

The role and responsibility of the Kampala capital city authority (KCCA) in supporting the implementation of the second schedule of the education act 2008. A cross-sectional study.

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Abstract Background

Kampala Capital City Authority (KCCA) is responsible for managing and supporting education services in Kampala, in line with the Second Schedule of the Education Act 2008. The study explored the effectiveness of the second schedule of the Education Act 2008 in the management of government grant-aided schools in Kampala Capital City Authority. The study aimed to examine the Role and responsibility of the Kampala Capital City Authority (KCCA) Directorate of Education in the Implementation of the Second Schedule of the Education Act 2008.

Methodology

The study employed a cross-sectional survey, and a sample size of 120 respondents was used from a target population of respondents. Data was collected using questionnaires and analyzed using descriptive statistics (mean and standard deviation) and inferential statistics with the aid of SPSS.

Results

120 respondents participated in this study, 64 (53%) of the respondents were male, and 57(47%) were female. The majority of respondents hold a Bachelor's degree (50%), followed by those with a Diploma (25%) and a Master's degree (21%). The study indicated that respondents generally agreed that the KCCA Directorate of Education provides adequate support for implementing education policies, with a mean score of 3.65 and a standard deviation of 1.15. Also, the roles of KCCA in education policy implementation (coefficient = 1.178, $p = 0.024$), and policy support (coefficient = 0.876, $p = 0.041$).

Conclusion

The study concludes that KCCA plays a significant role in the effective implementation of the Education Act 2008. Both KCCA's involvement and policy support for education have a positive and statistically significant impact on policy execution.

Recommendation

The study recommends that KCCA enhance its coordination and execution of education policies through improved communication with stakeholders, increased resource allocation, and robust monitoring and evaluation systems.

Keywords: Role and Responsibility, Kampala Capital City Authority (KCCA), Implementation, Education Act 2008.

Submitted: 2025-02-12 **Accepted:** 2025-06-22 **Published:** 2025-10-01

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Background of the study

Globally, the management of government grant-aided schools has been a critical area of focus in education policy, particularly in developing countries where government funding is essential to the operation of public schools. The World Bank and UNESCO have highlighted the importance of effective governance frameworks in ensuring the equitable distribution of resources, quality education, and improved student outcomes (World Bank, 2018). The Second Schedule of the Education Act 2008 in Uganda, which outlines the roles and responsibilities of school management committees and boards of governors, aligns with global best practices that emphasize local governance and community involvement in school management (UNESCO, 2019). The Schedule provides for the

establishment of the primary school management/governance framework, designed to enhance accountability, transparency, and community participation, which are crucial in the context of limited resources.

Across Africa, the management of government-aided schools varies significantly from country to country, depending on historical, socio-economic, and political factors. According to a study by the African Development Bank (2017), many African countries have adopted decentralized approaches to education management, similar to the provisions in Uganda's Education Act 2008. The focus on decentralization aims to empower local authorities and communities and improve responsiveness to the specific needs of schools (African Development Bank, 2017). The effectiveness of these frameworks' hinges on how well the

regulations are implemented in the establishment of the management bodies the schedule provides for. The operations of the organs that may be established under the schedule are always challenged by inadequate funding, limited capacity of local management bodies by the inadequacy in knowledge, policy interpretation, readiness to voluntarily render free service to the schools, and issues of corruption (Adebayo & Uzochukwu, 2019). In this context, although not without limitation, the Ugandan model offers a valuable case study of how policy frameworks can be designed to strengthen school management at the local level. The Education Act 2008 and its Second Schedule have been central to the governance of government-aided schools. The Act (Schedule) dictates the structure of the School Management Committee and formalizes the roles of school management committees, aiming to enhance accountability and efficiency in the management of schools (Ministry of Education and Sports, 2010). The District/Authority Education Department/authority has the mandate of establishing the SMCs based on the structure provided by the second schedule in the Act.

