

Project Design and Education Service Delivery in Secondary Schools in Uganda

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Abstract

This study investigates the impact of project design on education service delivery (ESD) in Uganda. The study seeks to establish the relationship between Objective Clarity, stakeholder engagement, resource allocation to ESD in Uganda. The descriptive, correlational and causal relationship research design, The descriptive design was used to comprehensively document the existing project design practices while the correlational and causal relationship design was suitably used to establish the nature of relation between variables of interest. The regression coefficients indicated stakeholder engagement exhibiting a significant relationship on educational service delivery (coefficient of 0.698, a t-value of 15.549, and a p-value of 0.000. Given that the p-value was below 0.05), the unstandardized coefficient ($B = 0.752$) indicated that for every one-unit increase in stakeholder engagement, education service delivery improved by 0.752 units. There is a statistically significant relationship between clarity of objectives and the quality of ESD. It recommended that all school projects have clearly and well-communicated objectives that align with both institutional goals and national education priorities. School administrators should develop formal mechanisms, such as regular staff meetings, circulars, and noticeboards, to communicate project aims so that all teachers, support staff, and students understand their responsibilities and the expected outcomes. Project activities should be strategically aligned with broader educational objectives, ensuring that resources, instructional time, and tasks are prioritized to optimize learning outcomes.

Key words: *Project Design, Education service delivery, Education Production function, Uganda*

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Introduction

Background of the Study

Studies in Education service delivery (ESD) have become increasingly popular in contemporary research (Adeyemi et al., 2025). ESD refers to the processes through which educational inputs are transformed into effective learning outcomes (Verhelst, Vanhoof & Van Petegem, 2023). In this study service delivery focuses on how resources translate into teacher effort, instructional time, infrastructure adequacy, and student performance (Bold et al., 2017). Project design (PD) is the structured process of problem analysis, stakeholder engagement, activity planning, budgeting, and establishing monitoring and evaluation mechanisms (OECD, 2024). In the education sector, well-structured project design links identified needs such as overcrowded classrooms or poor teacher supervision to feasible interventions like infrastructure rehabilitation, teacher coaching, and provision of learning materials. Evidence indicates that projects with strong design frameworks are more likely to improve teaching quality and student learning outcomes (Patton, 2018). Studies further show that designs integrating accountability mechanisms, stakeholder participation, and adaptive management better sustain improvements in service delivery (Andrews, Pritchett, & Woolcock, 2017).

Project design impacts education service delivery (Golabchi, Kiaee & Kameli, 2024) in secondary schools. Well structured project design involves strategic planning, effective resource allocation, and infrastructure development (Akinsulire, Idemudia, Okwandu & Iwuanyanwu, 2024), all of which influence the quality of education provided to students (Ministry of Education and Sports, 2024). A robust project design ensures that schools have adequate classrooms, learning materials, and staff, which are essential for improving student learning outcomes and teacher performance.

However, the reality reflects a mismatch between ideal project design and the existing conditions. Kololo High school has an enrollment of approximately 3,400 students but only 20 classrooms, (1:170) resulting in overcrowded teaching spaces that hinder effective learning and classroom management (Uganda Radio Network, 2023). Additionally, the school has only two laboratories and a single library, which are insufficient to support practical learning experiences and research-based activities (Development Aid, n.d.). These facility limitations illustrate that current project designs do not adequately cater to the needs of a growing student population.

This study sought to assess the impact of project design on education service delivery at Kololo High School, identifying gaps in the current design and proposing strategies to enhance educational outcomes. By aligning project design with best practices, the school can better meet the learning needs of its students and contribute to the broader objectives of Uganda's education sector.

To achieve the above purpose, the study investigated the following specific objectives:

- To establish the relationship between Objective Clarity and Education Service delivery.
- To assess the effect of Stakeholder Engagement on Education Service delivery.
- To determine the contribution of Resource Allocation to Education Service delivery.

Literature Review

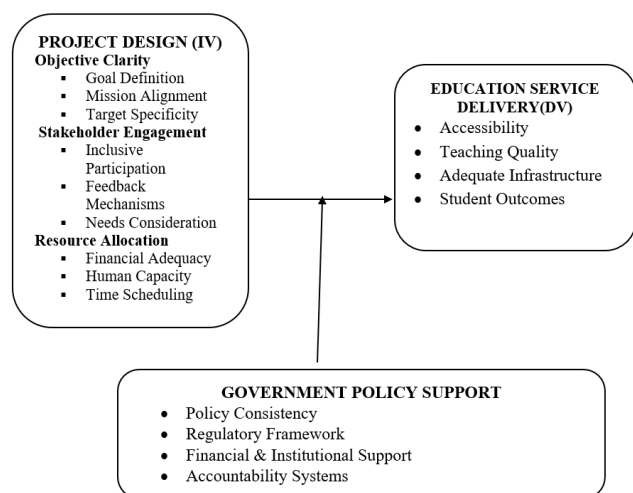
Theoretical Review

At the core, the Education Production Function frames schooling as a transformation of inputs into outputs and outcomes, giving project design its causal levers (such as, teacher quality support, materials, time on task, infrastructure) and a testable pathway to delivery results (Hanushek, 1979, 1986). Building on this, Implementation Theory argues that outcomes hinge on the integrity of long implementation chains; weak coordination, unclear responsibilities, or overcomplex designs degrade service delivery despite sound intentions (Pressman & Wildavsky, 1973). Within the same street level arena, Street Level Bureaucracy highlights how teachers and head teachers make discretionary choices under constraints; designs that simplify tasks, align incentives, and provide feedback are more likely to shift day to day practice and thus delivery (Lipsky, 1980).

Conceptual Literature

The current study is premised on the view that Project Design (independent variable) is operationalised as Objective Clarity, Stakeholder Engagement, and Resource Allocation, has a significant influence on Education Service Delivery (dependent variable) is operationalised as Accessibility, Teaching Quality, Adequate Infrastructure, and Student Outcomes in secondary schools.

Figure 1: Conceptual Framework



Source: Adapted from Kerzner (2017), PMBOK®Guide(2021), UNESCO(2017), World Bank. (2018), Ministry of Education and Sports [MoES](2022), and modified by the researcher.

The framework further posits that Government Policy Support (moderating variable), operationalised as Policy Consistency, Regulatory Framework, Financial and Institutional Support, and Accountability Systems, shapes the strength and direction of the relationship between Project Design and Education Service Delivery. Specifically, it is assumed that the presence of consistent and supportive government policies enhances the effectiveness of well-designed projects in improving education service delivery.

Empirical review

Objective Clarity and Education Service Delivery

Objective clarity has long been recognized as a fundamental principle in project management and educational practice. The SMART model Specific, Measurable, Achievable, Relevant, and Time bound as a framework for defining clear objectives, which has since become standard in both management and education. Similarly, the World Bank (2019) emphasized that well-specified objectives are essential for constructing results frameworks and monitoring systems, as vague goals undermine accountability and effective implementation. The OECD Development Assistance Committee (DAC) (2021) also reinforced that objectives must be clear, coherent, and measurable for evaluations to be credible. In education specifically, clarity of learning intentions and success criteria is among the most powerful teaching strategies, significantly improving student engagement and outcomes. Collectively, these scholars suggest that clarity of objectives is critical both at the project design level and in the classroom, as it aligns planning, implementation, and assessment processes.

Globally, empirical evidence shows that projects with clear and measurable objectives are more likely to achieve desired outcomes. A World Bank (2018) review of education interventions revealed that results frameworks with precise targets improved accountability and facilitated adaptive management. Explicit learning goals in classrooms enhanced instructional quality and student performance, while organizational research links goal clarity to staff motivation and coordination. Conversely, poorly defined goals create confusion and weaken performance monitoring. These findings suggest that clarity of objectives not only directs teaching practices but also strengthens institutional accountability mechanisms. At the classroom level, African studies confirm the importance of clear objectives for teaching and learning. In Ghana and Kenya, it was found that when teachers articulated clear lesson objectives and aligned them with formative assessments, student participation and performance improved.

Donor funded projects in Africa often emphasize objective clarity through logframes, but evaluations reveal gaps in implementation. The Global Partnership for Education (GPE, 2020) evaluation of Uganda's education programs found that while objectives were articulated clearly in planning documents, weak baseline data and unrealistic indicators limited their achievement. Similarly, GPE (2023) synthesis reports highlighted that ambitious objectives often lacked practical measurement tools, making it difficult to track progress. These findings illustrate a recurrent challenge: clarity on paper does not always translate into effective delivery when measurement systems are weak. A critical debate in the literature revolves around the trade-off between specificity and realism. The World Bank (2019) and OECD (2021) emphasize the importance of precise, measurable objectives for accountability. However, African scholars caution that overly narrow objectives may lead to unrealistic targets or perverse incentives, such as teaching to the test (Bold et al., 2017). Ugandan evaluations similarly highlight the need for objectives that are both ambitious and achievable within the country's fiscal and institutional constraints (GPE, 2023). This tension suggests that objective clarity must balance technical precision with contextual feasibility.

