery, there remains limited empirical evidence that assesses the overall level of school development using an integrated framework.

Conclusion

The international evidence demonstrates that the level of school development in primary schools varies considerably across contexts. In the USA, Australia and parts of Europe, school development is supported by relatively strong institutional systems for assessment, leadership, school improvement, student wellbeing and stakeholder engagement. However, these systems continue to experience disparities in achievement and equity. In Latin America and Asia, access to education has expanded, but substantial differences remain in learning outcomes and school capacity. In North Africa, access has improved but significant learning gaps remain. In Sub-Saharan Africa and East Africa, the challenges are more pronounced, particularly in foundational learning, infrastructure, teacher availability, equity and school organizational capacity.

2.4. Relationship between Community Participation and School Development in Primary Schools

Community participation is increasingly viewed as an important mechanism for improving school development. In primary schools, community participation includes involvement in governance and decision-making, infrastructure development, health and nutrition, provision of scholastic materials, volunteering in school programmes and events, resource mobilisation, and learning support at home and in collaboration with teachers. School development, on the other hand, can be reflected in academic improvement, organisational effectiveness and stakeholder engagement. The relationship between the two variables is therefore based on the proposition that when parents, community members and other stakeholders actively participate in school affairs, they can provide resources, improve accountability, support learning and strengthen school management, which may ultimately improve school development.

However, evidence from different regions shows that this relationship is positive but not automatic. The nature, intensity and quality of participation, as well as the socioeconomic and institutional context, can determine whether participation translates into meaningful school development.

In the United States of America (USA), the relationship between family/community participation and school development is well established, particularly through parental involvement in children's learning and school activities. The U.S. Department of Education notes that research demonstrates positive effects of family engagement for students, educators, schools and communities, while current federal guidance treats family engagement as an important component of improving educational success (Castro et al., 2015). Empirical evidence is particularly strong regarding academic improvement. Castro et al. (2015) meta-analysis of 41 studies involving urban elementary-school pupils found a significant relationship between parental involvement and academic achievement. More broadly, Castro et al. (2015), synthesising 37 studies, concluded that parental involvement has a positive and moderate effect on academic achievement, although the magnitude varies according to the form of involvement. Kim (2022) provides even broader evidence: a second-order meta-analysis of 23 meta-analyses covering 1,177 primary studies found a positive association between parental involvement and achievement, although effects were relatively modest overall and varied by type of involvement. The U.S. literature provides strong evidence of the

relationship between parental involvement and academic achievement, but much of the evidence concentrates on parents rather than the wider community and on academic outcomes rather than the broader concept of school development. There was, therefore, limited integration of community participation in infrastructure, health and nutrition, resource mobilisation, governance and volunteering with organisational effectiveness and stakeholder engagement. Findings from the USA have limited applicability to resource-constrained Ugandan primary schools.

Evidence from Latin America also demonstrates a positive relationship between parental/community participation and academic development. Murillo and Hernández-Castilla (2020) analysed data from approximately 180,000 Grade 3 and Grade 6 pupils in about 3,000 schools across 15 Latin American countries. They found that parental involvement in school and the educational process had a direct effect on pupils' academic achievement. Parental help with homework, attendance at meetings with school leaders and teachers, and participation in extracurricular activities were all associated with better performance. Evidence from Chile similarly identified high-, medium- and low-involvement profiles, with differences in academic achievement between pupils whose parents had different levels of involvement. Pupils whose parents had low involvement tended to have lower academic achievement. Importantly, the study noted that there was still a lack of research in Chile and Latin America compared with developed countries (Murillo and Hernández-Castilla, 2020). A Mexican primary-school case study provides further evidence. Family involvement through interactive learning groups, literary gatherings and library activities was associated with substantial improvements in academic performance and reductions in school conflicts. Although Latin American evidence demonstrates that participation can improve academic outcomes and school climate, research largely concentrates on parental involvement in learning. There is less evidence examining whether participation in governance, infrastructure, resource mobilisation, health and nutrition and provision of scholastic materials contributes to overall school development, particularly organisational effectiveness and stakeholder engagement.

In Asia, particularly East Asia, the relationship between parental involvement and academic achievement is also positive. Kim (2020), in a meta-analysis of 15 studies from East Asian countries, found a positive association between parental involvement and academic achievement. The strongest relationship was observed for academic socialisation, followed by home involvement and school involvement. More recent evidence from China, based on 363

representative samples involving 399,375 students, found that overall parental involvement, involvement in learning and involvement in daily life were positively associated with academic achievement, although the effects were generally small. The relationships were stronger for Grade 4 than Grade 8 pupils (Kim, 2020). This evidence suggests that participation contributes to school development primarily by strengthening the home-school learning relationship, encouraging academic aspirations and providing learning support. Asian research is relatively strong in demonstrating the relationship between parental involvement and academic improvement, but it does not adequately examine the broader community's contribution to school development. In particular, limited attention has been given to the combined effects of governance, infrastructure, health and nutrition, resource mobilisation, volunteering and learning support on organisational effectiveness and stakeholder engagement.

In Eastern Europe, the relationship is increasingly understood through family-school-community partnerships rather than parental involvement alone. Evidence indicates that effective partnerships can enhance communication, trust and participation, but participation may remain uneven and sometimes largely consultative (UNESCO, 2025). Thus, the relationship between participation and school development depends not only on whether parents attend meetings but also on whether schools share responsibility, authority and influence with families and communities. Compared with the USA and Asia, there is less empirical evidence examining the relationship between multidimensional community participation and school development in primary schools in Eastern Europe (UNESCO, 2025). Existing literature provides limited evidence on how participation in school governance, resource mobilisation and infrastructure contributes to organisational effectiveness and academic improvement. This leaves a contextual gap for comparison with developing-country settings.

Australian Government Department of Education (AGDE, 2024) reported that Australia provides one of the clearest policy frameworks linking family-school-community partnerships with educational improvement. The Australian Government's Family-School Partnerships Framework identifies seven dimensions of effective partnerships: communication; connecting learning at home and school; building community and identity; recognising the family role; consultation in decision-making; collaboration beyond the school; and participation (AGDE, 2024). The framework explicitly states that community engagement expands responsibility and resources and that effective partnerships are based on

mutual trust, responsibility and collaborative leadership. The Australian Government further reports strong evidence linking parent engagement with improved academic achievement, attendance, motivation, self-regulation, social skills, retention and graduation. Case studies also demonstrate improvements in literacy, numeracy, attendance and learning behaviour following stronger family-school partnerships. This provides strong evidence that community participation can influence several dimensions of school development not merely academic achievement (AGDE, 2023). Despite the comprehensive Australian framework, the evidence is situated within a relatively well-resourced education system. There is limited evidence regarding whether these relationships operate similarly in rural, resource-constrained primary schools in Uganda. Furthermore, the Australian literature does not provide sufficient evidence concerning community participation in infrastructure and resource mobilisation in the circumstances of Ugandan public primary schools.

The relationship between family/community participation and school development in North Africa is less extensively documented than in North America, Asia and Australia. Existing research generally considers parental involvement in relation to children's educational achievement, family-school relations and educational participation (World Bank, 2024). The relative shortage of empirical studies examining the full relationship between community participation and primary-school development constitutes an important evidence gap. In particular, there is insufficient evidence concerning whether community involvement in school governance, infrastructure, health and nutrition, learning materials, resource mobilisation and volunteering translates into improved academic and organisational outcomes. The North African literature therefore presents an important geographical and empirical gap. It remains unclear whether community participation functions primarily as home-based learning support, school-based involvement or as a broader mechanism for school development (World Bank, 2023).

