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Stakeholders' Participation in School Management and Enhancement of Learners' Academic Achievement in Government-Aided Secondary Schools in Uganda

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Abstract:
The realities of stakeholders' participation in school management to enhance the learners' academic achievement has continued to attract some debates from a range of stakeholders. Regardless of such debates, governments have continued to uphold the policy position and support the implementation of stakeholder involvement in school management. Yet some stakeholders' mixed reactions point not only to the possibilities of policy failure but also their lack of a clear understanding of its implementation realities. The school stakeholders are supposed to oversee the proper running of schools but they have not effectively played their role. General literature on stakeholder participation in education exists. However, it largely focuses on School management committee roles, challenges, and impacts in education service delivery. It hardly explores the insights into the extent of stakeholders' participation in school improvement planning, budgeting process, and coordinating the academic activities in the context of developing countries. This paper, therefore, explores the background information, stakeholder participation, gaps in the literature, and way forward. The conclusion was drawn based on the extent of key stakeholders' participation in school management to efficiently and effectively enhance the quality of educational output.

Keywords: Stakeholder participation, planning, budgeting, coordinating, academic achievement

1. Introduction

Stakeholder participation in school management became a dominant approach to education management in the last two decades, when the Organization for Economic Co-operation and Development (OECD) countries appreciated its impact on responsive school management (Hooge et al, 2012). The aim was to improve accountability of their decision making in management as well as enhancing the instructional processes to improve the quality of educational output. The perception was that if joint decision-making in school improvement, budgeting process, and curriculum implementation were devolved to schools from the central government, secondly, if school stakeholders held management more accountable for its performance, then school management would become more responsive, efficient, and effective in terms of management (Ayeni & Ibukun, 2013). Stakeholder participation became a global agenda for school management in the early 2000s as part of The United Nations Millennium Development Goals (Prew, 2018). Countries in Sub-Saharan Africa embraced it after the development and implementation of the Millennium Development Goals.

2. Historical Background

The proponents of the decentralization policy of school management from the central government to the local school level argued that decentralization promoted a wider representation of stakeholders' interest in decision making (Cabrado, 2016).Similarly, Kiragu and Migosi (2013) argued that within devolution of authority to the locals would promote better joint decision-making that is tailored to the local needs. However, stakeholder participation remains under-utilized as an important strategy to improve the academic performance of learners in many developing countries. Education leadership needs to encourage both external and internal stakeholders to participate in school management to enhance the learners' academic performance. In OECD countries, the main powers which were devolved to the schools included; School improvement planning, budgeting, staffing, procurement of the teaching and learning materials, maintenance and physical infrastructure, and instruction supervision (Prew, 2018).

Not only does decentralization encourage stakeholders to participate in joint decision-making, but it also provides a basis for stakeholders to work hand in hand with the Head teacher through organized teams of BOG and PTA with authority to implement the joint decision made. Secondly, through these forums, Head teachers are held accountable to their constituents in terms of planning together, budgeting, monitoring, and evaluating school interventions. However, there are debates about this argument. How well stakeholder participation improves learner's academic achievement or even improves the responsiveness and efficiency in management. (Thurlow, 2003). Schools seeking improved educational outcomes in terms of learners' academic achievement usually have stakeholders who champion the change by working with the school leadership and other staff members to produce better results in both the short and long term (Janmaat & Rao, 2016). This study was postulated on the view that a quality education system attains the desired goals outcomes of the learner, the school, and the community. The desired goals inculcate in the learner the skills, knowledge, and attitudes that are needed in the 21st century(Cabrado, 2016). If the quality is to be enhanced, various aspects of school management including; school improvement planning, budgeting process, and coordinating the academic activities need to be reformed thus key stakeholders need to be brought on board to play significant roles in school management to improve the quality of education goals.

The delivery of quality educational goals globally is rooted in the Sustainable Development Goals (SDG 4) These goals were adopted by all United Nations Member States in 2015 (UNDP, 2015). Both developed and developing countries are increasingly focusing on implementing policies and actions that achieve sustainable development goals. In particular, this study focuses on Sustainable Development Goal 4, 'Quality Education by 2030, which ensures inclusion and equitable quality education and promote life-long learning opportunities for all.' (UNESCO, 2016).