In Kampala, the implementation of the Second Schedule of the Education Act 2008 has faced unique challenges. The city's rapid urbanization has placed significant strain on government-aided schools, with many struggling to have effectively performing management committees to live up to the provisions of the second schedule (KCCA, 2019). Moreover, the socio-economic diversity of the city presents additional challenges, as schools in affluent areas often have more resources and better management compared to those in poorer neighborhoods (Musoke, 2020). Despite these challenges, there have been success stories, with some schools in Kampala demonstrating the potential for effective local governance under the Second Schedule of the Education Act (KCCA, 2019). These successes are often attributed to strong leadership within the school management committees and effective collaboration with the local authorities and communities (Musoke, 2020). Therefore, this study examines the Role and responsibility of the Kampala Capital City Authority (KCCA) Directorate of Education in the Implementation of the Second Schedule of the Education Act 2008.

Methodology

Research Design

For this study, a descriptive cross-sectional survey design was employed since data were collected at one point in time. The descriptive cross-sectional survey research design was used because it helped to generalize the findings from the sample to a population so that inferences could be made.

Study Area

The area of study was Kampala Central Municipality in the Kampala Capital City Authority. It specifically focused on the Directorate of Education and Social Services, which was directly mandated to manage education services at the

authority and municipal levels. At least three government grant-aided schools in the division were selected. The process of selecting the schools is described below.

A list of all government grant-aided schools in Kampala Central Municipality, in Kampala Capital City Authority, was accessed through the relevant education officers. The schools were then stratified according to their learner population (2000-3000, 1000-2000, and >1000), hence creating three separate lists. Through simple random sampling, all names of the schools in different strata were written on small pieces of paper, treating each stratum separately, and later the papers were placed in a separate bowl marked with the different categories. After mixing them thoroughly, the researcher picked one paper randomly from each bowl, and the name of the school that appeared on the paper that was picked was considered for the study.

Population of Study

The study population refers to the total group of individuals that are included in the research study. In other words, it involves selecting a subset of subjects that are representative of the entire population to facilitate data collection and analysis. The total population for this study comprised members of the KCCA Education Standing Committee, staff from the KCCA Directorate of Education and Social Services, representatives from the Central Division Education Department, members of the School Management Committees from the sampled schools, and Head Teachers of the sampled schools.

Sample Size and Sampling Technique

The study employed a purposive sampling technique to select a sample size of 120 respondents from key stakeholders involved in local government education management. Participants were drawn from the KCCA Education Standing Committee, the Directorate of Education and Social Services, the Central Division Education Department, School Management Committees, and School Administrations. Purposive sampling was chosen to ensure that only individuals with relevant expertise and roles in education policy and administration were included. The heads of each identified organ were selected to represent their groups, with the sample size distributed appropriately based on their roles and contributions to education management, ensuring comprehensive representation of all relevant stakeholders (Kassiani 2023).

Data Collection Methods, Instruments, and Procedures

Different data collection methods with their respective instruments were employed by the researcher to enable him to gather the required information from the respondents. These included:

Questionnaire Method

A questionnaire is a set of questions for submission to a prospective respondent to get data. It is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions (Scribbr, 2021).

Questionnaires with questions formulated in the simplest language understood by everyone were used to collect data from target respondents (see appendix ...). Online self-administered questionnaires were used by all the target respondents through the utilization of a mouse pointer, keyboard key, or touch-screen stylus to pick their preferred response choice. Respondents only selected one answer choice, unlike checkboxes (Alchemer, 2021). These are standard yes/no, true/false, and either/or response possibilities. As a result, the radio button was used for single-select questions in which respondents must choose the most essential aspect. Apart from that, the Likert Scale was implemented in the questionnaire as well. Likert scale questions are closed-ended, single-choice questions (Elliott, 2021). For a Likert scale, the resilience of a viewpoint was linear, i.e., on a scale that ranges from strongly disagree to strongly agree, and opinions can be quantified (Saul, 2019). The primary advantage of employing a Likert scale over a standard yes/no question type is that it offers more precise information about people's views toward a subject (Elliott, 2021).

The online survey saved researchers time by allowing data collection while working on other projects and was less expensive than conventional techniques of data collection. (Elizabeth Hatch et al., 2019). However, for the respondents that were not reachable online, the research endeavored to administer a hard copy questionnaire on the agreed terms with the respondents so that data was collected from all significant respondents in this study.