The relationship becomes particularly important in Sub-Saharan Africa, where communities often supplement government resources and participate directly in school development. A study of primary schools in Malawi found that community involvement was not a single activity but comprised several modes, including learner support, financing and networking (Aryeh-Adjei, 2021). The study found that community involvement explained some variation in pupil test scores, with financing-related participation having the strongest effect. However, the authors cautioned that the relationship between community participation and educational quality was more complex than policy assumptions might suggest. Similarly,

research in South African township schools argues that school development in developing-country contexts may require full community involvement, rather than simply the parent-school engagement traditionally emphasised in Western school-improvement models. Evidence from Ethiopia also demonstrates that stakeholder participation can improve accountability because meetings provide opportunities for parents, students and other stakeholders to express their views (Ngwama (2024)). However, management may dominate consultative and decision-making forums, limiting genuine stakeholder influence. Sub-Saharan African studies establish that participation can support academic achievement, school management, financing and accountability, but findings also show that participation is sometimes weak, symbolic or dominated by school management. There is insufficient evidence examining the relationship between community participation and school development as an integrated construct encompassing academic improvement, organisational effectiveness and stakeholder engagement.

In East Africa, community participation is closely connected with decentralised school management and community ownership of primary education. In Tanzania, Kinunga (2023) investigated community participation in school development activities in public primary schools in Chalinze District. The study found both effective and ineffective forms of community participation. Importantly, effective participation was associated with better pupil performance, greater teacher accountability, increased transparency and better-developed and more effective schools. In Somaliland, Rambo and colleagues found that community participation in infrastructure projects occurred through decision-making, free labour and fundraising. Communities also reported a sense of ownership over completed infrastructure projects, while most schools had achieved their community-participation goals. The researchers concluded that strengthening community education committees could produce further school development. In Kenya, research on School Management Committees has specifically examined their role in school improvement, including school development plans, pupil enrolment and school management. These findings suggest that community participation can influence school development through resources, infrastructure, governance, accountability and learner outcomes (Kasozi and Tumwebaze (2019)). East African studies tend to focus on particular forms of participation for example, SMCs, infrastructure or financing. There is limited empirical evidence that brings together the full range of participation dimensions and examines their combined relationship with academic improvement, organisational effectiveness and stakeholder engagement.

In Uganda, the relationship between community participation and school development has received increasing research attention. However, existing evidence also demonstrates that participation is neither uniform nor automatically beneficial (Ahmed, 2016). Ahmed (2016), studying UPE schools in Kampala Central Division, found significant relationships between governance principles and primary education service delivery. Importantly, community participation emerged as the most significant predictor of education service delivery in the multiple regression analysis. Similarly, Lamaro and Lukwiya (2024) examined SMC participation and school-management effectiveness in primary schools in Gulu District. Their conceptualisation of participation included management meetings, monitoring school performance, planning and overseeing resource utilisation, mobilising school resources, initiating development activities and ensuring accountability. School-management effectiveness included planning, organising, actuating, controlling and coordinating. This study was particularly relevant because it demonstrates a direct theoretical and empirical connection between community participation and organisational effectiveness, which is one of the dimensions of school development in the present study. However, evidence from Kinkiizi West Constituency reveals a contrasting situation. Nelson, Wambua and Bonface (2024) found low community participation in sustaining community primary schools. Poor socioeconomic conditions, low value attached to education, poor school management and weak school-community relationships were identified among the factors limiting participation. At the same time, another study in the same Ugandan context found that community members were willing to contribute labour and resources and viewed themselves as interconnected with their schools. This suggests that the issue may not simply be whether communities are willing to participate, but whether schools create effective mechanisms through which that willingness can be converted into meaningful participation. Evidence from the UNESCO (2024) Family Basic Education programme in Uganda also demonstrates potential benefits of community engagement. The programme reported increases in women's participation in school governance structures, parents' participation in developing School Development Plans, and parents' support for children's reading, writing and numeracy at home. Most previous studies conceptualise community participation narrowly as parental involvement, SMC participation, financing or participation in meetings. Yet community participation in primary schools is broader and includes governance, infrastructure, health and nutrition, scholastic materials, volunteering, resource mobilisation and learning support.

Research Gaps

Conceptual Gap

Existing studies have largely examined community participation as an independent variable influencing school development in schools. For instance, a number of authors focus mainly on community participation, however, the variable is often treated in isolation, with limited attention given to its effects on key individual school development projects. This creates a conceptual gap, as school development is likely influenced by the interaction of multiple factors rather than a single determinant.

Contextual Gap

Most studies originate from developed countries such as the United States, United Kingdom, Finland, Singapore and Canada where schools are generally well-resourced and supported. These contexts differ significantly from Uganda, where primary schools face challenges such as overcrowded classrooms, inadequate instructional materials and limited infrastructure. Therefore, findings from developed settings may not be fully applicable to primary schools in Inomo Sub-county, creating a contextual gap that requires local investigation.

Empirical Gap

Empirical findings on the relationship between community participation and school development remain inconsistent. For example, some studies report strong positive relationships between community participation and school development, while others report weak or insignificant effects. Moreover, there is limited empirical evidence specifically focusing on primary schools in Northern Uganda, particularly Inomo Sub-county, creating a clear empirical gap.

Chapter Three

Methodology

3.1 Introduction

This chapter presents the methodology employed to investigate the influence of community participation on school development in primary schools in Inomo Sub-County, Kwanja District, Uganda. The chapter outlines the research design, target population, sample size and sampling techniques, data collection instruments, procedures, data analysis methods, and ethical considerations relevant to this quantitative study.

3.2 Research Design

A descriptive correlational research design was adopted for this study. Descriptive research facilitated an in-depth understanding of the characteristics and levels of community participation and school development, while correlational research examines the relationship between these variables without manipulation (Creswell, 2014). This design was appropriate given the study's aim to quantify variables and explore their association in a natural setting.

3.3 Population of the Study

The study population comprised key stakeholders involved in primary education in Inomo Sub-County, including school administrators, teachers, parents and members of School Management Committees (SMCs) and Parent-Teacher Associations (PTAs). According to the Kwanja District Education Office (2024), the Sub-County hosts 20 primary schools, employing approximately 100 school administrators and 300 teachers, with an estimated 2,000 active parents participating in school activities.

3.4 Sample Size and Sampling Techniques

3.4.1 Sample Size

The sample size for this study was 330; consisting 41 teachers, 14 head teachers and 275 SMC and PTA executive determined using the Morgan and Krejcie (1970) sample size determination table. Krejcie and Morgan (1970) provided the recommended sample sizes for various population sizes to ensure representativeness (*see table 1 below*).

Sample Size Distribution

Based on the population figures for each category in Inomo Sub-County, the sample was proportionally allocated as follows:

Table 1. Showing Sample Size

Category	Population (N)	Proportion of Total (%)	Sample Size (n)
Teachers	300	12.5%	41
School Administrators (Headteachers)	100	4.2%	14
Parents (SMC/PTA Members)	2,000	83.3%	275
Total	2,400	100%	330

Source: DEO Report 2025

3.4.2 Sampling Techniques

To ensure representativeness across diverse stakeholder groups, a stratified random sampling technique was used. The population was divided into strata based on respondent categories: administrators, teachers, parents, and PTA members. Participants were then randomly selected from each stratum proportional to their population size, minimizing sampling bias and enhancing generalizability (Etikan, Musa, & Alkassim, 2016).

3.5 Data Collection Instruments

3.5.1 Questionnaire

Data were collected using a structured questionnaire developed based on literature and the study's conceptual framework. The questionnaire comprised closed-ended items using a Likert-type scale to assess the levels of community participation across four dimensions governance and decision-making, infrastructure development, health and nutrition and provision of scholastic materials and indicators of school development such as management effectiveness, facility adequacy, student attendance and academic performance.

3.5.2 Validity and Reliability

The instrument's content validity was established through expert review by educational management scholars and practitioners. A pilot test was conducted with 30 respondents from

a neighboring sub-county to refine items and ensure clarity. Reliability analysis using Cronbach's alpha yielded a coefficient of 0.82 for the entire instrument, indicating satisfactory internal consistency (Gliem & Gliem, 2003).

3.6 Data Collection Procedures

Prior to data collection, permission was secured from the Dean of the Faculty of Education and Humanities at Gulu University and the Kwanja District Education Office. Following this, contacts were established with the respondents, and the required data were systematically collected in accordance with the research procedures.