Regardless of the dedication of governments to improve the education sector, effective and equitable access stays hard to accomplish in this area. According to the World Bank report (2019), numerous global initiatives emphasize expanded access to education facilities with greater commitment, yet even where the greater number of learners approach the education facilities, the quality of that training now and again is extremely poor especially in underdeveloped nations. This reality is seen in the scores from universal learning assessments on in literacy and numeracy in which most learners from the third world nations do not exceed expectations thus influences the Human Development Index (HDI) ranking in terms of education(UNDP, Human Development Index., 2021). Without introducing educational changes quality education will not be achieved.

Although the academic achievement of learners may depend on the availability and utilization of both human and non-human resources, academic achievement may also depend on School Management and Stakeholders' Participation in School-Based Management to enhance the learners' academic achievement (Mutinda, 2015: Chen, 2019).

According to Freeman's key concept (1984), 'a stakeholder is any group or individual who can affect, or is affected by, the achievement of the organization's objectives and can either help or analyze an organization by calling its strategy into question (Boucher & Rendtorff, 2016,p 7). On the other hand, Waris (2018, p.2) further defines stakeholders in terms of education, 'as someone who has a vested interest in the success and welfare of a school or education system. This includes all parties that are directly affected by the success or failure of an educational system, as well as those indirectly affected'.

Stakeholders' participation in school management dates back to 1909 in the United States of America and was considered as the Teacher Council Movement (TCM), whose responsibility was to formulate policy agreements for the administration of individual schools. By 1930 the educational committees were reorganized to become the Democratic Administration Movement (DAM) which represented a variety of views and interests (teachers, learners, parents, and communities) in the democratic managing of schools. In the mid-1960s, a wider scope of citizens including elected leaders of communities where the schools existed came on board in school policy decision (Ayeni & Ibukun, 2013). This led to the school-based management (SBM) model which gave authority to the stakeholders to participate in school management.

In 1988, the School Reform Act established school committees as essential throughout the United States, which involved the devolution of power and authority to schools by the State for self-administration in the essential areas of policymaking, budgeting, resource use, instructional and learning activities, and staff matters to meet the aims and objectives of quality education administration frameworks and learning outcomes. By the mid-1990s, the SBM concept became increasingly significant and broadened massively with the drive of revolution and assumed various structures in various countries.

In Great Britain, the 1988 Education Reform Act under the Thatcher government delegated power and authority to school communities to establish school management committees as essential corporate bodies comprising of the head teacher and governors nominated by the parents, teachers, and representatives of the local community administration. The Act, stipulated government secondary schools become independent and grant-maintained (GM). They became exclusively managed by each school's governing board, composed of 10-to-15 member bodies, including the head teacher and parents' representatives; without the influence of local education authority control. The empirical findings on this methodology indicated that students' academic achievement improved by 0.25 of a standard deviation in pass rates on standardized assessment (Clark, 2009).

In the Netherlands, Belgium, Finland, and Denmark, the Central Governments endorsed the enactment to delegate power and authority to schools to set up and operate management committees. These committees constituted both community stakeholders and school administrators to oversee, control, and make decisions on education policy matters, curriculum and instruction, learners' evaluation, personnel selection and firing, discipline structures, and other learning resources to warrant the best utilization of public funds and creation of quality learning outputs from the educational institutions(Eurydice, 2007).

In Sub-Saharan Africa, stakeholders' have assumed a noteworthy role in the educational foundation. This was a result of the International Monetary Fund (IMF) and the World Bank imposing structural adjustment programs (SAPs) in the 1980s (Halton, 2019). The SAPs aimed at reducing the debt crisis. However, it affected school education through the decrease of government expenditure on education and introduction of user fees for basic education, while private education extended its presence in the delivery of basic education (Pamba, 2012: Ayeni & Ibukun, 2013). These fees varied across different schools. Parents bore not just the immediate and aberrant expenses of schooling but they also contribute to the school in the form of labor (e.g., classroom construction) and in cash (i.e., contributions, even despite the fee abolition policy) because government monies were not forthcoming nor sufficient. However, private education was not monetarily viable in certain regions and was out of reach for children from poor families.