Interview Method

An interview is a face-to-face conversation between the interviewer and the respondent, conducted to obtain information. The researcher conducted interviews with the respondents who may not have the capacity to provide data through questionnaires, and for purposes of triangulating the data provided through the questionnaires. The interviews facilitated the non-verbal messages revealed through the body language, gestures, and facial expressions of the respondents. It was expected to provide more information depending on the knowledge, competence, and experience of the respondents. To facilitate the process of interviewing, interview guides were prepared and used (see appendix ...). According to Lauren (2024), an interview guide is a document that contains the information and best practices interviewers need to conduct successful interviews. He argues that the interview guide helps to make interviewing respondents more systematic and comprehensive by delimiting in advance the issues to be explored. It helped to prevent the interviewers from going off-script and reduced unconscious bias through standardization. The study

involved the use of open and closed-ended items, which were arranged systematically according to the research objectives/questions, to allow a logical flow of the conversation between the interviewer and the respondents.

Document Analysis

Document analysis (Lumivero 2024) is the process of reviewing or evaluating documents, both printed and electronic, in a methodical manner. It involved examining and interpreting data to uncover meaning, gain understanding, and come to conclusions. The study examined documents such as the Education Act 2008, the UPE Policy Guidelines 2010, Standing Committee meeting minutes for the appointment of SMCs, SMC meeting minutes in the target schools, and records of SMC membership in the target schools. This method was used for the triangulation of data collected through questionnaires.

Validity and Reliability of Instruments

Validity is the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. The concept of reliability of a research instrument means that the instrument is predictable and accurate. For this study, the researcher sampled at least one member of SMC and one Education officer, with pre-set questionnaires to check whether they provide relevant responses to the questions. Based on the responses that were obtained, improvements were made to the instruments by correcting poor wording, ambiguities, and the correctness of facts about the instrument contents.

Data Analysis

In this research, data were analyzed both quantitatively and qualitatively. Quantitative data from questionnaires were entered in SPSS (Statistical Package for the Social Sciences) for unbiased analysis. SPSS is a type of software programs that work together in a single package to analyze scientific data in the social sciences (Noels, 2018). SPSS makes data organization and analysis easier and it also allows for the determination of whether or not the objectives set have been managed to meet (Arkkelin, 2014) the requirements of the study. It also gives feedback during decision-making, enabling the implementation of the most effective plan (Arkkelin, 2014). SPSS was used for data analysis to determine the validity of the objective.

In this research, the percentage, mean, and correlation coefficient were analyzed. Percentages are an effective way of comparing samples with varying figures of analysis (Marwood, 2014). By standardizing measures on a range of 0 to 100, samples may be compared quickly and readily (Marwood, 2014). Qualitative data from in-depth interviews were analyzed using the content analysis method, which analyzes the recorded human communication. In this analysis, the researcher was guided by the objectives and research questions of the study. The findings were then

presented and discussed in chapter four of the research report.

Ethical Considerations

This study looked at various ethical concerns. First and foremost, this study's participants were Educationists at the Authority, Municipal, and school levels, a political leader at the KCCA Education Standing Committee, and stakeholders charged with the management of schools (SMCs). The respondents had to consent before the survey began since the researcher needed permission from individuals who engaged in the study. The target respondents had to be assured that their participation would be treated with utmost confidentiality and that the information so provided would be used only for study purposes. Once permission was granted, the target respondents were provided with the questionnaires for them to provide the required data. If a

participant feels uncomfortable, they can exit the survey at any point. Furthermore, the sensitive information of the interviewees was protected and kept confidential. Their personal information was kept private if provided. Finally, the researcher kept track of the completed questionnaires, which were not made public.

Results

Background information of respondents

Data was collected on respondents' demographic characteristics, including gender, age, educational level, current position in the organization, and years of experience in the current role. This demographic information was essential in understanding the composition of the participants, which added to the reliability and validity of the findings, as well as providing a solid foundation for the conclusions and recommendations drawn from the study.