3.7 Data Analysis Techniques

Data were coded and entered into the Statistical Package for the Social Sciences (SPSS) Version 26 for analysis. This version offered enhanced user interface features, increased processing speed and improved tools for regression analysis, descriptive statistics, data visualization (such as error bars and scatter plots), and reliability testing (e.g., Cronbach's Alpha). Descriptive statistics; frequencies, percentages, means and standard deviations were computed to describe the levels of community participation and school development. Pearson's correlation coefficient was used to test the hypothesis regarding the relationship between community participation and school development. Statistical significance was assessed at the 0.05 alpha level (Field, 2018).

3.8 Ethical Considerations

This study adhered to ethical principles including voluntary participation, informed consent, confidentiality, and anonymity. Participants were fully informed of the study's purpose, procedures, risks, and benefits before consenting. No personal identifiers were collected to ensure anonymity, and data were securely stored. Participants retained the right to withdraw at any point without penalty, consistent with the Declaration of Helsinki (World Medical Association, 2013).

3.9 Limitations and Delimitations of the Study

Limitations: The study was constrained by financial and time limitations, respondents' availability, reluctance to disclose sensitive information, response bias, incomplete school records and difficulties accessing some schools and communities. Changes in school

infrastructure resulting from ongoing government and partner interventions were feared to affect the stability of the findings. In addition, the difficult to isolate the contribution of community participation from support provided by government and other development partners.

Delimitations: The study was geographically confined to primary schools in Inomo Sub-county, Kwania District and focused on community participation in planning and decision-making, resource mobilisation, infrastructure development and maintenance, monitoring and participation in school activities. School development was examined principally in terms of infrastructure, furniture, sanitation, teaching and learning facilities and maintenance. The study involved selected headteachers, teachers, SMC members, parents/community representatives and relevant local education stakeholders and reported the situation as examined in 2026.

Chapter Four

Data Analysis, Presentations and Interpretations

4.1 Introduction

This chapter presents on the three research objectives fore-stated in Chapter one, that is, on the levels of community participation, the level of school development and the relationship between them in secondary schools in Inomo Sub-County. In the latter, the researcher hypothesised that the participation of the community positively influenced school development in the study area.

4.1.1 Variables and measurement scales

In this study, school development and community participation were the dependent independent variables, respectively. Where school development was operationalised as infrastructure development, and academic resources and performance. Each of this variable had two to four items. On the other hand, community participation was categorised into three aspects: governance and decision making, communication and collaboration, and support and resource mobilization. Also, these variables had an average of two items each.

The measurement scale was in this study was Likert scale, where the numeric codes were understood as follows: 1= Strongly disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree. It is apparent that the survey assessed the opinions/perceptions of the various respondents (teachers, headteachers and school management committees) on a scale of 1 (Strongly disagree) to 5 (Strongly agree). Essentially, the Likert-type scale measures the degree of agreement or intensity expressed by respondents. This particular kind of scale can be transformed and used for detailed statistical analysis, including both descriptive and inferential analysis. The reliability measured in terms of Cronbach' s Alpha were all greater than 0.70.

The chapter is organised as follows: sections one to three present results of the first to third objectives, together with their interpretation.

4.2 Level of Community Participation in Primary Schools

The section presents three categories of respondents: the teachers (N= 90), the headteachers (N= 09) and school management committees (N = 36) in the study area. The study seeks their opinions on community participation in the following aspects: governance and decision making, communication and collaboration, and support and resource mobilization. The data were reported using descriptive analysis, which included: percentage (%), mean (M) and standard deviation (SD) values for each variable.

4.2.1 Teachers' opinion/agreement on community participation activities

Following the results in Table 1, majority of teachers agreed on aspects of communication and collaboration, decision making and involvement as well as one item of support and resources mobilization with more than 90%. However, their agreement of support for extracurricular activities was slightly lower (above 77%) than the other items.

Table 1: Descriptive Statistics Representing the Percentage, Mean and Standard Deviation of teachers' opinions on community participation

Community participation	SD+D (%)	NS (%)	A + SA (%)	M (SD)
1. Communication and Collaboration				
1.1 Parents and community members are actively involved in school activities (N=89)	3.4	4.5	92.1	4.20(0.70)
1.2 There are regular meetings between teachers and community representatives (N=89)	9.0	5.6	85.4	4.00 (0.80)
2. Support and Resources				
2.1 The community contributes resources to support school programs & infrastructure (N=90)	3.3	2.2	94.4	4.30 (0.70)
2.2 Community members provide support for extracurricular activities (N=88)	10.2	12.5	77.3	3.80 (0.80)
3. Decision Making and Active Involvement				
3.1 Teachers involve community members in decisions about school development (N=90)	3.3	0	96.7	4.30 (0.70)
3.2 Community input is valued when planning school improvements (N=90)	4.4	4.4	91.1	4.10 (0.80)

Note: SD+D represent the percentage of the respondents who strongly disagreed (SD) and disagree (D), Not Sure (NS) percentage of neutral opinions, and A + SA presents the percentage of those who agreed (A) and strongly agreed (SA).

According to the teachers' view, the level of community participation was high, that is, the averages were about 4.0 and standard deviations less than 1.

4.2.2 Headteachers' opinion/agreement on community participation activities

When headteachers' opinions were sought out, it emerged that the most disputed item was volunteering to assist school activities and maintenance ($M = 3.3$, $SD = 0.90$). In reality, just approximately 60% agreed on the item. However, the headteachers agreed ($A + SA = 100\%$) on communication and collaboration, as well as decision making and active participation, as shown in Table 2.

Table 2: Descriptive Statistics Representing the Percentage, Mean and Standard Deviation of Headteachers' opinions on community participation

Community participation	SD+D (%)	NS (%)	A + SA (%)	M (SD)
1. Communication & Collaboration/Feedback				
1.1 The school regularly communicates with parents and community leaders (N=9)	--	--	100	4.60(0.50)
1.2 Feedback from the community is used to improve school performance (N=9)	--	--	100	4.40 (0.50)
2. Support and Resources				
2.1 The community contributes funds or resources for school development projects (N=9)	--	--	100	4.20 (0.40)
2.2 Community members volunteer to assist in school activities and maintenance. (N=9)	22.2	22.2	55.6	3.30 (0.90)
3 Decision Making and Active Involvement				
3.2 The community contributes funds or resources for school development projects. (N=9)	--	--	100	4.40 (0.50)
3.3 Community members volunteer to assist in school activities and maintenance. (N=9)	--	--	100	4.10 (0.30)

Note: SD+D represent the percentage of the respondents who strongly disagreed (SD) and disagree (D), Not Sure (NS) percentage of neutral opinions, and A + SA presents the percentage of those who agreed (A) and strongly agreed (SA).

4.2.3 School Management Committee Members' opinion/agreement on community participation activities

The researcher asked follow-up questions to school management committee members on community participation, and the issue of support and resource contribution was the most under rated item (74.3%, M= 3.7, SD = 0.80) when compared to the other elements.

The aspects of communication and collaboration, and decision making and active participation were highly rated, about 90% (M > 4.0, SD < 1.0) in all the items in these dimensions as shown in Table 3

Table 3: Descriptive Statistics Representing the Percentage, Mean and Standard Deviation of School Management Committee Members' opinions on community participation

Community participation	SD+D (%)	NS (%)	A + SA (%)	M (SD)
1.Communication & Collaboration/Feedback				
1.1 There is effective communication between the school and the local community (N=36)	5.6	2.8	91.6	4.20(0.80)
2. Support and Resources				
2.1 The community provides resources such as labor, materials, or funds to support school development (N=36)	2.8	2.8	94.4	4.30 (0.70)
2.2 Community members regularly volunteer their time to assist in school programs and activities. (N=35)	11.4	14.3	74.3	3.70 (0.80)
3. Decision Making and Active Involvement				
3.1 Actively participate in decision-making related to school policies (N= 36)	2.8	2.8	94.4	4.30 (0.80)
3.2 Community members' opinions are valued during school management meetings (N=36)	8.3	2.8	88.9	4.10 (0.90)

Note: SD+D represent the percentage of the respondents who strongly disagreed (SD) and disagree (D), Not Sure (NS) percentage of neutral opinions, and A + SA presents the percentage of those who agreed (A) and strongly agreed (SA).