Stakeholder participation in school management in Uganda dates back to colonial times and in the early post-independence when education was highly decentralized(Ssekamwa, 1997). The establishment of a system of Boards of Governors for boarding secondary schools and their equivalents such as the Teacher Training Colleges and Technical was the same. This arrangement was introduced to interest the public in the administration of their schools which were managed by European Missionaries and to lessen the missionary hold on the administration of schools.

Local governments were responsible for financing primary schools in their areas and the Protectorate Government aided secondary schools, Teacher Training Colleges, and Technical Schools. But of course, local governments that would fail to raise enough money from the education tax would be assisted by the Protectorate Government.

After independence in 1963, the government took over control of schools through the 1963 Education Act. Some schools were owned and controlled by the Church of Uganda, Roman Catholic Church, the Uganda Muslim Education Association (UMEA), the Uganda Protectorate Government, the local governments, and a few others were owned and controlled by the various Asian sections such as the Goanese, the Sheiks, the Ismailis, and the Banyans. The government through the Department of Education was responsible for the whole education system and for giving financial assistance to those schools except to the private, by the 1963 Education Act. The Church of Uganda, the Roman Catholic Church, the Uganda Muslim Education Association, and the various Asian communities' lost control over the schools which they were formerly coordinating.

The trend of management of the schools from the 1980's up to 1993 showed an increase in power of the foundation bodies (the Church of Uganda, the Roman Catholic Church and the Muslim Supreme Council) in a bid to improve the moral standards of the teachers, and the learners as well as to improve academic standards(ibid).

Ballen and Moles (2013) found that a few approaches for stakeholder participation in the educational process improved the nature of student's educational capabilities and their achievement in primary and secondary schools. However, for stakeholder participation to be effective, participatory approaches must be considered and these include: What (issues, decisions, and levels of involvement), who (represents the stakeholder), where (location in which participation occurs), and how these factors fit together (Benn et al, 2016)

3. Theoretical Review

The theoretical lens adopted for this study is the Stakeholders' Theory developed by Freeman (1984). He described stakeholders as an ecosystem comprising anybody that affects or is affected by the organization. Freeman (2010) defines a stakeholder as 'any individual or group of people who have an interest in a particular issue and whose interests are believed to affect or be affected by the achievement of the organization'(Freeman, 2010, p. 25).

The application of this theory in education management maintains that Education for All is the obligation of all. The theory clarifies the responsibility for all key stakeholders to carry out their obligations in the attainment of the objectives of education (Harrison, 2019). Institution stakeholders are categorized into two, internal and external stakeholders. Internal stakeholders are primary with legal contracts to the institution while the external stakeholders are secondary who have an interest in the institution but without a contract (Stuud, 2002).Therefore internal stakeholders have powers that affect or be affected by the institution, while external stakeholders are considered secondary in that their influence is indirectly experienced. Without the support of these stakeholders, the organizations' existence would crumple over the long haul (Freeman, 2010: Harrison, 2019).

In examining the essential premises of the Stakeholder Theory from Freeman's (1984) seminal works, it was assumed that institutions like schools have multiple stakeholders that affect or are affected by the stakeholder participation policy in school management as reflected in the Educational Act, 2008 ((Ugandagovernment, 2008 : Hong, 2019). The internal stakeholders include, Head Teachers, Deputies, Teachers, and Learners. On the other hand, the external stakeholders are involved; the Board of Governors, Parents, and Ministry of Education officials.

The underlying core assumption of Stakeholder's Theory is the establishment of relationships among all stakeholders rather than any one of them operating as an individual (Freeman, 2010). In partnerships, for example, those that exist in schools, the stakeholders' value creation is tied and extended to the development of relations that are forged through participatory joint effort, and system influence (Blackburn, 2019). Relationships are analyzed through procedures and results (Bonnafous-Boucher & Rendtorff, 2016). In this context, the unit of analysis for Stakeholders' Theory is not the school itself but the relationships between the school and its stakeholders. The aim is to improve the instructional process whose result is reflected in the evaluation of learners' academic achievement at the end of an education cycle.