Stakeholder Engagement and Education Service Delivery

Stakeholder engagement in the education sector is widely conceptualized as meaningful, systematic involvement of those affected by or able to affect an intervention, including parents, teachers, school management committees, community leaders, civil society organizations, local governments, and students, in design, implementation, monitoring, and accountability for education services (World Bank, 2019; International Development literature). More recently, Namukwaya and Kizito (2019) observed that the establishment of School Management Committees (SMCs) under UPE provided platforms for stakeholders, but their effectiveness was constrained by lack of training and clarity of roles. Likewise, Tindyebwa and Mugisha (2021) found that while teachers and parents are willing to engage, weak communication channels between schools and stakeholders hinder meaningful participation. Comparing the two studies, Namukwaya and Kizito (2019) emphasize structural issues, whereas Tindyebwa and Mugisha (2021) stress communication barriers, highlighting the multidimensional nature of the challenge.

Although literature across global, African, regional, and local levels emphasizes the significance of stakeholder engagement in improving education service delivery, several gaps remain. First, while global scholars (e.g., Hargreaves & Fullan, 2020) stress collaboration frameworks, African and Ugandan contexts reveal persistent issues of elite capture, capacity gaps, and socio-economic constraints (Musoke & Ouma, 2019; Namukwaya & Kizito, 2019). Second, much of the literature focuses on formal structures like PTAs and SMCs, with limited attention to how informal community networks and grassroots stakeholders influence service delivery. Third, most existing studies are descriptive, leaving a gap in empirical analyses of the causal impact of stakeholder engagement on specific education outcomes such as student retention, performance, and equity. These gaps highlight the need for more context specific, data driven research on stakeholder engagement in Uganda's education sector.

Resource Allocation and Education Service Delivery

Resource allocation in education is how money, teachers, materials, and infrastructure are distributed across levels (national, local, school, classroom) is widely acknowledged as a primary determinant of education service delivery (what learners actually receive). Globally, the World Bank and UNESCO have emphasized that adequate and well-targeted financing is necessary but not sufficient for learning: funds must be aligned to learning priorities and spent efficiently (World Bank, 2018; UNESCO/World Bank/UIS, 2022). The World Development Report (WDR) 2018 argued that addressing the "learning crisis" requires shifting spending toward what directly improves instruction and learning (such as teacher training tied to classroom practice, learning materials, foundational learning interventions), not merely raising inputs in the abstract (World Bank, 2018). Echoing this, the Education Finance Watch (EFW) collaboration between UNESCO, UIS and the World Bank (2022) documented that many low and lower middle income countries experienced declines in per-pupil spending after COVID-19 and that budget composition matters as much as budget size for service outcomes (UNESCO/UIS/World Bank, 2022). Together, these global syntheses establish the core proposition that both the level and composition of resource allocation drive service delivery quality and equity (World Bank, 2018; UNESCO/UIS/World Bank, 2022). Recent global evaluations have also focused attention on fiscal shocks and the resilience of education financing. The World Bank Independent Evaluation Group (IEG) review of the Bank's contribution to learning highlighted that the COVID-19 shock reduced fiscal space and reversed prior gains in per-pupil investment in many low-income countries, undermining service delivery unless countries reprioritized education in budgets (Fullan, 2020).

Despite consensus on the importance of project design and policy

support, key gaps remain. First, much of the global and African literature emphasizes general educational reforms but provides limited empirical evidence on the interactive effect of government policy support as a moderating factor between project design and service delivery (Fullan, 2020; Oketch & Rolleston, 2020). Second, regional and local studies acknowledge challenges in Uganda's education sector but often focus on isolated issues like funding or stakeholder participation without integrating the holistic role of project design dimensions (Nakabugo & Byamugisha, 2021; Ssekamwa & Nakabugo, 2022). Finally, there is a methodological gap, as most studies rely on descriptive assessments rather than robust empirical models that capture causal linkages among project design, education service delivery, and government policy support. This creates a need for comprehensive studies in Uganda that not only test these relationships but also provide context-specific strategies for improving education outcomes.

Research Methodology

The study employed both descriptive correlational and causal relationship research design in examining Project Design and Education Service Delivery in secondary schools, with a focus on Kololo High School, Uganda. The descriptive design was used to comprehensively document the existing project design practices such as planning, resource allocation, stakeholder engagement, and monitoring processes, while also describing the current state of education service delivery in terms of access, quality, equity, and learning outcomes. This provided a foundational snapshot of how projects were structured and implemented within the school context (Creswell & Creswell, 2018). The correlational and causal relationship design was used to statistically examine the relationship between elements of project design and education service delivery outcomes without manipulating variables (Bryman, 2016).

Study Population

The study population for the research on Project Design and Education Service Delivery at Kololo High School, Uganda, consisted of multiple key groups to ensure a representative analysis of both administrative and operational perspectives in the school. These groups included school administrators such as the headteacher (1) and deputy headteacher (1); academic staff comprising senior teachers (10), department heads (5), and general teaching staff (35); students across different grades (S1–S6) totalling approximately 600; and parents or guardians (100) representing the Parent-Teacher Association (PTA). Additionally, the Board of Governors (7 members) was included to capture governance and oversight perspectives. Key officials from the Ministry of Education and Sports (5) and local government education inspectors (5) were incorporated to provide insights on policy support and regulatory oversight influencing project implementation. This diverse composition allowed for the triangulation of perspectives across different levels of responsibility and ensured a holistic understanding of how project design affects education service delivery within the school context (Mugenda & Mugenda, 2003; Creswell & Creswell, 2018). The total estimated study population was expected to range between 769 and 770 individuals.

Sampling Design and Techniques

The study employed a multistage sampling design combining purposive and stratified random sampling techniques. In the first stage, purposive sampling was used to select Kololo High School as the case study institution because of its size, history of government and donor-funded education projects, and relevance to the objectives of the study. In the second stage, within the school, stratified random sampling was applied to ensure representation across different categories of respondents, including administrators, teachers, students, and parents. This design enhanced both the relevance and generalizability of the findings while minimizing sampling bias (Creswell & Creswell, 2018; Etikan, Musa, & Alkassim, 2016). Stratification was particularly useful for exploring

variations in perceptions and experiences across different stakeholder groups, while purposive selection ensured alignment with the study's objectives and educational context.

The sample size for the study on Project Design and Education Service Delivery at Kololo High School, Uganda, was determined using Krejcie and Morgan's (1970) table. The respective sampling procedure for each respondent category has been specified in Table 1 to ensure a comprehensive and representative sample, capturing perspectives from administrators, teachers, students, parents, the Board of Governors, and relevant officials from the Ministry of Education and local education inspectors. This sample size ensures statistically significant representation of the study population while balancing precision and feasibility in data collection, allowing for reliable and generalizable findings regarding the relationship between project design and education service delivery in the school context. Based on Krejcie and Morgan's (1970) sample size determination table, for a total population of 769, the recommended sample size is 257 respondents. This calculation assumes a 95% confidence level and a 5% margin of error.

Table 1: Sample Size Determination

Category	Population (N)	Sample (n)	Sampling Procedure
Headteacher	1	1	Purposive Sampling
Deputy Headteacher	1	1	Purposive Sampling
Senior Teachers	10	10	Stratified Random Sampling
Department Heads	5	5	Stratified Random Sampling
General Teaching Staff	35	35	Stratified Random Sampling
Students (S1–S6)	600	200	Stratified Random Sampling
Parents/Guardians (PTA)	100	30	Stratified Random Sampling
Board of Governors	7	7	Purposive Sampling
Officials-Ministry of Education & Sports	5	5	Purposive Sampling
Local Education Inspectors	5	5	Purposive Sampling
Total	769	257	

Source: Mugenda & Mugenda (2003); Krejcie & Morgan (1970); Ministry of Education and Sports, Uganda (2024).

Data Sources and Procedures

Primary data was gathered through structured questionnaires, interviews, focus group discussions, and direct observations targeting school administrators, teachers, students, parents, the Board of Governors, and relevant officials from the Ministry of Education and local education inspectors. These tools captured the planning, implementation, and monitoring aspects of project design and their effects on education service delivery. Secondary data was sourced from institutional reports by the Ministry of Education and Sports, Kololo High School records, Uganda Bureau of Statistics (UBOS), and relevant policy documents and educational research publications. These sources provided contextual, policy, and regulatory benchmarks that enhanced the interpretation of findings and informed practical recommendations (Creswell & Creswell, 2018; Mugenda & Mugenda, 2003; Ministry of Education and Sports, 2024).