The results in Tables 1 to 3 show that every category of respondents agreed on the dimensions of community engagement studied. Typically, the majority of the items had a mean larger than 4, indicating that their opinions were inclined towards favourable agreement on attributes of community participation. As a result, one can conclude that community participation was high in the research area, see Figure 1 for average score (greater than 4.0) of perceptions across the categories.

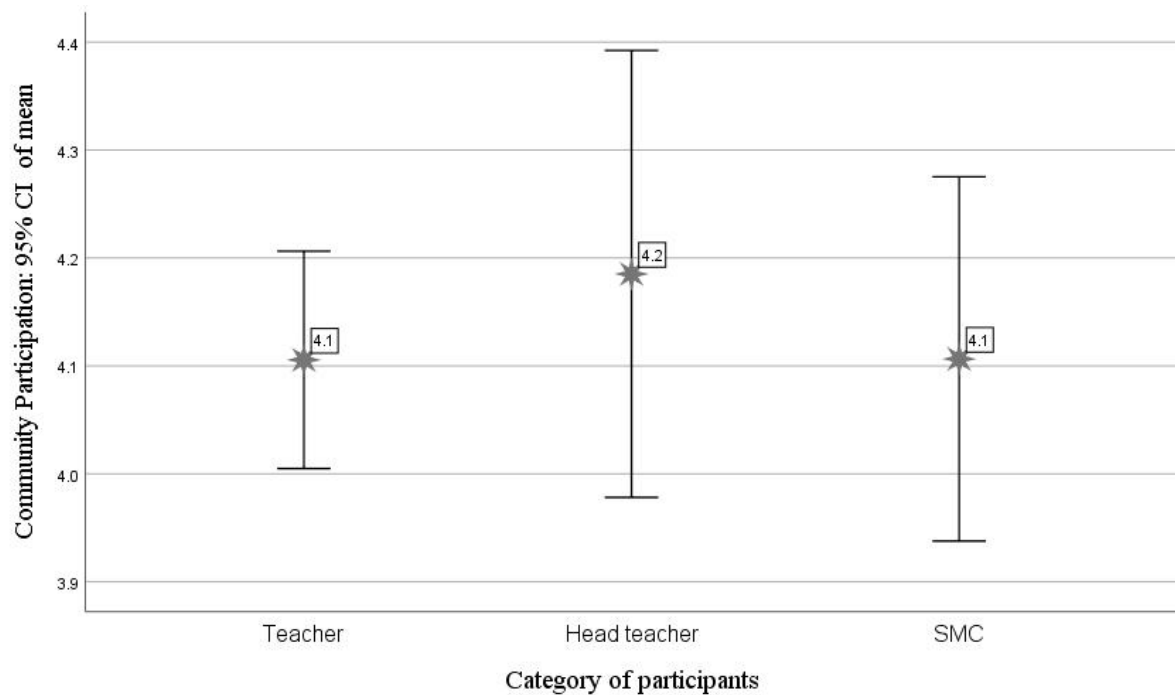


Figure 1: The Error bars plot of the mean and its 95% confidence interval (CI) of community participation by category of participants. The mean values were rounded to 1 place of decimal

4.3 Level of School Development in Primary Schools

As previously stated, the results in this part are presented in categories of respondents, namely teachers, headteachers, and SMC members. However, it is vital to note that two aspects of school development were considered: infrastructure development and academic resources and performance.

4.3.1 Teachers' perception on school development

The study looked at how teachers perceived infrastructure development and maintenance, as well as academic resources. The study additionally probed at the issue of student performance. The results are presented in table 4.

Table 4: Teachers' perception on school development

School Development	SD+D (%)	NS (%)	A + SA (%)	M (SD)
1. Infrastructure development and Maintenance				
(a) Adequacy of classrooms and other learning facilities (N=90)	24.4	3.3	72.2	3.80(1.20)
(b) School infrastructure maintained (N = 82)	11.0	4.9	84.1	4.00 (1.0)
2. Academic Resources and Performance				
2.1 Textbooks and learning materials are sufficient for student (N=90)	21.1	5.6	73.3	3.80 (1.10)
2.2 Teachers have access to necessary teaching aids and resources. (N=90)	5.6	5.6	88.9	4.20 (0.80)
2.3 Students in this school perform well in national examinations (N= 90)	5.6	4.4	90.0	4.10 (0.70)
2.4 The school regularly monitors and evaluates student academic progress (N=90)	2.2	1.1	96.7	4.30 (0.70)

Note: SD+D represent the percentage of the respondents who strongly disagreed (SD) and disagree (D), Not Sure (NS) percentage of neutral opinions, and A + SA presents the percentage of those who agreed (A) and strongly agreed (SA).

Following results in Table 4, some teachers disagreed on adequacy of classrooms and other learning facilities (24.4%, M (SD) = 3.80 (1.2)) and textbooks and learning materials (21.1%, M (SD) = 3.80 (1.10)). Such opinions must be recognised. Nonetheless, teachers agreed on certain aspects of school development, such as maintaining school infrastructure, providing

access to instructional materials, and established a monitoring and assessment procedure in schools.

4.3.2 Headteachers' opinion on school development

Headteachers stand between major implementors and school development agents, and their perspective on school development cannot be underestimated. The researchers interviewed nine headteachers about the school development dimensions included in the study.

According to the findings, two-thirds of headteachers (66.7%, M(SD) = 3.60 (1.2) agreed that schools' infrastructures were appropriate. While approximately 33% disagreed as shown in table 5. Further more, the table shows that all headteachers (100%) agreed on the school environment. Similarly, on academic resources and performance.

Table 5: Percentage, Mean and Standard Deviation of School Management Committee Members' opinions on school development

School Development	SD+D (%)	NS (%)	A + SA (%)	M (SD)
1. Infrastructure development and Maintenance				
(a) The school has adequate physical infrastructure to support teaching and learning (N=9)	33.3	--	66.7	3.60(1.20)
(b) The school environment is safe, clean, and conducive to learning (N = 9)	--	--	100	4.40 (0.50)
3. Academic Resources and Performance				
3.1 The school has qualified teachers who effectively deliver the curriculum (N=9)	--	--	100	4.90 (0.30)
3.2 Students' academic performance has improved over recent years (N=9)	--	--	100	4.30 (0.50)
3.3 The school management effectively implements development plans (N= 9)	--	--	100	4.40 (0.50)
3.4 The school leadership encourages community participation in school affairs (N=9)	--	--	100	4.30 (0.50)

Note: SD+D represent the percentage of the respondents who strongly disagreed (SD) and disagree (D), Not Sure (NS) percentage of neutral opinions, and A + SA presents the percentage of those who agreed (A) and strongly agreed (SA).

4.3.3 School management committee members' opinion on school development

In Uganda's education system, the school management committee is a key stakeholder in the functioning of any school. Their perspectives are critical in understanding the development of schools. The study seeks the opinions of SMCs and results presented in table 6.

The respondents agreed that infrastructural development had improved, particularly the physical facilities (A+SA = 85.7%, M(SD) = 4.10 (0.90)) and the structures were maintained (A+SA = 77.2%, M(SD) = 3.80 (1.00)). But there is empirical evidence that maintenance of infrastructures seemed not well adopted (SD+D = 17.1%).

Table 6: Percentage, Mean and Standard Deviation of School Management Committee Members' opinions on school development

School Development	SD+D (%)	NS (%)	A + SA (%)	M (SD)
1.0 Infrastructure development and Maintenance				
(a) The school has improved its physical facilities in recent years (N=36)	11.4	2.9	85.7	4.10(0.90)
(b) School infrastructure maintained (N = 36)	17.1	5.7	77.2	3.8 (1.0)
2.0 Academic Resources and Performance				
(a) The availability of academic resources (books, learning materials) has increased due to community involvement (N=36)	16.7	13.9	69.4	3.60 (0.90)
(b) Student academic performance has improved as a result of active community participation (N=)	14.3	8.6	77.1	3.80 (1.0)

Note: SD+D represent the percentage of the respondents who strongly disagreed (SD) and disagree (D), Not Sure (NS) percentage of neutral opinions, and A + SA presents the percentage of those who agreed (A) and strongly agreed (SA).