The Stakeholder Theory is upheld by the School-Based Management (SBM) model. The model underscores giving citizens a more grounded voice, making information about a school's accomplishment transparently available, and holding all key stakeholders accountable for the quality of educational output, (Barrera-Osorio & Santibanez, 2009: Ayeni & Ibukun, 2013: Arar & Abu-Romi, 2016). The SBM model is grounded on the conclusion that it enables school stakeholderspromote changes that lead to quality learning achievements. Furthermore, it promotes resource control in schools to stimulate

change. Thirdly itstrengthensthe relationship between the schools' stakeholders to invest time, money, and effort to make instructional reforms and improve the learning environment (Ayeni & Ibukun, 2013).

The rationale of using the SBM model in perspective with the Stakeholders' Theory is that several studies, (Mutinda, 2015: Pelayo, 2018: Siafwa & Cheyeka, 2019) have investigated the education production function factors influencing the achievement of learners while giving less thought to how resources are managed at school. Inputs include aspects to strategic plans, achievement indicators, objectives of the school, and finance management, monitoring and evaluation procedures in school, as a proxy indicator for the transformation of the inputs. Outputs are estimated by test scores, progression rate, dropout rate, etc. However, these studies do exclude the external (stakeholder) in the transformation processes in managing the schools.

4. Conceptual View

4.1. Stakeholder Participation

Stakeholder as a concept has been defined by several scholars and for this article, the author will cite the definition by (Boucher and Rendtorff, (2016) as cited in Freeman (2010), 'a stakeholder is any group or individual who can affect or is affected by, the achievement of the organization's objectives.' (p.7). It may not be possible for each member of the affected population to contribute to the program equally but attempts can be made to identify key groups and individuals that can be actively involved. These should have an interest and a. stake in the program. They include different people from within the affected population as well as local authorities and agencies

Similarly, Spath & Scolobig (2017), contend that stakeholder participation in community projects promotes ownership to problem solving. People cannot be forced to participate in decision-making in the projects which affect their livers but should be given opportunities where possible to participate in solving their problems. This is held to be a basic human right and a fundamental principle of democracy. According to this article stakeholder participation means the involvement of significant stakeholder in the various schooling functions including school improvement planning, budgeting process and coordinating the academic activities with the aim of enhancing the learners' academic achievement.

4.2. Management

Management is fundamental to the effective operation of work organizations. It is by the process of management and execution of work that the activities of the organization are carried out. Management is essentially an integrating activity that permeates every facet of the operations of an organization. Attention must be given to how management is exercised and forms of managerial behavior (Mullins, 2016).

Great responsibility is placed on managers and the activity of management, on the processes, systems, and styles of management. It is important to remember that improvement in organizational performance will come about only through the people who are in the organization. It is also important to bear in mind that the activity of management takes place within the broader context of the organizational setting and subject to the organizational environment and culture (Mullins, 2016 p. 350)

According to *Henri Fayol* (1841–1925), as cited by Mullins (2016) he divided the managerial activity into five elements of management, defined as: 'to forecast and plan, to organize, to command, to co-ordinate and to control', (p.354).

- Forecasting and planning – examining the future, deciding what needs to be achieved, and developing a plan of action.
- Organizing – providing the material and human resources and building the structure to carry out the activities of the organization.
- Commanding – maintaining activity among personnel, getting the optimum return from all employees in the interests of the whole organization.
- Co-ordinating – unifying and harmonizing all activities and efforts of the organization to facilitate its working and success.
- Controlling – verifying that everything occurs following plans, instructions established principles, and expressed commands. (Mullins, 2016).

For this study, planning, budgeting, and coordinating functions were conceptualized for the study.

4.3. Academic Achievement

Implies the results of learners' grading in school assessments where learners are grouped depending on their scores acquired in the national assessment (UCE) that they sat for. The learners are reviewed in Division1, 2, or 3. In this manner when evaluating is done, student's accomplishment is acknowledged as either high, average, or low wherein Grade 1 learners reflect high achievement, Grade 2 represents average learners while Grade 3 implies low accomplishment. Without evaluating, accomplishment cannot be realized.