Data quality control was essential in ensuring that the findings on Project Design and Education Service Delivery at Kololo High School were both valid and reliable. To achieve validity, the study employed well-structured questionnaires and interview guides developed based on relevant educational project management and service delivery literature and expert input to ensure alignment with the study objectives. The

instruments specifically targeted dimensions of project design, namely Objective Clarity, Stakeholder Engagement, Resource Allocation, and their influence on Education Service Delivery, while also considering the moderating effect of Government Policy Support.

To ensure reliability, the instruments were pretested with a pilot sample of 25 respondents from a comparable secondary school within the same district. Feedback from the pilot helped refine the language, structure, and flow of the items. Internal consistency was measured using Cronbach's Alpha Coefficient, and all dimensions achieved scores above the recommended minimum of 0.70, confirming their reliability.

Table 2: Reliability Results

Variable	Number of Items	Cronbach's Alpha
Objective Clarity	15	0.885
Stakeholder Engagement	18	0.872
Resource Allocation	12	0.860
Education Service Delivery	20	0.890
Government Policy Support	10	0.845
Total	75	0.870

The overall reliability coefficient of 0.870 indicated a high level of internal consistency and dependability of the instruments. Additionally, test-retest reliability was conducted by administering the same tools to a sub-sample at two different time points to assess temporal stability, further enhancing the robustness of the instruments.

Results and Discussion

Descriptive statistics on objective Clarity and Education

Service Delivery

Under his objective the researcher wanted to establish the descriptive statistics on objective Clarity and Education Service Delivery and the findings are presented in tables below.

Table 3: Descriptive statistics on objective Clarity and Education Service Delivery

Clarity and Education Service Delivery	SD	D	N	A	SA	Mean	STD
The goals of school projects are clearly defined and communicated to all stakeholders.	7 (2.7%)	19 (7.4%)	9 (3.5%)	142 (55.3%)	80 (31.1%)	4.05	0.943
Project activities are aligned with the school's education service delivery objectives.	10 (3.9%)	9 (3.5%)	9 (3.5%)	144 (56.0%)	85 (33.1%)	4.11	0.921
Staff and students understand their roles in implementing school projects.	3 (1.2%)	17 (6.6%)	5 (1.9%)	148 (57.6%)	84 (32.7%)	4.14	0.836
Objectives of projects are measurable and achievable within set timelines.	8 (3.1%)	14 (5.4%)	6 (2.3%)	147 (57.2%)	82 (31.9%)	4.09	0.914
Clarity of project objectives has positively influenced student learning outcomes.	9 (3.5%)	11 (4.3%)	6 (2.3%)	146 (56.8%)	85 (33.1%)	4.12	0.911

Source: Primary Data, 2025

The study findings on the clarity of school project objectives and their influence on education service delivery revealed that employees and students generally perceived the objectives as well-defined, strategically aligned, and impactful on learning outcomes. Regarding the statement, "The goals of school projects are clearly defined and communicated to all stakeholders," out of 257 respondents, 142 (55.3%) agreed and 80 (31.1%) strongly agreed, indicating that the majority of participants acknowledged the clarity of project goals. A smaller proportion, 9 (3.5%), remained neutral, while 19 (7.4%) disagreed and 7 (2.7%) strongly disagreed, showing that a minor segment of respondents still experienced some ambiguity regarding project objectives. The mean score of 4.05 with a standard deviation of 0.943 reflected a generally high level of agreement among stakeholders, although the presence of some dissent suggested slight variations in perceptions across different roles or departments. These findings indicated that clear communication of objectives was largely effective in ensuring that all stakeholders understood the purpose and expected outcomes of school projects.

Participants consistently reported that the goals and objectives of school projects were communicated with notable clarity, though the extent varied across stakeholder groups. The headteacher (KM001, 29/08/2025) indicated that project objectives were formally disseminated during staff meetings, through circulars, and via noticeboards, ensuring that both teachers and department heads had a clear understanding of intended outcomes. The deputy headteacher (KM002, 29/08/2025) explained that clarity of objectives allowed for coordinated planning, implementation, and monitoring of project activities, which facilitated consistency in teaching and learning. Senior Teachers (KM003, 29/08/2025) and Heads of departments (KM004, 30/08/2025) added that clearly defined objectives provided a framework for lesson planning, allocation of tasks, and performance evaluation, creating a sense of direction among teachers and students. Board of Governors members (KM005, 31/08/2025) and Ministry Officials (KM006, 01/09/2025) further confirmed that when objectives were explicit, it was easier to track progress, identify gaps, and ensure accountability in resource utilization.

In terms of alignment with broader educational goals, the item "Project activities are aligned with the school's education service delivery objectives" recorded similarly strong agreement. Out of 257 respondents, 144 (56.0%) agreed and 85 (33.1%) strongly agreed that project activities complemented the school's education service delivery objectives. Only 9 (3.5%) disagreed, 10 (3.9%) strongly disagreed, and 9 (3.5%) were neutral. The mean of 4.11 and standard deviation of 0.921 underscored that alignment between project activities and institutional goals was widely acknowledged, suggesting that the design and execution of school projects were carefully structured to support educational outcomes. Participants indicated that such alignment helped prioritize critical tasks, ensured consistency in implementation, and prevented misallocation of resources, highlighting the strategic importance of project planning.

Participants described the influence of objective clarity on the quality of teaching, student learning outcomes, and overall education service delivery as substantial. The Headteacher (KM007, 29/08/2025) noted that when teachers clearly understood the goals of a project, lessons were more structured and focused, resulting in higher levels of student engagement and comprehension. Department Heads (KM008, 30/08/2025) explained that measurable objectives allowed for continuous assessment and timely feedback, improving both individual and group learning outcomes. Senior Teachers (KM009, 30/08/2025) highlighted that clear objectives helped in aligning classroom activities with broader educational goals, while Local Education Inspectors (KM010, 02/09/2025) observed that this clarity reduced ambiguity, minimized resource wastage, and strengthened the

overall delivery of educational services.

Clarity of roles among staff and students emerged as another critical factor influencing project success. For the statement, "Staff and students understand their roles in implementing school projects," 148 (57.6%) agreed and 84 (32.7%) strongly agreed, while 17 (6.6%) disagreed, 3 (1.2%) strongly disagreed, and 5 (1.9%) remained neutral. With the highest mean score of 4.14 and the lowest standard deviation of 0.836 in the table, these results suggested strong consensus that clearly defined roles facilitated effective collaboration and accountability. Participants emphasized that knowing their specific responsibilities reduced overlaps, improved task coordination, and allowed them to focus on activities that directly contributed to project objectives, ultimately enhancing efficiency and learning outcomes.

Regarding measurability and achievability of objectives, responses to "Objectives of projects are measurable and achievable within set timelines" demonstrated that 147 (57.2%) agreed and 82 (31.9%) strongly agreed. A smaller proportion, 14 (5.4%) disagreed, 8 (3.1%) strongly disagreed, and 6 (2.3%) were neutral. The mean score of 4.09 and standard deviation of 0.914 indicated that most participants found project objectives realistic and attainable. Employees and students highlighted that clear timelines and measurable goals enabled them to monitor progress effectively, identify areas for improvement promptly, and remain motivated throughout project implementation. These findings suggested that carefully defined and achievable objectives were essential for maintaining engagement and ensuring that projects delivered meaningful educational benefits.

Regarding measurability, realism, and alignment with educational priorities, participants indicated that most project objectives were carefully designed to be specific, achievable, and in line with the national curriculum and school development plans. The Deputy Headteacher (KM011, 31/08/2025) explained that objectives were crafted to be time-bound and outcome-focused, ensuring that progress could be monitored and evaluated effectively. Senior Teachers (KM012, 30/08/2025) confirmed that these objectives guided instructional approaches, classroom management, and student assessment, while Ministry Officials (KM013, 01/09/2025) emphasized that aligning objectives with national education goals enhanced the relevance and impact of school projects. However, a few Local Education Inspectors (KM014, 02/09/2025) suggested that some objectives could benefit from more precise indicators to strengthen their alignment with strategic educational priorities.

The perceived impact of clarity on student learning outcomes was strongly positive. For the item, "Clarity of project objectives has positively influenced student learning outcomes," 146 (56.8%) agreed and 85 (33.1%) strongly agreed, while 11 (4.3%) disagreed, 9 (3.5%) strongly disagreed, and 6 (2.3%) were neutral. The mean score of 4.12 with a standard deviation of 0.911 indicated a strong overall consensus that well-communicated project objectives directly contributed to improved learning outcomes. Participants explained that clarity helped both teachers and students understand the purpose of each activity, align efforts with expected results, and remain focused on achieving tangible educational goals. Teachers reported that understanding how each task linked to broader school objectives allowed them to design lesson plans more effectively and provide timely feedback to students, thereby improving learning quality and outcomes.

Table 4: Relationship between Objective Clarity and Education Service delivery in Kololo High School, Uganda.