Despite the fact that the majority of respondents agreed on every aspect of the study's investigation. One may argue that a moderate proportion of respondents agreed on resource availability (A+SA = 69.4%, M(SD) = 3.60 (0.90)) and student academic performance (A+SA = 77.1%, M(SD) = 3.8 (1.00)). As a result, it is critical to recognise the minority viewpoints that differed.

In summary, the level of school development was high as can be seen in Figure

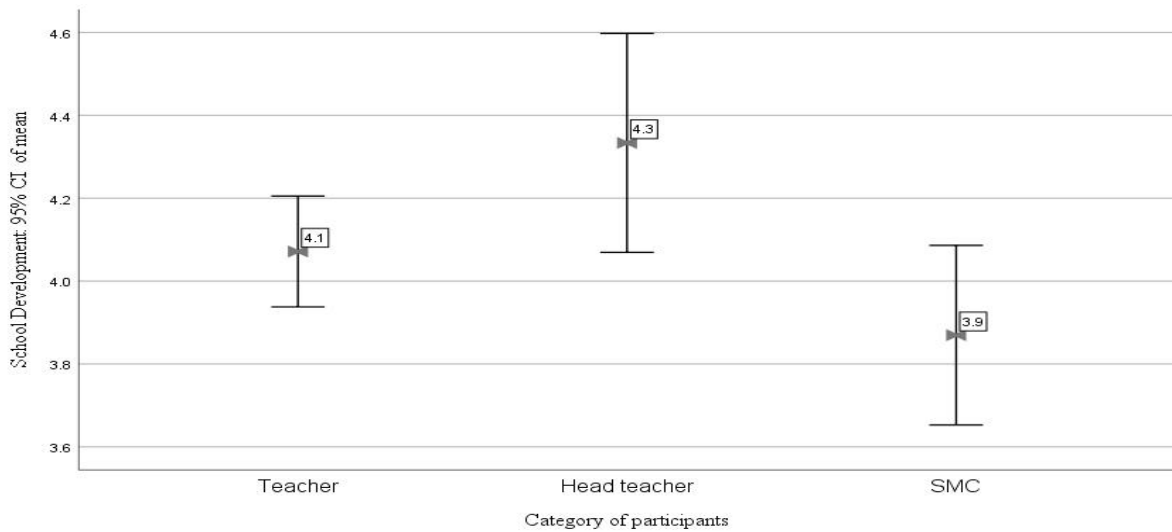


Figure 2: The Error bars plot of the mean and its 95% confidence interval (CI) of school development by category of participants. The mean values were rounded to 1 place of decimal

4.4 Relationship Between Community Participation and School Development

This section presents results on the relationship between community participation and school development. To achieve the objective, the relationship was first investigated through visualization that is a scatter plot, as shown in *Figure 3*. The plot's shape suggests that community participation has a positive influence on school development. In addition, the plot displays only one outlier, which cannot have significant bearing on the analysis or the overall results of the objective.

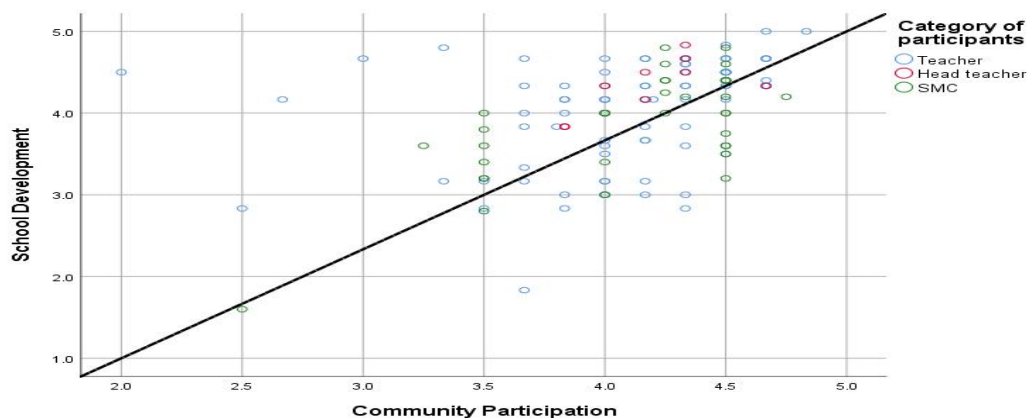


Figure 3: Scatter plot of community participation versus school development with category of participants

To explicitly answer the research objective three, a simple liner regression was employed. Taking school development and community participation as dependent and independent variables, respectively. The result is presented in Table 3.

The linear regression analysis on *Figure 4* below was conducted to establish whether community participation significantly predicts school development in primary schools in Inomo Sub-county, Kwania District. The dependent variable was school development, while community participation was the predictor variable.

Figure 4: Linear Regression Analysis on Relationship Between Community Participation and School Development in the Study Area

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	1.54	0.43		3.61	.000
Community Participation	0.61	0.10	0.45	5.86	.000

a. *Dependent Variable: School Development, R Squared = 0.205.*

The results show that community participation had a positive and statistically significant effect on school development. The unstandardized regression coefficient for community participation was $B = 0.61$, with a standard error of 0.10. This means that a one-unit increase in community participation was associated with an estimated 0.61-unit increase in school development, holding other factors outside the model constant.

The standardized coefficient ($Beta = 0.45$) indicates a moderate positive relationship between community participation and school development. The positive sign of the coefficient means that higher levels of community participation were associated with higher levels of school development.

The regression coefficient was statistically significant ($t = 5.86$, $p < .001$). Since the significance value is below the conventional 0.05 level, the null hypothesis that community participation has no statistically significant relationship with school development is rejected. Thus, the findings provide statistical evidence that community participation is significantly associated with school development in the study area.

The model's $R^2 = 0.205$ indicates that community participation explained approximately 20.5% of the variation in school development among the primary schools included in the study. The remaining 79.5% of the variation can be attributed to other factors that were not included in this regression model, such as government funding, school leadership, teacher availability, socioeconomic conditions of parents, availability of teaching and learning materials, school location and support from development partners.

The constant ($B = 1.54$, $p < .001$) indicates the predicted level of school development when community participation is zero on the measurement scale. However, substantively, the constant is mainly a mathematical component of the regression model and should not be interpreted as evidence that schools can develop independently of all forms of community or other support.

Regression equation

The estimated regression model can be expressed as: $\text{School Development} = 1.54 + 0.61(\text{Community Participation})$

Therefore, the findings suggest that community participation is an important predictor of school development, although it does not account for all the factors influencing school development. The finding implies that strengthening community involvement in areas such as school planning and decision-making, resource mobilisation, infrastructure development and maintenance, monitoring of school activities, and support for school programmes may be associated with improved school development.

Chapter Five

Discussion, Conclusions and Recommendation

5.0 Introduction

This chapter presents a critical discussion of the study's findings in relation to the three research objectives: To examine the level of community participation in secondary schools in Inomo Sub-County. To assess the level of school development in the same area and, to determine the relationship between community participation and school development.

The findings are interpreted in the context of recent literature and concurrent debates in the field of education development and community engagement, especially in sub-Saharan Africa. Where appropriate, contradictions and convergences with previous studies are highlighted.

5.1 Community Participation in Secondary Schools

The study revealed a generally high level of community participation among teachers, headteachers and school management committee (SMC) members, especially in governance and communication. This indicates that community involvement in secondary schools within Inomo Sub-County is institutionally strong but structurally uneven, with the greatest engagement occurring in decision-making forums rather than material support. Such patterns align with Kato Bukenya (2025), who observed that participation is most visible in formal structures such as SMCs and PTAs, which are mandated by policy and culturally familiar in Uganda's education governance landscape.