5. A Brief Overview of the Stakeholder Participation Problem

Stakeholder participation in school management is underpinned by the notion of school governance structures and is critical to sustaining education quality on the learner's academic achievement in general (Mncube & Mafora, 2014). In Uganda, stakeholders' participation has a legal mandate through the statutory framework of the Education Act 2008 (Ugandagovernment., 2008) While several studies indicate that stakeholder participation has the potential of developing education concerning the quality of learning outcomes if well established (Rout, 2013:Mncube & Mafora, 2014: Muthoni,

2015: Kieti, 2017: Moate, 2018) few studies have been carried out on the prioritization of stakeholder participation in schools whose academic achievement is consistently declining. There are inconsistencies in Uganda, whereby stakeholder participation in school management does not reflect the quality education outcomes of the learners due to the continuous poor academic achievement in government-aided secondary schools. The national trend of academic achievement in Uganda Certificate of Education (UCE) examinations results between 2015 and 2018 shows a continuous decline in the attainment of at least division 3 for easy selection and placement in the next level of education. In 2015 the failure rate was 9.7% compared to 13.2% in 2016. In 2017 the failure rate was 14.2% while in 2018 the failure rate was 15.4% (UNEB, 2019). Could it be possible that the poor academic achievement among learners is attributed to the non-involvement of the stakeholders in government-aided secondary schools? The persistently poor learners' academic achievement will influence the knowledge, skills, and attitudes among the individuals which will affect the future academic and work career opportunities. The majority of learners will drop out of school with low skills, knowledge, and abilities, for self-reliance that contributes to human capital required in the development of innovations for the social and economic growth of the country, hence low levels of economic and social-cultural development will be attained. The outcome was considered pertinent to the investigation.

6. Methodology

This article was compiled based on Creswell's steps of conducting a literature review (Crewell, 2014). According to Creswell (2014), conducting and reporting literature review follows five key steps: (1) identifying the keywords, which are useful in locating materials, (2) locate the sources such as computerized databases that are typically reviewed by social science researchers, where to get the materials and focus should be mainly on journals and books related to the topic. (3) Skim through the articles or chapters, to identify those that are central to the topic of study, and to obtain a sense of whether the article will make a useful contribution to your understanding of the literature (4) Designing a literature map on the topic that illustrates how the study will contribute to the literature, positioning the study within the larger body of research. (5) Summarize the literature, assemble the literature review, structuring it thematically or according to the objectives of the study. It is at this point as well that one can advance a critique of the past literature and point out deficiencies or gaps in it. The researcher, therefore, followed this process to do a literature review which informed the article and it is hereby explained briefly.

In the first stage, the researcher identified the keywords for the study in consultation with other experts in the area. This provided a rationale for the review in terms of contextualization of the study.

In the second stage, the researcher did the literature search to identify information to inform the study. A thorough search was done of all types of published literature to identify as many items as possible that were relevant to the study. This was done by locating computerized databases and focused on journals that were typically peer-reviewed by social science researchers such as ERIC, EBSCO Taylor, and Francis, e-books as well as grey literature that related to the study area. Thirdly, the identified articles and books were skimmed through to identify those that were central to the topic of study and could make a useful contribution to understanding the literature of the study.

The fourth step was the development of a literature map that guided the study hence positioned the study within the large body of research. The selected items were then thoroughly reviewed taking notes to inform the paper the researcher developed the purpose of the study which was to analyze the extent to which stakeholders' participation in school management enhanced the learners' academic achievement in the context of selected secondary schools in Kampala district. The study objectives included: (i) examine stakeholder participation in school improvement planning to enhance the learners' academic achievement. (ii)evaluate stakeholder participation in the budgeting process to enhance the learners' academic achievement, and (iii) analyze the relationship between stakeholder participation in coordinating the academic activities and the enhancement of learners' academic achievement of selected secondary schools in Kampala district (iv) develop a theoretical framework for effective stakeholder participation in school management to enhance the learners' academic achievement in government-aided secondary schools in Uganda. These guided the collection of the information as well as analysis to inform the paper

The fifth-step involved a critical reading of the literature that met the inclusion criteria to enable the analysis. This step began with data evaluation. Data evaluation necessitates the reviewer draw out vital information in the literature that meets the inclusion criteria. The researcher then developed a codebook for recording the vital information related to the themes developed based on the objectives of the paper. The complete codebook was then analyzed to make sense of the information review using the thematic analysis framework (Braun & Clarke, 2013)The researcher read through the summarized literature to familiarize herself, then searched for themes, reviewed the probable themes, and came up with emerging findings on which the paper was based. Finally, the researcher presented the key findings and discussions based on the study objectives. The last items were the conclusion and recommendations to practitioners as well as a bibliography or references.