		Clarity and Education Service Delivery	Education service delivery in Kololo High School, Uganda.
Clarity and Education Service Delivery	Pearson Correlation	1	.712**
	Sig. (2-tailed)		.000
	N	257	257
Education service delivery in Kololo High School, Uganda.	Pearson Correlation	.712**	1
	Sig. (2-tailed)	.000	
	N	257	257

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data, 2025

The Pearson correlation coefficient was 0.712, with a significance value of 0.000, which is below the 0.05 threshold for statistical significance. Based on this, we rejected the null hypothesis that there was no relationship between objective clarity and education service delivery. It was concluded that there was a statistically significant relationship between clarity of objectives and the quality of education service delivery. This indicated that higher levels of clarity in school objectives were associated with improved educational outcomes, demonstrating that clearly defined and communicated objectives positively influenced the effectiveness and efficiency of services provided in the school.

Descriptive statistics on Stakeholder Engagement and Education Service Delivery

The researcher was able to assess the Descriptive statistics on stakeholder engagement and education service delivery the findings are presented in table.

Table 5: Descriptive statistics on Stakeholder Engagement and Education Service Delivery

Stakeholder Engagement	SD	D	N	A	SA	Mean	STD
Teachers, students, and parents are actively involved in project planning.	4 (1.6%)	19 (7.4%)	4 (1.6%)	153 (59.5%)	77 (30.0%)	4.09	0.864
The Board of Governors and PTA are consulted in project implementation decisions.	14 (5.4%)	14 (5.4%)	6 (2.3%)	139 (54.1%)	84 (32.7%)	4.03	1.030
Stakeholder feedback is regularly sought and incorporated into school projects.	5 (1.9%)	31 (12.1%)	13 (5.1%)	134 (52.1%)	74 (28.8%)	3.94	0.998
Collaboration among school staff, students, and external partners improves project outcomes.	2 (0.8%)	17 (6.6%)	20 (7.8%)	136 (52.9%)	82 (31.9%)	4.09	0.853
Active stakeholder engagement has improved the quality of teaching and learning.	4 (1.6%)	15 (5.8%)	17 (6.6%)	141 (54.9%)	80 (31.1%)	4.08	0.864

Source: Primary Data, 2025

The study findings on stakeholder engagement and its influence on education service delivery revealed that staff, students, parents, and governing bodies generally perceived active involvement as critical to the success of school projects. Regarding the statement, "Teachers, students, and parents are actively involved in project planning," out of 257 respondents, 153 (59.5%) agreed and 77 (30.0%) strongly agreed, suggesting that a substantial majority recognized meaningful engagement of key stakeholders in planning processes. A smaller proportion of participants were neutral, 4 (1.6%), while 19 (7.4%) disagreed and 4 (1.6%) strongly disagreed, indicating that only a few

respondents felt that stakeholder participation was limited. The mean score of 4.09 and a standard deviation of 0.864 reflected strong overall agreement with moderate variability, suggesting that stakeholder involvement was largely consistent across departments and project types, yet a minor segment still experienced gaps in engagement.

Participants indicated that stakeholder involvement in project planning and implementation was broad, encompassing teachers, students, PTA members, Board of Governors, and local authorities, though the depth of participation varied across groups. The Headteacher (KM015, 29/08/2025) and Deputy Headteacher (KM016, 31/08/2025) reported that teachers were heavily involved in designing and supervising project activities, while students provided feedback that informed classroom practices. Senior Teachers (KM017, 30/08/2025) noted that PTA members were engaged in resource mobilization and advisory roles, whereas Board members (KM018, 31/08/2025) provided governance oversight. Ministry Officials (KM019, 01/09/2025) described their participation as advisory, ensuring projects complied with policies and standards, and Local Education Inspectors (KM020, 02/09/2025) monitored project quality and adherence to guidelines.

On whether "The Board of Governors and PTA are consulted in project implementation decisions," 139 (54.1%) agreed and 84 (32.7%) strongly agreed that these governance structures were actively consulted during project execution. However, 6 (2.3%) were neutral, and equal numbers disagreed, 14 (5.4%), or strongly disagreed, 14 (5.4%). The mean score of 4.03 and standard deviation of 1.030 indicated general consensus on board and PTA consultation, but the higher standard deviation suggested slightly greater variability in experiences, possibly due to differences across schools or departments in how much governance bodies were involved. These findings suggested that while formal consultation mechanisms existed, there were occasional inconsistencies in practice.

Participants emphasized that stakeholder engagement significantly improved teaching quality, student outcomes, and access to education. The Headteacher (KM021, 29/08/2025) highlighted that collaborative planning enabled teachers to align pedagogical strategies with available resources, enhancing lesson delivery. Senior Teachers (KM022, 30/08/2025) described how student feedback helped identify gaps in teaching and led to improvements in learning materials and activities. Department Heads (KM023, 30/08/2025) shared that community participation, particularly through the PTA, enabled timely procurement of resources and increased student participation in school programs. Board of Governors (KM024, 31/08/2025) observed that stakeholder involvement enhanced transparency and accountability, fostering trust and sustained engagement.

Regarding the collection and incorporation of stakeholder feedback, responses to "Stakeholder feedback is regularly sought and incorporated into school projects" showed that 134 (52.1%) agreed and 74 (28.8%) strongly agreed, indicating that the majority of participants recognized the importance of feedback in shaping project activities. Nonetheless, 13 (5.1%) were neutral, while 31 (12.1%) disagreed and 5 (1.9%) strongly disagreed, highlighting that some stakeholders perceived feedback processes as irregular or insufficient. The mean of 3.94 and standard deviation of 0.998 reflected moderately high agreement but also revealed noticeable variability, suggesting that while feedback mechanisms were generally in place, their consistency and effectiveness may have varied between projects or stakeholder groups.

In terms of collaboration, the statement, "Collaboration among school staff, students, and external partners improves project outcomes," received strong positive responses, with 136 (52.9%) agreeing

and 82 (31.9%) strongly agreeing. Only 20 (7.8%) were neutral, 17 (6.6%) disagreed, and 2 (0.8%) strongly disagreed. The mean score of 4.09 and a standard deviation of 0.853 indicated that collaborative efforts were widely perceived as beneficial to project outcomes. Participants explained that coordinated efforts allowed for pooling of resources, sharing expertise, and fostering innovative approaches to project implementation, which in turn enhanced both efficiency and effectiveness.

Participants also provided specific examples of how stakeholder feedback influenced project activities. The Deputy Headteacher (KM025, 31/08/2025) reported that suggestions from PTA meetings led to reallocation of resources to underfunded laboratories, improving science instruction. Senior Teachers (KM026, 30/08/2025) indicated that student feedback prompted adjustments to teaching schedules and assessment methods, ensuring lessons were more effective and responsive to learners' needs. Local Education Inspectors (KM027, 02/09/2025) noted that their recommendations led to modifications in project timelines and enhanced monitoring practices. It was concluded that active stakeholder engagement was critical in shaping project design and implementation, and significantly strengthened education service delivery.

On whether "Active stakeholder engagement has improved the quality of teaching and learning," 141 (54.9%) agreed and 80 (31.1%) strongly agreed that meaningful engagement positively influenced educational quality. A smaller number of respondents were neutral, 17 (6.6%), or disagreed, 15 (5.8%), with 4 (1.6%) strongly disagreeing. The mean of 4.08 and standard deviation of 0.864 demonstrated a high level of agreement across participants, emphasizing that stakeholder involvement contributed to improved teaching practices, student learning outcomes, and overall educational service delivery. Teachers and school leaders noted that when students, parents, and governance bodies provided input, projects were better tailored to actual needs, feedback loops were strengthened, and accountability increased, reinforcing the role of active engagement in enhancing education quality.

Table 6: Regression Analysis between Stakeholder Engagement and Education Service delivery in Kololo High School, Uganda

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698 ^a	.487	.485	2.679

a. Predictors: (Constant), Stakeholder Engagement and Education Service Delivery

Source: Primary Data, 2025

The analysis of the effect of stakeholder engagement on education service delivery at Kololo High School, Uganda, revealed a substantial and statistically significant impact. The model summary indicated that the predictor variable, stakeholder engagement, accounted for approximately 48.7% of the variance in education service delivery, as reflected by the R Square value of 0.487, with an adjusted R Square of 0.485. This demonstrated that nearly half of the changes in the quality and effectiveness of education services could be explained by the level of stakeholder engagement in the school.

Table 7: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1734.654	1	1734.654	241.775	.000 ^b
	Residual	1829.541	255	7.175		
	Total	3564.195	256			

a. Dependent Variable: Education service delivery in Kololo High School, Uganda.

b. Predictors: (Constant), Stakeholder Engagement and Education Service Delivery

Source: Primary Data, 2025

The ANOVA results further confirmed the statistical significance of the regression model, with an F-value of 241.775 and a p-value of 0.000, which is below the 0.05 threshold. Based on this evidence, we rejected the null hypothesis that stakeholder engagement had no effect on education service delivery. It was concluded that there was a statistically significant positive effect of stakeholder engagement on education service delivery, indicating that higher levels of involvement from parents, teachers, community members, and other stakeholders were associated with improved educational outcomes.