The findings also corroborate Ashaba (2024), who found that communities across rural Uganda demonstrate high willingness to support education but face severe limitations in financial and material capacity. This intent-capacity gap is pivotal for understanding participation: while motivation and ownership are high, the socio-economic context restricts the translation of goodwill into tangible resource support. The current study, therefore, reinforces the argument that policy design should differentiate between willingness and capacity, ensuring that external funding mechanisms complement rather than replace local commitment.

A key conceptual issue concerns what constitutes genuine community participation. Quantitative evidence of high participation rates can mask symbolic or tokenistic involvement, where community members are consulted but lack authority to influence final decisions. Nyende (2023) and Mwangi & Nyonje (2022) critique such scenarios, arguing that procedural participation—attending meetings or endorsing predetermined plans—should not be equated with empowerment. The findings in Inomo reflect this critique, highlighting the gap between formal engagement and real decision power.

Empirically, the study's pattern of strong governance participation but weak financial support underscores that institutional participation does not necessarily equate to material impact. SMCs and PTAs serve as mechanisms of accountability and communication but operate within constrained fiscal environments. The distinction between procedural participation (meeting attendance, consultation) and substantive participation (influence over resource control and strategic direction) helps explain why participation may be vibrant yet developmentally limited.

The institutionalization of community structures has nonetheless created a consistent framework for dialogue. Where SMCs and PTAs hold regular meetings, have clear mandates, and access transparent information, accountability tends to improve. This aligns with Kabanda & Ateenyi (2023), who demonstrated that frequent, structured interactions between school management and parents correlate with better budget monitoring and reduced financial misuse. However, institutional presence alone is insufficient—capacity, clarity of roles, and leadership support are indispensable for these structures to be functional.

Respondents highlighted non-monetary contributions—volunteer labour, supervision of school works, mentoring of students, and participation in academic events—as significant forms of support. These activities build social capital and contribute to improved oversight and community-school trust. Turyasingura et al. (2024) similarly reported that schools with high volunteerism enjoy stronger attendance and better discipline. Recognizing these forms of engagement as legitimate contributions broadens the understanding of participation beyond financial metrics.

The quality rather than the quantity of participation emerged as the critical determinant of impact. High attendance in meetings may create an illusion of strong involvement, but if discussions do not shape budgets, staffing, or infrastructure planning, empowerment remains

limited. Owuor & Oketch (2023) assert that qualitative dimensions—voice, influence, and follow-up action—better reflect authentic participation than numerical indicators. In Inomo, while the presence of parents is visible, the decision influence gap persists.

Leadership dynamics were found to be a decisive mediator. Schools led by transparent, consultative headteachers demonstrated more functional committees and higher community satisfaction. Conversely, autocratic or opaque leadership styles discouraged participation and reduced ownership. Adera (2025) argues that leadership acts as the “transmission belt” between community enthusiasm and institutional effectiveness; thus, leadership development must accompany participation policies for optimal results.

Cultural and social factors also shape participation patterns. Traditional hierarchies and gender norms often limit the voices of women, youth, and marginalized groups in school governance. Namatovu & Muwonge (2024) note that patriarchal norms in rural Uganda often allocate public decision-making to men, marginalizing women despite their critical role in children’s education. Therefore, inclusive designs—flexible meeting schedules, quotas, and deliberate outreach—are required to democratize school governance and ensure diversity of input.

The study also underscores the importance of robust measurement and evidence. Reliance on self-reported participation rates risks overstating effectiveness. Without triangulating with objective data such as budget approvals, meeting minutes, or procurement outcomes, it is difficult to determine the actual impact of participation. Mutai (2023) emphasizes the necessity of mixed-method evidence—combining perception data with administrative records—to produce a more valid picture of participation’s outcomes.

Capacity building surfaced as a practical enabler. Training SMCs and PTA members in budgeting, procurement oversight, and project management enhances their competence to engage constructively. Evidence from UNESCO-Uganda (2024) shows that schools with trained committee members experience improved financial transparency and project completion rates. In Inomo, where training has been sporadic, this gap limits the full potential of community governance structures.

The introduction of external facilitation and small catalytic grants significantly strengthens the participation-development link. When communities receive modest funds tied to

participatory planning and co-monitoring, school outcomes improve markedly. This hybrid approach aligns with World Bank (2023) evidence that participatory grant models promote ownership, efficiency, and accountability. Such models avoid overburdening communities financially while leveraging their monitoring strength.

In conclusion, the findings affirm that community participation in Inomo's secondary schools is institutionally entrenched yet substantively constrained. Strength lies in governance, communication, and oversight; weakness persists in material and financial domains. To maximize developmental impact, policies should emphasize (a) targeted training for SMC/PTA members, (b) transparent delegation of certain budgetary powers, (c) external matching grants linked to performance, and (d) inclusion measures ensuring gender and equity-sensitive representation. Sustainable education development depends not only on community enthusiasm but on empowering communities with authority, skills, and resources to act.

5.2 Level of School Development

The findings suggest that the overall level of school development in Inomo Sub-County is moderate to high, with strong perceptions of improvement in student performance, teacher access to resources, and evaluation practices. However, concerns remained about infrastructure adequacy, particularly classrooms and learning facilities, and the sufficiency of textbooks and academic resources.

The observation that school infrastructure remains insufficient is supported by findings from the Uganda Communications Commission (2024) and reports by UNESCO (2023), which highlight persistent infrastructural deficits in rural Ugandan schools, including inadequate classrooms, libraries, ICT equipment, and basic sanitation.

On the other hand, the positive perceptions of student academic performance and monitoring systems are encouraging and align with research by Tuyambe et al. (2023), who found that school leadership and community collaboration contribute significantly to improved academic outcomes in Northern Uganda.

While school development is perceived positively overall, perception-based measures, as used in this study, can be subjective and not always aligned with objective performance data.

There is ongoing scholarly debate about whether self-reported perceptions of development truly reflect measurable improvements in learning outcomes or infrastructure quality (Waweru & Nyanumba, 2022). This calls for future studies to triangulate perception data with exam scores, attendance rates, and budget audits.

5.2 Level of School Development

The findings indicate that the overall level of school development in Inomo Sub-County is moderately high, suggesting progressive improvements in several dimensions such as student performance, teacher access to resources, and institutional monitoring systems. These positive perceptions imply that local schools are gradually evolving into more effective learning environments. UNESCO (2023) supports this view, noting that many Ugandan rural schools exhibit steady, incremental development resulting from community-driven initiatives and improved school governance rather than massive state investments. Such localized efforts reflect adaptive resilience among rural institutions seeking to improve educational quality within limited resource settings.

Despite these achievements, persistent infrastructural inadequacies including shortages of classrooms, laboratories, libraries, and ICT facilities remain a substantial constraint. This mirrors findings by the Uganda Communications Commission (2024), which revealed that nearly two-thirds of rural secondary schools lack adequate learning spaces and functioning ICT resources. These infrastructural deficiencies hinder curriculum delivery and contribute to overcrowding and reduced contact time between teachers and students. In the context of Inomo Sub-County, the shortfall in facilities limits schools' ability to sustain high-quality instruction despite positive perceptions of performance.

Interestingly, the study revealed that stakeholders' perceptions of development extend beyond material assets to encompass relational and procedural aspects such as teacher commitment, community participation, and student discipline. This multidimensional understanding of development resonates with Kyaligonza & Nakalema (2024), who observed that rural school stakeholders often define progress in terms of social cohesion, leadership trust, and effective communication rather than purely infrastructural expansion. Such findings underscore that school development should be conceptualized as a holistic construct that includes physical, human, and institutional dimensions.

However, reliance on perception-based data introduces challenges in measurement validity. Perceptions of progress may not always correspond to objective indicators such as standardized test results, literacy rates, or infrastructure audits. Waweru & Nyanumba (2022) caution that subjective assessments often inflate development scores, particularly where respondents equate visible activity or leadership engagement with tangible improvement. For Inomo Sub-County, triangulating perception data with quantitative indicators like student academic performance, teacher attendance, and budget execution reports would strengthen the evidence base for evaluating true development levels.