Gender of respondents

This subsection highlights the gender composition of the study participants. The results are summarized and presented in Table 1 for clarity. Table 1: Gender of the Respondents

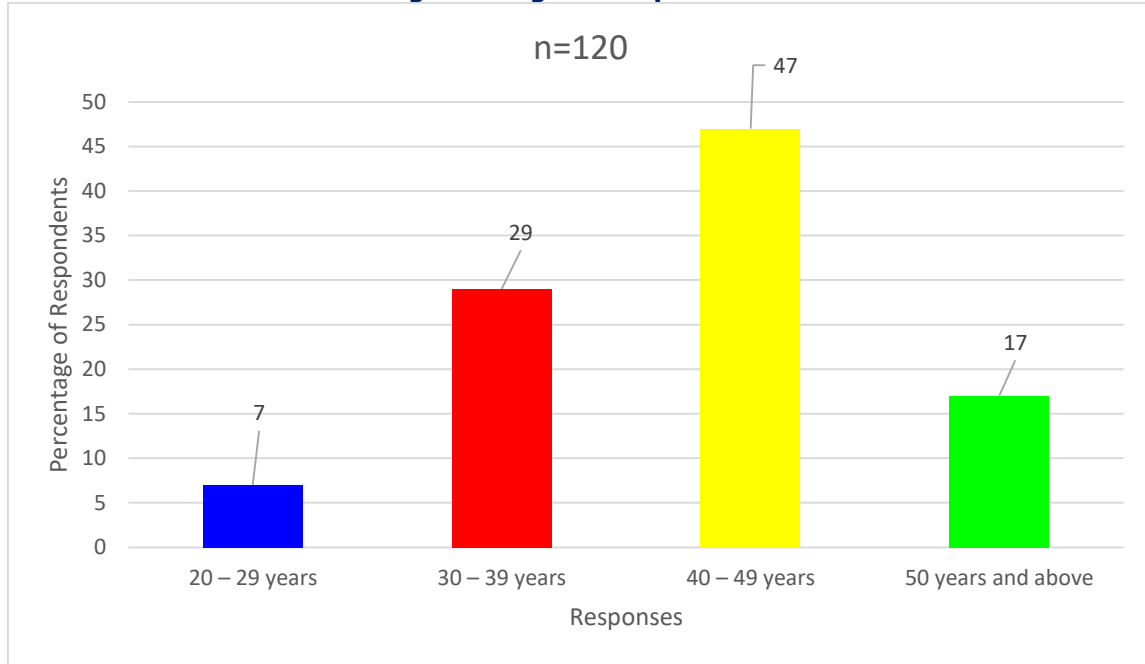
Gender	Frequency	Percentage (%)
Female	56	47
Male	64	53
Total	120	100

From the table above, the gender distribution of the respondents shows a slight male majority, with 53% of the respondents being male and 47% being female. This balanced representation of both genders ensures a comprehensive understanding of the perspectives on the effectiveness of the Second Schedule of the Education Act 2008 in the management of government grant-aided schools within the Kampala Capital City Authority (KCCA).

Age of respondents

The researcher aimed to determine the age distribution of the respondents involved in the study. The age categories of the participants are visually represented in the figure below. The findings from this analysis are displayed in Figure 1.

Figure 1: Age of Respondents



The age distribution of respondents, as shown in Figure 1, reveals that the majority (47%) fall within the 40-49 years age group, followed by 29% in the 30-39 years category. A smaller portion of respondents, 17%, are 50 years and above, while only 7% are aged 20-29 years. This suggests that the study primarily captures the perspectives of experienced professionals, including education officers, school administrators, and senior teachers, who are likely to have significant insights into the management of government

grant-aided schools under the Second Schedule of the Education Act 2008.

The education level of respondents

The researcher aimed to determine the education levels of the respondents to assess their qualifications and expertise regarding the study objectives. The findings are summarized in the table below, providing an overview of the respondents' educational backgrounds.