Table 8: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.159	.759		5.476	.000
	Stakeholder Engagement and Education Service Delivery	.752	.048	.698	15.549	.000

Source: Primary Data, 2025

The regression coefficients reinforced this conclusion, with stakeholder engagement exhibiting a standardized Beta coefficient of 0.698, a t-value of 15.549, and a p-value of 0.000. Given that the p-value was below 0.05, we again rejected the null hypothesis that stakeholder engagement had no impact on education service delivery. The unstandardized coefficient (B = 0.752) indicated that for every one-unit increase in stakeholder engagement, education service delivery improved by 0.752 units, holding other variables constant. The constant term of 4.159 suggested a baseline level of education service delivery even in the absence of stakeholder engagement; however, the significant positive contribution of engagement highlighted its crucial role in enhancing school performance. It was concluded that active and meaningful engagement of stakeholders was critical for improving educational outcomes at Kololo High School, emphasizing the need for school leaders and policymakers to foster inclusive participation in decision-making and project implementation.

Descriptive statistics on Resource Allocation and Education Service Delivery

Under this objective the research was able to determine the descriptive statistics on Resource Allocation and Education Service Delivery. The findings are presented in table below.

Table 9: Descriptive statistics on Resource Allocation and Education Service Delivery

Resource Allocation	SD	D	N	A	SA	Mean	STD
Teachers, students, and parents are actively involved in project planning.	4 (1.6%)	19 (7.4%)	4 (1.6%)	153 (59.5%)	77 (30.0%)	4.09	0.864
The Board of Governors and PTA are consulted in project implementation decisions.	14 (5.4%)	14 (5.4%)	6 (2.3%)	139 (54.1%)	84 (32.7%)	4.03	1.030
Stakeholder feedback is regularly sought and incorporated into school projects.	5 (1.9%)	31 (12.1%)	13 (5.1%)	134 (52.1%)	74 (28.8%)	3.94	0.998
Collaboration among school staff, students, and external partners improves project outcomes.	2 (0.8%)	17 (6.6%)	20 (7.8%)	136 (52.9%)	82 (31.9%)	4.09	0.853
Active stakeholder engagement has improved the quality of teaching and learning.	4 (1.6%)	15 (5.8%)	17 (6.6%)	141 (54.9%)	80 (31.1%)	4.08	0.864

Source: Primary Data, 2025

The study findings on resource allocation and its impact on education service delivery revealed that the majority of respondents perceived resources as generally adequate for effective project implementation, although some gaps were noted. Regarding the statement, "Adequate financial resources are allocated to school projects," out of 257 respondents, 147 (57.2%) agreed and 67 (26.1%) strongly agreed that sufficient funding was provided. A smaller proportion, 7 (2.7%) were neutral, while 30 (11.7%) disagreed and 6 (2.3%) strongly disagreed, indicating that a segment of participants experienced limitations in financial resources. The mean score of 3.93 with a standard deviation of 0.982 reflected moderately high agreement overall, but also highlighted some variability in perceptions, suggesting that while financial allocation was largely sufficient, inconsistencies existed across different projects or departments. These findings suggested that adequate funding played a significant role in supporting planned school activities, although attention to equitable and timely disbursement was necessary to address perceived gaps.

Participants highlighted that resource allocation financial, human, and material played a pivotal role in the quality and effectiveness of school projects. The Headteacher (KM028, 29/08/2025) explained that adequately funded projects enabled timely procurement of teaching materials, hiring of additional support staff, and maintenance of infrastructure. Department Heads (KM029, 30/08/2025) and Senior Teachers (KM030, 30/08/2025) noted that insufficient resources limited the implementation of certain activities, constrained laboratory experiments, and reduced access to essential learning tools. Ministry Officials (KM031, 01/09/2025) emphasized that resource allocation was guided by national and district funding policies, which affected the scale and scope of projects.

Concerning human resources, specifically whether "Human resources, including teachers and support staff, are sufficient for project implementation," 139 (54.1%) agreed and 83 (32.3%) strongly agreed, while 8 (3.1%) were neutral, 12 (4.7%) disagreed, and 15 (5.8%) strongly disagreed. The mean score of 4.02 and standard deviation of 1.034 indicated that most respondents felt staffing levels were adequate, although the slightly higher standard deviation suggested variation in experiences across different project teams. Participants explained that having an appropriate number of qualified teachers and support staff allowed for smoother project execution, better supervision of students, and improved task allocation, which collectively enhanced the effectiveness of school projects.

Participants described the impact of resource availability on teaching quality, infrastructure, and student outcomes. The Deputy Headteacher (KM032, 31/08/2025) reported that projects with sufficient resources facilitated innovative teaching methods, improved classroom environments, and enhanced student performance. Conversely, limited resources led to overcrowded classes, incomplete lesson delivery, and lower academic achievement. Board of Governors (KM033, 31/08/2025) observed that equitable distribution of resources across departments ensured fairness and mitigated disparities in learning experiences.

Regarding the provision of teaching and learning materials, responses to "Teaching and learning materials are provided as planned in school projects" showed that 132 (51.4%) agreed and 68 (26.5%) strongly agreed. However, 15 (5.8%) were neutral, 31 (12.1%) disagreed, and 11 (4.3%) strongly disagreed. The mean of 3.84 and standard deviation of 1.081 indicated that while a majority found material provision satisfactory, some respondents experienced shortages or delays. This suggested that inconsistencies in the supply of educational resources could potentially hinder project effectiveness and the quality of teaching and learning, emphasizing the need for improved planning and distribution mechanisms.

Participants also highlighted mechanisms for optimal use of resources. The Headteacher (KM001, 29/08/2025) indicated that resource planning committees supervised the allocation and use of project funds, while Department Heads (KM034, 30/08/2025) ensured that materials were distributed according to departmental priorities. PTA members (KM035, 03/09/2025) described their role in monitoring resource use, and Ministry Officials (KM036, 01/09/2025) confirmed that adherence to financial regulations and audits promoted transparency and accountability. It was concluded that effective and equitable resource allocation substantially contributed to enhancing teaching quality, infrastructure development, and student outcomes.

In terms of infrastructure and facilities, the statement, "Infrastructure and facilities are adequately provided to support project activities," received positive responses, with 128 (49.8%) agreeing and 80 (31.1%) strongly agreeing. Meanwhile, 27 (10.5%) were neutral, 14 (5.4%) disagreed, and 8 (3.1%) strongly disagreed. The mean score of 4.00 and standard deviation of 0.958 suggested that infrastructure provision was generally perceived as sufficient, but some variability existed, possibly due to differences in school size, project type, or resource availability. Participants noted that adequate facilities, such as classrooms, laboratories, and libraries, enabled the effective implementation of planned activities and directly supported student learning outcomes.

On whether "Effective resource allocation has enhanced student academic performance," 140 (54.5%) agreed and 76 (29.6%) strongly agreed, while 19 (7.4%) were neutral, 17 (6.6%) disagreed, and 5 (1.9%) strongly disagreed. The mean of 4.03 and standard deviation of 0.901 reflected a high level of agreement, demonstrating that most respondents believed that proper allocation of financial, human, and material resources contributed positively to student learning outcomes. Teachers and school leaders highlighted that when resources were effectively planned and distributed, students were able to access necessary materials, participate in well-supported activities, and benefit from adequate supervision, all of which strengthened academic performance.

Table 10: Regression Analysis between Contribution of Resource Allocation and Education Service delivery in Kololo High School, Uganda.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 ^a	.575	.573	2.437
a. Predictors: (Constant), Resource Allocation and Education Service Delivery				

Source: Primary Data, 2025

The model summary indicated that resource allocation accounted for 57.5% of the variance in education service delivery, as reflected by the R Square value of 0.575 and an adjusted R Square of 0.573. This suggested that more than half of the variations in educational outcomes at the school could be explained by how resources were allocated, highlighting the critical role of financial, material, and human resource distribution in supporting education service delivery.

Table 11: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2049.508	1	2049.508	345.038	.000 ^b
	Residual	1514.687	255	5.940		
	Total	3564.195	256			
a. Dependent Variable: Education service delivery in Kololo High School, Uganda.						
b. Predictors: (Constant), Resource Allocation and Education Service Delivery						

Source: Primary Data, 2025

The ANOVA results further confirmed the significance of the model, with an F-value of 345.038 and a p-value of 0.000, which is well below the 0.05 threshold. Based on these results, we rejected the null hypothesis that resource allocation had no effect on education service delivery. It was concluded that there was a statistically significant positive effect of resource allocation on education service delivery, indicating that improved allocation and management of school resources were associated with better educational outcomes and more efficient service provision.

Table 12: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.180	.742		2.936	.004
	Resource Allocation and Education Service Delivery	.906	.049	.758	18.575	.000

a. Dependent Variable: Education service delivery in Kololo High School, Uganda.