One major driver of perceived progress is the strengthening of monitoring and evaluation (M&E) mechanisms within schools. Respondents cited more regular performance appraisals, teacher peer reviews, and community oversight meetings as instrumental in improving accountability. Tuyambe et al. (2023) similarly found that robust M&E systems foster reflective teaching practices and enhance institutional learning cultures in Northern Uganda. When teachers are regularly evaluated and supported through feedback, schools can sustain improvement even in contexts of resource scarcity.

Another critical area of advancement is improved teacher access to instructional materials and professional development resources. Teachers reported better access to teaching aids, though unevenly distributed across schools. Kisembo & Atwine (2025) attribute similar progress in other Ugandan regions to donor-funded capacity-building initiatives and government-NGO partnerships that provide teaching materials and training. Yet, they warn of sustainability risks when such programs depend heavily on external financing. For Inomo's schools, long-term development requires institutionalizing resource provision within public financing frameworks.

The findings further highlight the pivotal role of school leadership in catalyzing and sustaining development. Schools led by transparent and visionary headteachers reported stronger performance and higher morale among staff. Mulindwa (2024) emphasizes that effective leadership amplifies the impact of limited resources by fostering accountability, motivation, and shared decision-making. In Inomo Sub-County, strong headteacher leadership likely explains why perceptions of progress remain positive even under conditions of infrastructural inadequacy.

Nonetheless, infrastructure remains a binding constraint on quality improvement. Overcrowded classrooms, poor sanitation, and dilapidated structures undermine student learning and teacher productivity. UNICEF (2024) reports that inadequate facilities disproportionately affect rural learners, limiting instructional time and contributing to absenteeism. In Inomo, such constraints reduce the sustainability of gains in teaching and learning processes. Addressing this requires prioritizing infrastructure rehabilitation and expansion in national education budgets to ensure parity with urban institutions.

The study also revealed that improvements in student performance and discipline are partly attributed to greater community participation and parental oversight. Okurut & Nsubuga (2023) found that enhanced parental engagement and mentorship programs significantly raise student motivation and achievement in rural Uganda. This evidence suggests that human and social capital expressed through local participation can partially offset material deficiencies, creating a more supportive learning culture within schools.

Recent scholarship reinforces the multi-dimensional nature of school development, integrating academic performance, inclusivity, welfare, motivation, and infrastructure into a single evaluative framework. Wanyama & Achieng (2023) argue that development must be viewed as an ecosystem of interrelated variables rather than discrete outcomes. In line with this perspective, the Inomo findings show that schools can progress in governance and teacher performance even when physical development lags, illustrating the layered and dynamic nature of educational improvement.

Another emerging concern is the limited progress in digital readiness and ICT integration. Respondents reported unreliable internet and inadequate digital devices, which restrict modern pedagogical approaches. The Uganda Communications Commission (2024) and NITA-U (2025) both confirm that digital inequity remains one of the most pressing barriers to educational transformation in rural areas. Without targeted investment in ICT infrastructure and teacher digital training, Inomo schools risk falling behind in implementing the competency-based curriculum that relies heavily on technology-enhanced learning.

Equity in resource distribution also emerged as a salient issue. Some schools benefit disproportionately from donor projects or government programs, while others remain underfunded due to geographic or administrative disadvantages. Nabwire & Ochen (2023) emphasize that uneven funding perpetuates educational inequality and undermines system-

wide improvement. Ensuring equitable development in Inomo Sub-County requires transparent allocation criteria and inclusive planning processes that prioritize the most resource-constrained institutions.

Overall, the level of school development in Inomo Sub-County can best be described as progressive but unevenstrong in institutional and human domains yet constrained by persistent infrastructural and digital limitations. Sustainable improvement will depend on integrated strategies that combine infrastructure investment, capacity-building, ICT expansion, and rigorous monitoring. As UNESCO (2025) advocates, holistic school development demands concurrent attention to material, human, and governance dimensions to produce equitable and enduring educational outcomes.

5.3 Relationship Between Community Participation and School Development

The regression analysis revealed a statistically significant positive relationship between community participation and school development ($B = 0.61$, $p < .001$, $R^2 = 0.205$), indicating that higher levels of participation are associated with better developmental outcomes in schools. This finding corroborates existing literature emphasizing that community involvement enhances school governance, accountability, and student performance, even in resource-constrained rural settings (Ashaba, 2024; UNESCO, 2023).

The results align with Epstein's Overlapping Spheres of Influence Theory (2001), which suggests that student learning and school effectiveness improve when schools, families, and communities collaborate. In Inomo Sub-County, participation in SMCs and PTAs appears to facilitate joint problem-solving, decision-making, and monitoring processes that directly influence educational quality.

Empirical evidence from sub-Saharan Africa further supports these findings. Karanja & Mugambi (2023) found that active community engagement fosters social capital, mutual trust, and shared accountability, strengthening management structures and sustaining development initiatives. Similarly, Ashaba (2024) reported that community oversight in Ugandan rural schools leads to higher project completion rates and improved enrollment.

Community participation enhances school development through multiple mechanisms. By promoting accountability, local actors help ensure teacher presence, optimal use of resources,

and adherence to school policies. Additionally, participatory processes enable identification and prioritization of infrastructure and academic needs, reflecting a localized problem-solving approach (Tuyambe et al., 2023).

Non-material contributions—volunteer labor, mentoring, advocacy, and supervision of works—also play a pivotal role in school development. These inputs strengthen social cohesion, bolster student support systems, and facilitate monitoring, particularly where financial resources are limited. UNESCO (2023) emphasizes that social capital complements material investments, enhancing overall school outcomes.

Despite the positive relationship, the R^2 value of 0.205 indicates that 79.5% of variance in school development is explained by other factors. As Nsubuga & Ouma (2022) argue, educational outcomes are multi-causal, shaped by government funding, leadership quality, teacher training, curriculum, and policy environments. This underscores the need to situate community participation within a broader systemic context.

School leadership mediates the effectiveness of community engagement. In schools with proactive and transparent headteachers, SMCs and PTAs can influence budgets, resource allocation, and strategic planning effectively. Conversely, hierarchical or opaque leadership diminishes the developmental impact of participation, rendering it largely symbolic (Mulindwa, 2024).

Socioeconomic context moderates participation outcomes. In wealthier or peri-urban communities, local stakeholders can provide financial and material contributions that tangibly enhance infrastructure. In contrast, rural and low-income areas like Inomo rely primarily on procedural participation, which strengthens governance and oversight without substantially improving physical resources (Ashaba, 2024).

Participation alone may be insufficient to drive infrastructure or resource development without complementary external support. Evidence from catalytic grant programs in Uganda shows that modest funds, when linked to participatory planning and co-monitoring, significantly increase project quality and completion rates. This demonstrates that participation acts as a multiplier rather than a stand-alone solution (UNESCO, 2023; Karanja & Mugambi, 2023).

Equity considerations are crucial. Over-reliance on local contributions risks reinforcing disparities, as wealthier communities are better able to mobilize resources. Sifuna (2023) cautions that governments must uphold their constitutional responsibility to fund schools equitably, ensuring that participation complements rather than substitutes public financing.

Measurement frameworks affect the perceived strength of the participation–development link. Waweru & Nyanumba (2022) emphasize combining perception-based assessments with objective indicators such as EMIS data, exam scores, and financial audits. In Inomo, such triangulation would provide more accurate insight into how participation translates into tangible school development outcomes.

Capacity building is essential to maximize the impact of community participation. Training SMCs and PTAs in budgeting, strategic planning, and project monitoring allows communities to convert willingness into effective, measurable action. Ashaba (2024) notes that technical capacity significantly enhances the developmental impact of participation, ensuring that input translates into sustainable improvements.

Therefore, community participation positively influences school development in Inomo Sub-County, particularly in governance, monitoring, and social support mechanisms. Its impact is context-dependent, mediated by leadership quality, socioeconomic conditions, and external support. Integrated strategies—combining participatory governance, capacity building, public funding, and targeted infrastructural investment—are necessary to harness the full developmental potential of community engagement (UNESCO, 2023; Sifuna, 2023; Karanja & Mugambi, 2023).