Table 2: Education level of respondents

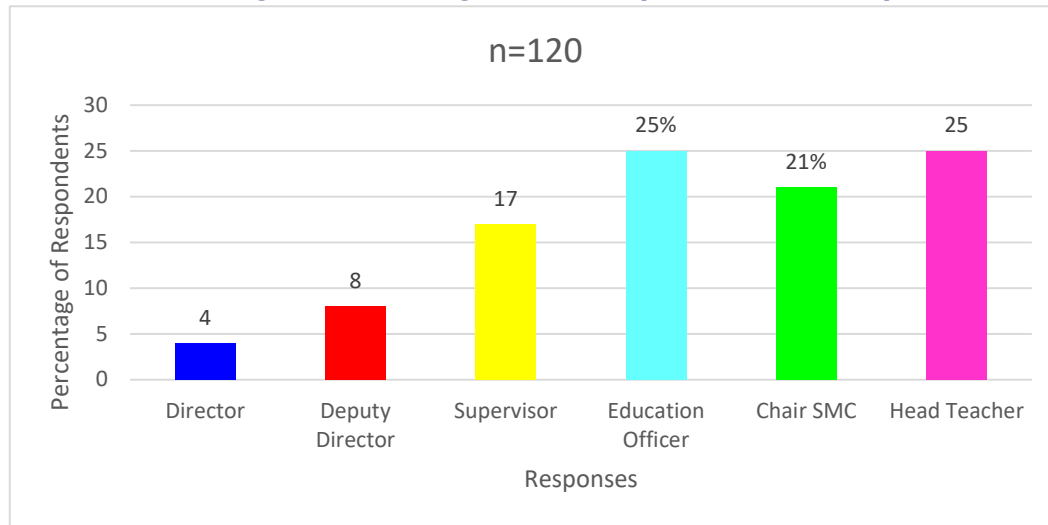
Education level	Frequency	Percentage (%)
Diploma	30	25
Bachelor's degree	60	50
Master's degree	25	21
PhD	5	4
Total	120	100

In this distribution, the majority of respondents hold a Bachelor's degree (50%), followed by those with a Diploma (25%) and a Master's degree (21%). A small proportion of respondents (4%) have a PhD. This distribution reflects the educational background of respondents, providing a clear picture of the knowledge and expertise available to assess the effectiveness of the Second Schedule of the Education Act 2008 in managing government grant-aided schools in Kampala.

Current Position of the Respondents

The researcher sought to gain insight into the current positions held by the respondents to better understand their roles and perspectives on the implementation of the Second Schedule of the Education Act 2008. The findings regarding their current positions are illustrated in Figure 2.

Figure 2: Showing the current position of the respondents



This distribution assumes a diverse representation of individuals holding various roles in the education system. Education Officers and Head Teachers form the largest groups, each representing 25% of the respondents, while Supervisors (17%) and Chairs of School Management Committees (21%) also provide substantial input. Directors and Deputy Directors are fewer in number, collectively accounting for 12% of the respondents. This distribution highlights a well-rounded representation of stakeholders involved in the implementation and oversight of the Second Schedule of the Education Act 2008.

Distribution of Years of Experience in the Current Role

The researcher aimed to examine the respondents' years of experience in their current roles to evaluate their familiarity and expertise with the responsibilities associated with implementing the Second Schedule of the Education Act 2008. The findings are presented in the table 3.

Table 3: Distribution of Years of Experience in the Current Role

Years of experience	Frequency	Percentage (%)
Less than 5 yrs	20	17
5 – 10 yrs	30	25
11 – 15 yrs	25	21
16 – 20 yrs	25	21
More than 20 years	20	17
Total	120	100

The distribution of years of experience among the respondents shows a relatively balanced representation across different experience levels, with a slight concentration in the 5–10 years category, which accounts for the highest proportion at 25%. Both the 11–15 years and 16–20 years categories are equally represented, each contributing 21% to the total. The least represented groups are those with less than 5 years and more than 20 years of experience, each constituting 17% of the respondents. This suggests a diverse workforce with a fairly even spread of experience, though the majority have between 5 and 20 years of experience, indicating a strong middle-level experience demographic.

Empirical Results

The study focused on analyzing the research problem in alignment with the set objectives. The objectives of the study were: to explore the role and responsibilities of the Kampala Capital City Authority (KCCA) Directorate of Education in implementing the Second Schedule of the Education Act 2008; to evaluate the monitoring and evaluation mechanisms employed to ensure compliance with the Second Schedule of the Education Act 2008; and to identify the primary challenges faced by KCCA in executing the provisions of the Second Schedule of the Education Act 2008. The researcher applied analytical methods that were

appropriately tailored to address each research objective comprehensively.