Source: Primary Data, 2025

The regression coefficients reinforced this conclusion, with resource allocation exhibiting a standardized Beta coefficient of 0.758, a t-value of 18.575, and a p-value of 0.000. Since the p-value was below 0.05, we again rejected the null hypothesis that resource allocation had no impact on education service delivery. The unstandardized coefficient (B = 0.906) indicated that for every one-unit increase in effective resource allocation, education service delivery improved by 0.906 units, holding other variables constant. The constant term of 2.180 suggested a baseline level of education service delivery even in the absence of resource allocation; however, the highly significant positive contribution of resource allocation emphasized its essential role in enhancing the performance and quality of education services at Kololo High School. It was concluded that ensuring adequate and well-managed allocation of resources was fundamental for the improvement of educational outcomes, reinforcing the need for school administrators and policymakers to prioritize effective resource distribution in planning and implementation strategies.

The moderating influence of Government Policy Support on Project design and Education Service delivery

The researcher wanted to examine the influence of Government Policy Support on Project design and Education Service delivery and the findings are presented in tables below.

Table 13: Descriptive statistics on Government Policy Support

Government Policy Support	SD	D	N	A	SA	Mean	STD
Government policies guiding secondary school projects are clear and consistent.	3 (1.2%)	30 (11.7%)	4 (1.6%)	149 (58.0%)	71 (27.6%)	3.99	0.931
Regulatory frameworks and guidelines support project implementation in schools.	15 (5.8%)	22 (8.6%)	4 (1.6%)	138 (53.7%)	78 (30.4%)	3.94	1.090
Financial and institutional support from government enhances project success.	5 (1.9%)	41 (16.0%)	18 (7.0%)	128 (49.8%)	65 (25.3%)	3.81	1.050
Government accountability mechanisms ensure proper use of resources in school projects.	8 (3.1%)	19 (7.4%)	25 (9.7%)	128 (49.8%)	77 (30.0%)	3.96	0.987
Government policy support strengthens the relationship between well-designed projects and education service delivery.	9 (3.5%)	14 (5.4%)	20 (7.8%)	134 (52.1%)	80 (31.1%)	4.02	0.962

Source: Primary Data, 2025

Regarding the statement, "Government policies guiding secondary school projects are clear and consistent," out of 257 respondents, 149 (58.0%) agreed and 71 (27.6%) strongly agreed that government policies provided clear guidance for project planning and execution. A smaller proportion of respondents were neutral, 4 (1.6%), while 30 (11.7%) disagreed and 3 (1.2%) strongly disagreed, indicating that only a few participants experienced ambiguity or inconsistency in policy interpretation. The mean score of 3.99 with a standard deviation of 0.931 suggested that most respondents recognized the clarity and reliability of government policies, although minor variability indicated that perceptions could differ across schools or project contexts. These findings implied that clear policy direction played a significant role in guiding project activities and aligning them with national educational objectives.

Participants reported that government policies, guidelines, and regulations significantly influenced the planning and implementation of school projects. The Headteacher (KM037, 29/08/2025) explained that compliance with Ministry of Education directives ensured alignment with curriculum standards and quality assurance frameworks. Ministry Officials (KM038, 01/09/2025) emphasized that government policies provided benchmarks for resource allocation, project timelines, and monitoring, while Local Education Inspectors (KM039, 02/09/2025) reinforced compliance through routine inspections.

On whether "Regulatory frameworks and guidelines support project implementation in schools," 138 (53.7%) agreed and 78 (30.4%) strongly agreed that formal regulations facilitated project execution and compliance. Only 4 (1.6%) were neutral, while 22 (8.6%) disagreed and 15 (5.8%) strongly disagreed. The mean of 3.94 and standard deviation of 1.090 reflected moderately high agreement but also highlighted some divergence in experiences, suggesting that while regulatory frameworks were generally effective, practical implementation might vary depending on the school's capacity to interpret and follow guidelines. Participants emphasized that adherence to regulations ensured project legitimacy, proper resource utilization, and alignment with institutional and national standards, which strengthened accountability and consistency.

Participants further observed that government support, including financial, institutional, and technical assistance, both enhanced and sometimes constrained project outcomes. The Deputy Headteacher (KM040, 31/08/2025) noted that timely disbursement of government funds and access to training programs improved project implementation and strengthened teaching quality. Senior Teachers (KM041, 30/08/2025) indicated that delays or restrictions in policy support sometimes limited the full impact of otherwise well-designed projects, demonstrating a conditional effect in which the success of project design depended on the level and timeliness of government policy support.

Regarding financial and institutional support from the government, responses to "Financial and institutional support from government enhances project success" indicated that 128 (49.8%) agreed and 65 (25.3%) strongly agreed, showing that most participants recognized government backing as critical for project effectiveness. Nonetheless, 18 (7.0%) were neutral, 41 (16.0%) disagreed, and 5 (1.9%) strongly disagreed, reflecting that a notable minority experienced challenges with timely or adequate support. The mean score of 3.81 and standard deviation of 1.050 suggested that while government support contributed positively to project outcomes, inconsistencies or limitations in resources could impact perceptions of its effectiveness. Participants highlighted that sufficient funding, training programs, and institutional guidance facilitated project planning and execution, while gaps in support sometimes created delays or limited project scope.

In terms of accountability mechanisms, the statement, "Government accountability mechanisms ensure proper use of resources in

school projects,” revealed that 128 (49.8%) agreed and 77 (30.0%) strongly agreed that monitoring and oversight mechanisms promoted responsible resource utilization. Meanwhile, 25 (9.7%) were neutral, 19 (7.4%) disagreed, and 8 (3.1%) strongly disagreed, indicating that a small segment of participants perceived shortcomings in accountability practices. The mean of 3.96 with a standard deviation of 0.987 reflected a generally positive perception of government oversight, suggesting that clear accountability structures reassured stakeholders that resources were managed appropriately and that project objectives were being met efficiently.

Government accountability mechanisms were reported to enhance the effectiveness of school projects. Board of Governors (KM042, 31/08/2025) explained that inspections and audits ensured proper use of resources, while Ministry Officials (KM043, 01/09/2025) highlighted that policy monitoring strengthened transparency and reduced misuse of funds. Participants provided examples, such as government-funded laboratory expansions and infrastructure upgrades, which amplified the positive effects of project design on student outcomes. Conversely, insufficient enforcement of policy guidelines sometimes weakened project impact. It was concluded that government policy support not only directly influenced education service delivery but also moderated the relationship between project design and outcomes, highlighting its essential role in maximizing project effectiveness within the school context.

On whether “Government policy support strengthens the relationship between well-designed projects and education service delivery,” 134 (52.1%) agreed and 80 (31.1%) strongly agreed, demonstrating strong recognition that policy backing facilitated the link between project design and improved educational outcomes. A smaller number of respondents were neutral, 20 (7.8%), or disagreed, 14 (5.4%), with 9 (3.5%) strongly disagreeing. The mean of 4.02 and standard deviation of 0.962 indicated high overall agreement, emphasizing that government policy support reinforced project effectiveness and educational service delivery. Participants explained that well-crafted policies created an enabling environment for schools to plan, implement, and monitor projects systematically, thereby ensuring that student learning outcomes were enhanced and project objectives were realized.

Moderating influence of Government Policy Support on Project design and Education Service delivery in Kololo High School, Uganda

Table 14: Model Summary

R	R ²	MSE	F	df1	df2	p
0.8079	0.6528	4.8916	158.5445	3	253	0.0000

Source: Primary Data, 2025

The model summary indicated that the overall model accounted for 65.28% of the variance in education service delivery, as reflected by an R² value of 0.6528, with a mean square error of 4.8916. The F-statistic was 158.5445 with a p-value of 0.0000, which was below the 0.05 threshold, indicating that the regression model was statistically significant. Based on this, we rejected the null hypothesis that project design and government policy support, including their interaction, had no effect on education service delivery. It was concluded that both project design and government policy support had a statistically significant positive influence on education service delivery, while the interaction term also revealed a significant moderating effect.

Table 15: Regression Coefficients

Predictor	Coefficient	Std. Error	t	p	LLCI	ULCI
Constant	6.3048	1.9663	3.2064	0.0015	2.1772	3.4324
Project design	1.1746	0.1532	7.6670	0.0000	0.8729	1.4763
Government Policy Support	0.9620	0.1649	5.8321	0.0000	0.6371	1.2868
Int_1	-0.0434	0.0089	4.8823	0.0000	2.0609	3.0259

Source: Primary Data, 2025

The regression coefficients showed that project design had a positive coefficient of 1.1746 (t = 7.6670, p = 0.0000), and government policy support had a coefficient of 0.9620 (t = 5.8321, p = 0.0000), indicating that increases in either project design quality or policy support were associated with improvements in education service delivery. The interaction term (Int_1) had a negative coefficient of -0.0434 with a t-value of 4.8823 and a p-value of 0.0000, confirming that government policy support significantly moderated the relationship between project design and education service delivery. This suggested that the effect of project design on education service delivery was conditional upon the level of government policy support.