7. The Extent of Stakeholder Participation in School Management andthe Enhancement of Learners' Academic Achievement inGovernment-Aided Secondary Schools

Stakeholder participation in school management has been widely accepted as a management mechanism in supporting the school improvement planning, budgeting process, and coordinating the academic activities to enhance the learners' academic achievement Although government secondary schools have been at the forefront of promoting the stakeholder participation policy in school management the private secondary schools are increasingly adopting the policy in their operations given its benefits to the management functions. Stakeholder participation ought to encompass power-

sharing between the key stakeholders and school leadership. Stakeholder participation should be meaningful where there should be a great share in decision-making rather than just informing them about the activities taking place in schools

7.1. Stakeholder Participationin School Improvement Planning

The participation of stakeholders in the planning process makes the school administrators accountable to the school stakeholders. According to Phillips (2016), stakeholders can be involved in the process of school improvement planning (SIP) at three levels; sharing information, consultations, and active participation. This planning is crucial for schools to ensure that resources are used efficiently and effectively to improve student achievement. The school management identifies and develops goals through either consultation or active participation of all key stakeholders, develop strategies to implement the activities, design procedures, establish policies and standards all of which aim at having efficient and effective, distribution of scarce resources, and helps decision-makers at all levels to reach a better and well-informed decision (Butt & Rehman, 2016). Since resources are limited, there is a need to determine in advance activity for action for the attainment of the institution's goal within a given time. Planning enables schools to make choices in terms of the goals and objectives and avoid imbalances and vast wastes and replenish the steadily aggravated shortages in terms of both physical and human infrastructure. Therefore, in planning for educational services, it is the responsibility of both educational leaders and stakeholders(Aref, 2010). According to (Wedam and Akobour, (2015) the lack of support on the part of the stakeholders to the implementation of the plan is the lack of understanding of the mission of the school.

On the other hand, VanDerVoot, (2016) argues that stakeholders' participation in the development of the plan from the beginning will enable to not only get the necessary resource, rich ideas, and experience but also increase the quality and relevance of decisions, increase the chance of success; develop a sense of ownership, and create smooth way for implementation of the decisions generated. While the role of the Head teacher is to provide strategic thinking and build a school culture to promote sustainable change and improve the academic achievement of the learners, he/she has to build a relationship of trust with the key stakeholders to realize the objectives of the school (Walker & Hallinger, 2015).

In this regard, leadership must encompass power-sharing with the school stakeholders by building trust, being open, share the vision have collective responsibility and engagement which are necessary ingredients to cultivate sustainable school improvement plans. Secondly, the stakeholders need to support the school improvement plans through supervision of the implementation of these plans. The advantage of supervision includes; improving learners' academic achievement, improving the quality of teaching and learning process, and enabling instructional supervisors to monitor teachers' instructional work(Wanzare, 2012). Teachers as implementers of planned activities have to participate in every aspect of improvement planning. The fact that teaching and learning is the main priority of improvement plans implies that what teachers do in the classroom contributes towards the outcomes.

7.2. Stakeholder Participation in the Budgeting Process

The school management relies heavily on a good budgetary system for the effective actualization of the strategic goals. The identification of school goals, allocation of costs, and their execution or implementation holds the key to achieving these goals. This requires planning which is crucial for schools to ensure that resources are used effectively to improve student achievement. The budget is the product of a collaborative process requiring a clear understanding of the school's goals for improving student outcomes and its plans for achieving them (Opiyo, 2014:Oyier & Oundo, 2017) Given the overriding interest and involvement of BOG/PTA, philanthropic organizations, NGOs, and public-spirited individuals in funding education in the face of deplorable financial prospects besetting the sector, a need for control becomes imperative(Opiyo, 2014)According to Ganti (2019), this financial plan is defined for a particular period, normally a year. It greatly enhances the success of any undertaking. As the saying goes 'if you fail to plan then you plan to fail'. Aside from earmarking resources, a budget can also aid in setting goals, measuring outcomes, and planning for contingencies.