The Role and Responsibility of the Kampala Capital City Authority (KCCA) Directorate of Education, in the Implementation of the Second Schedule of the Education Act 2008.

The first objective of the study was to examine the role and responsibilities of the KCCA Directorate of Education in implementing the provisions of the Second Schedule of the Education Act 2008. This section presents descriptive

statistics related to the key functions and duties of the Directorate, followed by an analysis of its effectiveness in carrying out these responsibilities. Data collection focused on activities such as policy formulation, resource allocation, supervision, and stakeholder engagement. A mean score above the threshold of 3 on the five-point Likert scale was used to indicate significant involvement and effectiveness in implementing the Second Schedule. The findings highlight the extent to which the KCCA Directorate of Education fulfills its mandated responsibilities, as summarized in Table 4.

Table 4: Descriptive findings of the Role and responsibility of the Kampala Capital City Authority (KCCA) Directorate of Education, in the Implementation of the Second Schedule of the Education Act 2008.

Statement	SA	A	N	D	SD	Mean	SD
The KCCA Directorate of Education provides adequate support for implementing education policies.	10 (8.3%)	35 (29.2%)	30 (25%)	25 (20.8%)	20 (16.7%)	3.65	1.15
The KCCA effectively monitors schools to ensure compliance with the Second Schedule of the Education Act 2008.	15 (12.5%)	40 (33.3%)	20 (16.7%)	30 (25%)	15 (12.5%)	3.43	1.12
The Directorate provides sufficient training and capacity-building for educators in Kampala.	12 (10%)	38 (31.7%)	25 (20.8%)	25 (20.8%)	20 (16.7%)	3.27	1.13
The implementation of the Second Schedule of the Education Act is prioritized by KCCA.	10 (8.3%)	30 (25%)	25 (20.8%)	35 (29.2%)	20 (16.7%)	2.93	1.17
KCCA adequately collaborates with stakeholders to enhance education standards in Kampala.	20 (16.7%)	40 (33.3%)	30 (25%)	15 (12.5%)	15 (12.5%)	3.35	1.08
The KCCA Directorate ensures that all schools meet the required infrastructure standards.	8 (6.7%)	30 (25%)	40 (33.3%)	25 (20.8%)	17 (14.2%)	2.95	1.12
KCCA provides timely and sufficient funding to schools for effective policy implementation.	7 (5.8%)	28 (23.3%)	35 (29.2%)	30 (25%)	20 (16.7%)	2.88	1.14
The Directorate has effectively promoted universal access to primary and secondary education.	15 (12.5%)	30 (25%)	40 (33.3%)	20 (16.7%)	15 (12.5%)	3.32	1.09
The KCCA Directorate actively addresses challenges faced by schools in policy implementation.	10 (8.3%)	35 (29.2%)	30 (25%)	25 (20.8%)	20 (16.7%)	3.19	1.11

There is transparency and accountability in the KCCA's role in implementing the Education Act.	12 (10%)	45 (37.5%)	35 (29.2%)	20 (16.7%)	8 (6.7%)	3.25	1.07
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The study indicated that respondents generally agreed that the KCCA Directorate of Education provides adequate support for implementing education policies, with a mean score of 3.65 and a standard deviation of 1.15. This suggests that the KCCA's efforts in policy support are perceived as favorable but could benefit from further improvements to meet all educational needs effectively.

In terms of monitoring schools to ensure compliance with the Second Schedule of the Education Act 2008, the mean score was 3.43 with a standard deviation of 1.12. This suggests that while there is a reasonable level of monitoring, some gaps remain in ensuring full compliance across all schools.

The study further found that the KCCA provides sufficient training and capacity-building for educators, with a mean score of 3.27 and a standard deviation of 1.13. This indicates moderate satisfaction among respondents regarding the availability of professional development opportunities for teachers, although further efforts may be needed to enhance these programs.

Regarding the prioritization of implementing the Second Schedule of the Education Act, the mean score was 2.93 with a standard deviation of 1.17, reflecting a relatively low perception of priority placed on this implementation by the KCCA. This suggests that there may be room for KCCA to focus more on this aspect of education policy.