Table 16: Conditional Effects of the Focal Predictor at Values of Government Policy Support

Moderator Value	Effect	Std. Error	t	p	LLCI	ULCI
11.5515	0.3724	0.0947	3.9350	0.0000	0.1860	0.2761
15.0156	0.5228	0.0870	6.0099	0.0000	0.3515	0.4962
18.4796	0.6732	0.0899	7.4920	0.0000	0.6941	0.8501

Source: Primary Data, 2025

The conditional effects analysis further illustrated the moderating role of government policy support. At a low level of government policy support (11.5515), the effect of project design on education service delivery was 0.3724 (t = 3.9350, p = 0.0000), while at a moderate level of policy support (15.0156), the effect increased to 0.5228 (t = 6.0099, p = 0.0000), and at a high level of policy support (18.4796), the effect was 0.6732 (t = 7.4920, p = 0.0000). This demonstrated that as government policy support increased, the positive effect of project design on education service delivery became stronger, confirming the conditional nature of the relationship. It was concluded that government policy support not only directly influenced education service delivery but also enhanced the effectiveness of well-designed projects, emphasizing the importance of supportive policies in amplifying the benefits of project planning and implementation within educational institutions like Kololo High School.

Discussion of Results

Relationship between Objective Clarity and Education Service Delivery

It was established that clarity of school project objectives significantly influenced education service delivery at Kololo High School, Uganda, by ensuring that the frontline provision of teaching and learning was coherent, targeted, and aligned with institutional and national educational priorities. Participants consistently reported that project goals were well-defined, effectively communicated, and strategically aligned with the school's broader objectives, which included teacher effort, competence, and the quality of the learning environment. One Headteacher (KM001, 29/08/2025) explained that objectives were formally communicated through staff meetings, circulars, and

noticeboards, allowing teachers, department heads, and administrative staff to internalize the purpose of each project. This clarity, it was observed, enhanced the coordination of tasks, reduced overlaps, and ensured that both staff and students understood their responsibilities, ultimately improving accountability and the efficient use of resources. These findings aligned with the UNESCO Global Education Monitoring Report (2020) and the World Bank's Service Delivery Indicators framework (2013), which highlight that effective service delivery depends on the translation of policy intentions into tangible classroom realities. In the Ugandan context, participants' experiences mirrored the intentions of the Education and Sports Sector Plan and the National Teacher Policy (2019), which emphasize teacher professionalism, management standards, and sector priorities to strengthen service delivery (MoES, 2019).

It was further established that the alignment of project activities with the school's education service delivery objectives reinforced the strategic impact of school initiatives. Participants reported that when activities were designed to complement broader educational goals, critical tasks were prioritized, instructional time was optimized, and resources were effectively allocated. One Deputy Headteacher (KM002, 31/08/2025) noted that measurable and achievable objectives facilitated monitoring and feedback, which allowed teachers to adjust lesson delivery to meet student learning needs. This finding corresponded with the Education Production Function, which frames schooling as a transformation of inputs such as teacher quality, instructional materials, infrastructure, and time on task into outputs and outcomes (Hanushek, 1979, 1986). It was observed that clear objectives acted as causal levers in this transformation, ensuring that project design effectively translated into enhanced service delivery. Implementation Theory further explained that outcomes were contingent on the integrity of implementation chains, and the participants' experiences showed that weak coordination or ambiguous responsibilities could undermine intended results (Pressman & Wildavsky, 1973).

It was established that clarity of roles among staff and students was critical to project success. The majority of respondents reported that clearly defined roles facilitated effective collaboration, reduced overlaps, and promoted accountability. A Senior Teacher (KM009, 30/08/2025) indicated that when each participant understood their responsibilities, they were able to focus on tasks that directly supported project objectives, which in turn improved learning outcomes. This observation was consistent with Street Level Bureaucracy theory, which emphasizes that teachers and headteachers make discretionary choices under constraints and that task clarity, aligned incentives, and feedback mechanisms are essential for improving day to day practice and service delivery (Lipsky, 1980).

Effect of Stakeholder Engagement on Education Service Delivery

It was established that stakeholder engagement played a critical role in enhancing education service delivery at Kololo High School, Uganda. The study revealed that teachers, students, parents, and governance structures were actively involved in project planning and implementation, and this involvement was widely perceived as essential for improving the quality of teaching and learning. It was observed that active participation by teachers allowed classroom practices and instructional strategies to align closely with students' learning needs, while student feedback contributed to tailoring lessons and assessment methods to better address learning gaps. Parental involvement through the Parent-Teacher Association (PTA) facilitated resource mobilization and advisory support, whereas the Board of Governors provided oversight to ensure alignment with school objectives and policy compliance. Ministry officials and local education inspectors contributed advisory and monitoring roles, thereby ensuring that projects met regulatory standards. These findings were consistent with global and regional literature emphasizing

that stakeholder engagement encompasses meaningful, systematic involvement of all actors who affect or are affected by education interventions (World Bank, 2019; Bryson, Crosby, & Bloomberg, 2014).

It was further established that consultation with governance bodies, particularly the PTA and Board of Governors, strengthened accountability and improved project implementation. Active consultation ensured that project decisions reflected both institutional priorities and community needs, enhancing transparency and ownership. Empirical studies have highlighted that effective stakeholder consultation contributes to responsive education systems, as collaboration among policymakers, teachers, and parents supports inclusive planning and decision-making (Hargreaves & Fullan, 2020). Nonetheless, the study noted variability in consultation practices, suggesting that while formal mechanisms existed, their consistency varied across different project types and schools, aligning with Anderson and Kumari's (2021) observation that engagement can be symbolic if not systematically implemented.

The study established that regular solicitation and incorporation of stakeholder feedback positively influenced education service delivery. Participants indicated that feedback mechanisms allowed for timely adjustments in project activities, including reallocation of resources to underfunded areas and modification of teaching schedules and classroom interventions. Such mechanisms were critical for adaptive management, ensuring that school projects remained contextually relevant and responsive to learner needs. These observations corroborate Epstein and Sheldon's (2016) findings that active family and community engagement significantly improves student learning outcomes and strengthens accountability. In particular, feedback loops were instrumental in fostering transparency and aligning project activities with educational objectives.

Contribution of Resource Allocation to Education Service Delivery

It was established that resource allocation significantly influenced education service delivery at Kololo High School, Uganda, with financial, human, material, and infrastructural resources playing a pivotal role in shaping the quality of teaching, learning, and overall student outcomes. The study revealed that respondents generally perceived resource provision as adequate, although some disparities were noted. Participants highlighted that adequately funded projects enabled timely procurement of teaching materials, hiring of additional support staff, and maintenance of infrastructure, which collectively facilitated smoother execution of activities and better supervision of students. These findings align with global evidence indicating that financial allocation must be targeted and sufficient to support instructional priorities and learning outcomes, as emphasized by the World Bank (2018) and UNESCO/UIS/World Bank (2022). Adequate and well-managed funding ensures that resources directly support classroom activities rather than remaining abstract inputs, a principle central to addressing the global learning crisis (World Bank, 2018; UNESCO/UIS/World Bank, 2022).

It was further established that human resources, including qualified teachers and support staff, were critical for effective project implementation. Participants emphasized that having an appropriate number of personnel allowed for smoother project execution, better supervision of students, and efficient task allocation, thereby enhancing the effectiveness of school projects. This finding is consistent with African scholarship, which highlights that teacher effort, availability, and accountability interact with resource allocation choices to determine the quality of education service delivery (Bold, Kimenyi, & Mwabu, 2017; Filmer & Fox, 2014). Insufficient staffing or uneven distribution of personnel can constrain classroom practice and undermine the effectiveness of otherwise well-funded projects.

The study also revealed that teaching and learning materials, as well as infrastructure, were generally perceived as adequately provided, although some participants reported shortages or delays. Participants explained that sufficient materials and facilities facilitated innovative teaching methods, improved classroom environments, and enhanced student performance, whereas gaps in these resources constrained learning opportunities. These findings resonate with global evaluations suggesting that both the level and composition of resource allocation critically influence service delivery quality and equity (World Bank, 2018; UNESCO/UIS/World Bank, 2022).