A good budget process includes those who are responsible for adhering to the budget and implementing the institution's objectives to creating the budget. In schools, both the finance committee and school administrators' participation are built into the process and a timeline is established leaving adequate time for review, feedback, revision, and the like before the budget is ready for presentation to the full board (Opiyo, 2014). A good budgeting process also incorporates strategic planning initiatives and stipulates that income is budgeted before expenditure. The School budgets are used as an instrument to allocate school funds and resources towards achieving better academic achievement. BOG chairpersons'' and Treasurer PTA committee naturally play a significant role in the budget process, but the departmental staff members who have the responsibility for adhering to budgets should also play a role in creating those budgets. It builds buy-in and the process is informed by those with direct experience 'in the trenches (Oyier & Oundo, 2017). Unless the schools have a board functioning as quasi- staff, usually staff members know more about operating details than board members, even very involved ones. In general, it is more efficient for staff to create the early drafts of budgets and use the time of finance committee members to review and vet the proposed drafts.

One of the key principles of budgeting is teamwork and consultation. Although one person may be responsible for the overall compilation of the budgets, one person should not be responsible for all the work involved. The task of budgeting should be split and allocated among these stakeholders who have the best chance of knowing what expenditure is likely to be needed and what income is reasonable to expect. Involvement by many people in budgeting might slow down the process, but the answer is far more likely to be accurate and dependable (Leoisaac, 2017).

After the budget is approved by the stakeholders', the next phase is budget execution which simply implies assuming compliance with the initial budget projections. Budget execution should adapt to intervening changes and prompt operational efficiency of the organization e.g., achievement of the mission and the objectives of the school (Oyier & Oundo, 2017). The financial resources are scarce and thus scarcity can be made worse by the inappropriate distribution or

misuse of such resources. To achieve effective expenditure, the management of a school should incorporate a proper budgeting accounting system. The overall execution of the project budget is monitored through the vote book (Republic of Kenya., 2016). Budget monitoring is usually done by the Education Officers, during their regular, preferably quarterly, school supervision visits. The basic reason for financial monitoring is to help the management of the schools to plan and control finances. However, all reports indicate the collaborative role of the budgeting process which stipulates for planning the academic activities, allocating funds for the implementation of the activities, and sources of funding. Most of the budgeting is done at the managerial level.

7.3. The Relationship between Stakeholders' Participation in Coordinating Academic Activities and the Enhancement of Academic Achievement

Coordinating refers to harmonizing all academic activities with the aim of enhancing the learners' academic achievement. Coordinating goes hand in hand with verifying that what was planned and budgeted for is beingrealized (Mullins, 2016). The key components of coordinating the academic activities are monitoring and evaluation. They provide necessary information about the progress of the implementation of the interventions and reallocation of resources to promote efficiency and sustainability of the interventions. This is supported by Onyango (2018) and Mayanja (2020) who contended that participatory monitoring and evaluation ensured the achievement of the intended targets, objectives, and goals of an institution. Participatory monitoring and evaluation involve engaging all key stakeholders in the institution in the activities or interventions, share control over the content the process, and the results of monitoring and evaluation as well as engaging in taking corrective actions (World Bank, 2013). By its very nature, stakeholder participation in coordinating the academic activities requires effective engagement in school management if the goals of quality educational outcomes are to be realized. Wanzare (2012) suggests that the inclusion of all key stakeholders in the instructional coordination in secondary schools in Kenya aids the improvement in service delivery and loyalty to higher authorities is maintained. Supervision improved the teaching and learning process, thus facilitated learners' academic performance. The priorities and objectives of monitoring and evaluation (M&E) aim at ensuring greater accountability and promoting the effectiveness and efficiency of an intervention (UNESCO, 2016). Schools require a system that helps them track their performance and provides them with feedback on their processes of management.

8. Discussion

Stakeholder participation in school management has the benefit of improving the schools' productivity in terms of facilitating learners' academic performance, improving the quality of instructional processes, and promoting transparency and accountability in school management. Since its focus is on the transformation of the school's inputs and processes including school improvement planning, budgeting process and coordinating the academic activities, educational planners and policymakers are persuaded to promote the key stakeholders to participate in school management. Findings in this study show that stakeholder participation in school improvement planning had a significant influence on learners' academic achievement if all key stakeholders were to participate in joint decision-making. Their participation in the formulation of effective strategies would have an impact on the enhancement of the learners' academic achievement. This would contribute to the attainment of the SDG 4: 'To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

However, all the previous debates do not explicitly provide guidelines on how the structures of school improvement planning should be established, what information should be availed, and how the planning should happen. Therefore, for effective support and success of the school improvement planning, the key institution stakeholders need to participate in the development of goals, design strategic plans, and identify work achievement indicators that will guide the process of improving the academic achievement of the learners.