5.5 Conclusions

The study found that community participation is generally high, particularly in areas of communication, collaboration, and decision-making through institutional platforms such as school management committees (SMCs) and parent-teacher associations (PTAs). Stakeholders regularly attend meetings, provide input on school priorities, and participate in monitoring activities.

The findings indicate that school development in the sub-county is moderate to high, with perceived improvements in student academic performance, teacher access to instructional resources, and institutionalized monitoring and evaluation practices.

Regression analysis revealed a statistically significant positive relationship ($B = 0.61$, $p < .001$, $R^2 = 0.205$), confirming that higher levels of community participation are associated with improved school development outcomes.

5.6 Recommendations

Policymakers should strengthen the institutional and regulatory frameworks that promote meaningful community participation in school governance. This includes formalizing the roles of SMCs and PTAs with clear decision-making authority and oversight responsibilities, ensuring that community input translates into tangible outcomes rather than symbolic consultation.

At the implementation level, capacity-building programmes for headteachers, SMCs, and PTAs are essential to enhance strategic planning, budgeting, project oversight and leadership skills.

Future studies should focus on longitudinal and mixed-methods research to better understand the long-term effects of community participation on school development outcomes, combining perception-based data with objective indicators such as student achievement, attendance, and infrastructure quality.

3.7. Contribution of the Study

The study add empirical knowledge on the relationship between community participation and school development in primary schools.

The findings can help head teachers and School Management Committees understand the areas in which community participation can be strengthened to improve school development.

The study findings can help communities recognise that their contribution to school development is not limited to financial support.

The study findings demonstrate the potential role of community participation in improving classrooms, teachers' houses, sanitation facilities, furniture, school compounds and other physical facilities. Thus, the findings may help schools and local governments develop practical approaches for mobilising community resources for infrastructure development and maintenance.

The findings provide useful evidence to the Ministry of Education and Sports, district education authorities and local governments when developing policies and guidelines for community participation in primary education.

The study finding contribute to improved transparency and accountability in the management of school resources.

Although the central focus was school development, the study may demonstrate that effective community participation creates conditions that support pupil attendance, retention, participation and learning.

The findings can help local council leaders, religious leaders, cultural leaders and other community leaders understand their role in supporting primary schools.

The study finding provide a basis for strengthening the relationship between schools, parents and the wider community.

The study findings provide a baseline for future researchers investigating community participation, school development, school governance, educational quality and parental involvement in northern Uganda and other rural settings.

3.8. Suggestions for Further Studies

1. School Management Committee Participation and Effectiveness of School Management in Primary Schools.
2. Community Participation and Quality of Education in Primary Schools.
3. Community Participation and Sustainability of Primary School Infrastructure Development

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Appendices

Appendix A: Questionnaire for School Management Committee (SMC) Members

What is the level of community participation in your school?

Indicator: Decision-Making Participation	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
1. I actively participate in decision-making related to school policies.	☐	☐	☐	☐	☐
2. Community members' opinions are valued during school management meetings.	☐	☐	☐	☐	☐
Indicator: Contribution to School Activities	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
3. The community provides resources such as labor, materials, or funds to support school development.	☐	☐	☐	☐	☐
4. Community members regularly volunteer their time to assist in school programs and activities.	☐	☐	☐	☐	☐
Indicator: Communication and Collaboration	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
5. There is effective communication between the school and the local community.	☐	☐	☐	☐	☐

What is the level of school development in your school?

Indicator: Infrastructure Development	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
6. The school has improved its physical facilities in recent years.	☐	☐	☐	☐	☐
7. Community participation has contributed significantly to improving school infrastructure.	☐	☐	☐	☐	☐
Indicator: Academic Resources and Performance	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
8. The availability of academic resources (books, learning materials) has increased due to community involvement.	☐	☐	☐	☐	☐
9. Student academic performance has improved as a result of active community participation.	☐	☐	☐	☐	☐
Indicator: Overall School Development	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
10. The school is developing positively because of active community participation.	☐	☐	☐	☐	

Appendix B: Questionnaire for Teachers

Indicator: Communication and Collaboration in Community Participation	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
1. Parents and community members are actively involved in school activities.	☐	☐	☐	☐	☐
2. There are regular meetings between teachers and community representatives.	☐	☐	☐	☐	☐
Indicator: Support and Resources from Community	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
3. The community contributes resources to support school programs and infrastructure.	☐	☐	☐	☐	☐
4. Community members provide support for extracurricular activities.	☐	☐	☐	☐	☐
Indicator: Decision-Making and Participation	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
5. Teachers involve community members in decisions about school development.	☐	☐	☐	☐	☐
6. Community input is valued when planning school improvements.	☐	☐	☐	☐	☐

Level of School Development

Indicator: Infrastructure Development	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
7. The school has adequate classrooms and learning facilities.	☐	☐	☐	☐	☐
8. School infrastructure is well maintained.	☐	☐	☐	☐	☐
Indicator: Academic Resources Availability	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
9. Textbooks and learning materials are sufficient for students.	☐	☐	☐	☐	☐
10. Teachers have access to necessary teaching aids and resources.	☐	☐	☐	☐	☐
Indicator: Student Academic Performance	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
11. Students in this school perform well in national examinations.	☐	☐	☐	☐	☐
12. The school regularly monitors and evaluates student academic progress.	☐	☐	☐	☐	☐

Appendix C: Questionnaire for Headteachers

Indicator: Community Engagement and Participation	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
1. The school has an active partnership with the local community.	☐	☐	☐	☐	☐
2. Community members participate actively in school governance and planning.	☐	☐	☐	☐	☐
Indicator: Communication and Feedback	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
3. The school regularly communicates with parents and community leaders.	☐	☐	☐	☐	☐
4. Feedback from the community is used to improve school performance.	☐	☐	☐	☐	☐
Indicator: Community Support for School Development	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
5. The community contributes funds or resources for school development projects.	☐	☐	☐	☐	☐
6. Community members volunteer to assist in school activities and maintenance.	☐	☐	☐	☐	☐

Level of School Development

Indicator: Physical Infrastructure and Facilities	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
7. The school has adequate physical infrastructure to support teaching and learning.	☐	☐	☐	☐	☐
8. The school environment is safe, clean, and conducive to learning.	☐	☐	☐	☐	☐
Indicator: Academic Quality and Performance	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
9. The school has qualified teachers who effectively deliver the curriculum.	☐	☐	☐	☐	☐
10. Students' academic performance has improved over recent years.	☐	☐	☐	☐	☐
Indicator: School Management and Leadership	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
11. The school management effectively implements development plans.	☐	☐	☐	☐	☐
12. The school leadership encourages community participation in school affairs.	☐	☐	☐	☐	☐

Appendix D: Study Budget (in UGX)

Budget Item	Description	Quantity	Unit Cost (UGX)	Total Cost (UGX)
Personnel				
Researcher Allowance	Part-time for 2 months	2 months	300,000/month	600,000
Research Assistants	2 assistants, 1 month each	2 assistants	150,000/month	300,000
Data Collection				
Printing Questionnaires	300 copies	300 copies	1,000/copy	300,000
Transportation	Local travel for data collection (fuel, etc)	10 trips	30,000/trip	300,000
Stationery	Pens, folders, etc.	Lump sum	100,000	100,000
Data Processing				
Data Entry (software & misc.)	Use of Excel or free software	Lump sum	100,000	100,000
Communication	Phone, internet for coordination	3 months	50,000/month	150,000
Miscellaneous	Contingency for unforeseen expenses	Lump sum	150,000	150,000
Total Estimated Budget				2,000,000 UGX

Appendix E: Study Workplan

Activity	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Proposal Development	•					
Literature Review	•	•				
Questionnaire Design & Piloting	•	•				
Data Collection Preparation		•				
Data Collection			•			
Data Entry and Cleaning			•			
Data Analysis				•		
Report Writing				•	•	
Review and Finalization					•	
Submission and Dissemination						•