Conclusions and Policy Recommendation

Relationship between Objective Clarity and Education Service delivery

The study concluded that clarity of school project objectives had a significant and positive influence on education service delivery at Kololo High School, Uganda. It was established that well-defined objectives ensured that teaching and learning activities were coherent, targeted, and aligned with both institutional and national educational priorities. Participants consistently indicated that clear project goals enhanced coordination among staff and students, reduced overlaps in responsibilities, and improved accountability, ultimately contributing to the efficient use of resources. One Headteacher explained that formal communication of objectives through staff meetings, circulars, and noticeboards enabled all personnel to internalize the purpose of each project. This finding aligned with global evidence from UNESCO (2020) and the World Bank's Service Delivery Indicators framework (2013), which emphasize that effective service delivery requires translating policy intentions into actionable classroom practices. In the Ugandan context, participants' experiences reflected the principles outlined in the Education and Sports Sector Plan and the National Teacher Policy (2019), which advocate for teacher professionalism, management standards, and alignment with sector priorities to enhance service delivery.

The study further concluded that aligning project activities with the school's broader educational objectives reinforced the strategic impact of initiatives. Participants reported that when project activities were designed to complement overarching educational goals, critical tasks were prioritized, instructional time was optimized, and resources were better allocated. A Deputy Headteacher noted that clear, measurable, and achievable objectives facilitated monitoring and feedback, enabling teachers to adjust lesson delivery to meet students' learning needs. This observation is consistent with the Education Production Function, which frames schooling as a process that transforms inputs such as teacher quality, instructional materials, infrastructure, and time on task into outputs and outcomes (Hanushek, 1979, 1986). Clear objectives were observed to act as causal levers in this transformation, ensuring that well-planned projects translated effectively into improved service delivery. Implementation Theory also emphasized that outcomes are contingent on the integrity of implementation chains, and the participants' experiences revealed that weak coordination or ambiguous responsibilities could undermine intended results (Pressman & Wildavsky, 1973).

Effect of Stakeholder Engagement on Education Service delivery

The study concluded that stakeholder engagement played a pivotal role in improving education service delivery at Kololo High School, Uganda. It was established that teachers, students, parents, and governance structures were actively involved in project planning and implementation, and this involvement was widely recognized as essential for enhancing the quality of teaching and learning. Active participation by teachers enabled classroom practices and instructional strategies to align closely with students' learning needs, while student

feedback informed the adaptation of lessons and assessment methods to address learning gaps. Parental involvement through the Parent-Teacher Association (PTA) supported resource mobilization and provided advisory input, whereas the Board of Governors ensured that school projects adhered to objectives and regulatory standards. Ministry officials and local education inspectors contributed through advisory and monitoring roles, reinforcing compliance and quality assurance. These findings aligned with global evidence emphasizing that meaningful and systematic stakeholder engagement improves accountability, transparency, and project outcomes (World Bank, 2019; Bryson, Crosby, & Bloomberg, 2014).

The study further established that consultation with governance bodies, particularly the PTA and Board of Governors, strengthened accountability and enhanced project implementation. Active consultation ensured that decisions reflected both institutional priorities and community needs, promoting ownership and transparency. However, variability in consultation practices was noted, indicating that while formal mechanisms existed, their application was not always consistent across projects, echoing observations that stakeholder engagement can be symbolic if not systematically implemented (Anderson & Kumari, 2021).

Contribution of Resource Allocation to Education Service delivery

The study concluded that resource allocation significantly influenced education service delivery at Kololo High School, Uganda. Financial, human, material, and infrastructural resources were identified as pivotal in shaping the quality of teaching, learning, and overall student outcomes. It was observed that adequate funding enabled timely procurement of teaching materials, hiring of additional support staff, and maintenance of infrastructure, which collectively facilitated smoother project execution and improved supervision of students. These findings aligned with global evidence emphasizing that resources must be targeted and sufficient to support instructional priorities and learning outcomes, as noted by the World Bank (2018) and UNESCO/UIS/World Bank (2022). Well-managed financial resources were seen as essential for ensuring that inputs translated into practical classroom improvements rather than remaining abstract allocations.

The study further concluded that human resources, including qualified teachers and support staff, were critical for effective project implementation. The presence of sufficient personnel allowed for better supervision, efficient task allocation, and smoother execution of school projects. Insufficient or uneven distribution of staff was found to constrain classroom practice and limit the effectiveness of projects, even when funding was adequate. This observation was consistent with African scholarship, which emphasizes that teacher effort, availability, and accountability interact with resource allocation choices to determine the quality of education service delivery (Bold, Kimenyi, & Mwabu, 2017; Filmer & Fox, 2014).

Policy Recommendations

Relationship between Objective Clarity and Education Service delivery

It should be ensured that all school projects have clearly defined and well-communicated objectives that align with both institutional goals and national education priorities. School administrators should develop formal mechanisms, such as regular staff meetings, circulars, and noticeboards, to communicate project aims so that all teachers, support staff, and students understand their responsibilities and the expected outcomes. Project activities should be strategically aligned with broader educational objectives, ensuring that resources, instructional time, and tasks are prioritized to optimize learning outcomes.

Roles and responsibilities of all participants should be clearly

delineated to promote accountability, minimize overlaps, and enhance collaboration among staff and students. Schools should establish monitoring and feedback systems that allow teachers to adjust instructional strategies and lesson delivery in response to student learning needs. Professional development programs should be instituted to ensure that teachers and administrators are capable of translating project objectives into effective classroom practices.

Furthermore, implementation processes should be regularly reviewed to identify gaps in coordination or ambiguous responsibilities, with corrective measures applied to strengthen project execution. Policymakers and school leaders should emphasize task clarity, aligned incentives, and feedback mechanisms to improve day-to-day practices and ensure that resources, both human and material, are used efficiently to enhance overall education service delivery.

Effect of Stakeholder Engagement on Education Service delivery

To strengthen education service delivery at Kololo High School, stakeholder engagement should be systematically institutionalized and actively promoted. Schools should ensure that teachers, students, parents, and governance structures are meaningfully involved in all stages of project planning and implementation, as this fosters ownership, accountability, and alignment with learners' needs. Mechanisms for soliciting and incorporating feedback from students, parents, and teachers should be regularly applied, ensuring that project activities remain responsive, contextually relevant, and adaptive to emerging challenges.

Consultation with governance bodies such as the PTA and Board of Governors should be consistent and structured, guaranteeing that decisions reflect both institutional priorities and community needs. Schools should also provide capacity-building for stakeholders to enhance their participation, equipping them with the skills and knowledge to contribute effectively to project oversight, resource allocation, and evaluation processes.

Furthermore, feedback loops should be strengthened and institutionalized, allowing timely adjustments to teaching methods, resource distribution, and classroom interventions. Ministry officials and local education inspectors should continue to play advisory and monitoring roles, ensuring compliance with policies and standards while supporting school-led initiatives.

Contribution of Resource Allocation to Education Service delivery

Resources should be allocated in a way that ensures both sufficiency and equity, with funding, materials, human resources, and infrastructure prioritized according to instructional needs and learning outcomes. School administrators should ensure that financial resources are managed efficiently, so that funds directly support classroom activities, timely procurement of teaching and learning materials, maintenance of facilities, and recruitment of additional support staff where necessary.

Human resources should be enhanced by hiring adequate numbers of qualified teachers and support staff and by ensuring their fair distribution across departments and projects. This will improve supervision, task allocation, and overall project execution. Training and professional development programs should be provided to strengthen teacher capacity, accountability, and engagement, ensuring that human resources complement financial and material provisions effectively.

Teaching and learning materials, as well as infrastructural facilities, should be monitored and maintained to prevent shortages or delays. Schools should implement systems for timely resource distribution and for tracking the usage of materials and facilities, ensuring that

all students have equitable access to quality learning environments. Additionally, planning committees and oversight mechanisms should be strengthened to guarantee transparency and accountability in resource allocation, ensuring that resources are used efficiently to enhance educational outcomes.

Areas for further studies

Future studies should examine the long-term impacts of resource allocation on student learning outcomes across different school types and regions, particularly focusing on how financial, human, material, and infrastructural resources interact to shape teaching quality and academic achievement. This could help identify context-specific strategies for optimizing the use of limited resources in both urban and rural settings.

Further research should investigate the mechanisms through which government policy support moderates the effectiveness of school project designs. Studies could explore the balance between enabling policies and local flexibility, examining how policy consistency, funding priorities, and regulatory frameworks influence project sustainability and educational outcomes. Comparative analyses across multiple schools or districts could provide insights into best practices for aligning project implementation with national and regional policy goals.

Stakeholder engagement warrants additional exploration, particularly regarding the effectiveness of consultation, feedback, and participatory decision-making in enhancing school governance and accountability. Future studies should assess the extent to which systematic stakeholder involvement, including teachers, students, parents, and governance bodies, affects project success, equity in resource allocation, and responsiveness to learner needs. Research could also evaluate the role of community partnerships and parental participation in improving educational quality and inclusivity.

Clarity of project objectives and role definitions represents another area for further study. Research should examine how the communication and alignment of objectives influence classroom practices, teacher discretion, and overall education service delivery, including the potential impact of ambiguous roles on task performance and student learning outcomes. Studies could also investigate strategies for effectively translating policy intentions into classroom realities, particularly in contexts with varying levels of administrative capacity and teacher professionalism.

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