A good budgetary system in school management promotes effective actualization of the strategic goals. This requires planning which is crucial for schools to ensure that resources are used effectively to improve learners' achievement. The budget is the product of a collaborative process requiring a clear understanding of the school's goals for improving student outcomes and its plans for achieving them. BOG chairpersons'' and Treasurer PTA committee naturally play a significant role in the budget process, but the departmental staff members who have the responsibility for adhering to budgets should also play a role in creating those budgets. To achieve effective expenditure, the management of a school should incorporate a proper budgeting accounting system.

Within this review, less literature explicitly portrays how budget auditing procedures are implemented in schools. Since schools are public agencies, their raising and spending of money must be reviewed and audited yearly–and on an as-needed basis, as determined by the governing body. Audited reports need to be shared among all stakeholders to promote transparency and accountability besides, an effective management system ought to include internal reviews and audits continuously to ensure accuracy and prevention of fraud. Thus, two broad categories of audits, external and internal are important in holding schools accountable for the use of public funds. The audited reports ought to be displayed for accountability purposes to all stakeholders.

Stakeholder participation in coordinating the academic activities goes hand in hand with verifying that what was planned and budgeted for is being realized. The key components of coordinating the academic activities were monitoring and evaluation. They provided necessary information about the progress of the implementation of the interventions and reallocation of resources to promote efficiency and sustainability of the interventions.

Findings indicate that participatory monitoring and evaluation ensured the achievement of the intended targets, objectives, and goals of an institution. Participatory monitoring and evaluation involve engaging all key stakeholders in the institution in the activities or interventions, share control over the content, the processes, and the results of monitoring and

evaluation as well as engaging in taking corrective actions. Monitoring and Evaluation of the academic interventions should be given priority to ensure greater accountability and promote the effectiveness and efficiency of an intervention which aims at enhancing the learners' academic achievement.

9. Conclusion

Throughout this article, the extent of stakeholder participation in school management has been highlighted comprehensively, clearly showing how the implementation of the stakeholders' policy would effectively improve school management in terms of inclusive decision that would enhance the quality educational outcomes.

Stakeholder participation in school improvement planning is an important aspect of SBM. To a high extent when stakeholders participate in the SIP activities, learners' academic achievement is bound to improve. The analysis has also shown that stakeholder participation in the budgeting process promotes accountability and transparency, which are among the pillars of good governance. The budgeting process was a collective responsibility for both internal and external stakeholders. This promoted teamwork, joint consultation and joint decision-making towards the improvement in service delivery. This would contribute towards the attainment of quality educational outcomes in terms of the learners' academic achievements. The academic activities were coordinated mainly by the internal stakeholders compared to the external stakeholders. This explains why internal stakeholders should be held more accountable for the learners' academic performance Evaluation of the educational interventions needed to be assessed for their effectiveness. Evaluation serves as an in-built monitor within the intervention to examine the progress in learning from time to time. It also provides valuable feedback on the design of the intervention and the implementation program

The review has also clearly shown that stakeholder participation in school management is not adequately visible in the enhancement of learners' academic achievement in developing nations, implying that there are serious missing gaps that need to be bridged in government-aided secondary schools.

The analysis provides insights that government-aided schools need to design effective management systems for stakeholder participation to enhance learners' academic achievement. These insights relate to the need for schools to develop a strategic plan for comprehensive stakeholders' participation, framework for effective participation in school improvement planning, budgeting process, and coordinating the academic activities as well as coming up with strategies that can be strengthened to influence their participation to enhance the academic achievement of learners in government-aided secondary schools in Kampala District.

Hopefully, the article will widen the discussion on the role of stakeholder participation in the management of government secondary schools and provide a theoretical expansion of stakeholder engagement in school management. It is also imagined that this article will contribute to the existing scholarly literature on stakeholder participation in school management in developing countries.

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