The study also reveals that a majority of respondents agreed that KCCA collaborates effectively with stakeholders to improve education standards, reflected by a mean score of 3.35 and a standard deviation of 1.08. This indicates a

positive view of KCCA's efforts to engage with external parties but suggests that the level of collaboration could be further strengthened.

When it comes to ensuring that schools meet required infrastructure standards, the mean score was 2.95, with a standard deviation of 1.12. This indicates that there is moderate concern about the adequacy of infrastructure support in schools.

Regarding financial support for schools, the mean score was 2.88 with a standard deviation of 1.14, highlighting a perception that KCCA may not be providing sufficient or timely funding to schools for effective policy implementation.

On the topic of promoting universal access to education, respondents gave a mean score of 3.32 with a standard deviation of 1.09, indicating that KCCA's efforts in this area are viewed positively, though there may be areas for improvement.

The study also found that respondents generally agreed that KCCA addresses challenges faced by schools in policy implementation, reflected by a mean score of 3.19 and a standard deviation of 1.11, showing moderate satisfaction with KCCA's response to challenges faced by schools.

The findings also suggest that there is a moderate level of transparency and accountability in KCCA's role in implementing the Education Act, with a mean score of 3.25 and a standard deviation of 1.07. While this indicates reasonable levels of transparency, it suggests that KCCA could enhance its accountability mechanisms.

Table 5: Regression coefficients for KCCA role in education implementation, policy support for education, and effective implementation of education policies

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1	(Constant)	8345.123	1423.654	
KCCA Role in Education Implementation	1.178	345.908	0.412	0.024
Policy Support for Education	0.876	456.345	0.315	0.041

a. Dependent Variable: Effective Implementation of Education Policies

The coefficient for KCCA's Role in Education Implementation (1.178) indicates that for every one-unit increase in the KCCA's involvement in education policy implementation, there is, on average, a 1.178-unit increase in the effective implementation of education policies. The p-value (0.024) is less than 0.05, suggesting that the role of KCCA in education policy implementation significantly affects the effective execution of the Education Act 2008, holding other factors constant. Therefore, we reject the null

hypothesis and conclude that the KCCA's role is a significant factor in the successful implementation of education policies.

Similarly, the coefficient for Policy Support for Education (0.876) indicates that a one-unit increase in policy support would lead to a 0.876-unit increase in the effective implementation of the Education Act 2008. The p-value (0.041) is also less than 0.05, suggesting that policy support significantly impacts the successful execution of the

education policies. Hence, we reject the null hypothesis for this variable as well and conclude that policy support plays a significant role in the effective implementation of education policies.

Discussion

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Demographic Characteristics

The findings of the study revealed a slight male majority among respondents, with 53% being male and 47% female. This gender distribution aligns with previous research by Kamana, (2023), which highlights a similar trend in educational management studies and this demographic balance reflects the participation of both genders in roles influencing the effectiveness of the Second Schedule of the Education Act 2008 in the management of government grant-aided schools within Kampala Capital City Authority. The findings underscore the importance of inclusive participation in educational governance to ensure balanced perspectives in policy implementation and school management.

The age distribution of respondents revealed that the majority were within the 40–49 years age group, followed by the 30–39 years category. A smaller proportion was aged 50 years and above. These findings align with the research by Lisonkova, (2022) which emphasizes the prevalence of middle-aged individuals in roles related to school management and policy implementation, and this demographic trend is significant in examining the effectiveness of the Second Schedule of the Education Act 2008 in the management of government grant-aided schools within Kampala Capital City Authority, as it reflects the experienced age groups typically entrusted with educational leadership and governance responsibilities.

The educational qualifications of respondents indicate that the majority hold a Bachelor's degree, followed by those with a Diploma and Master's degree, with a small proportion possessing a PhD. These findings align with the study by Saftlas (2022), which highlights the dominance of Bachelor's degree holders in educational leadership and management roles. This trend is crucial to understanding the effectiveness of the Second Schedule of the Education Act 2008 in the management of government grant-aided schools within Kampala Capital City Authority, as it underscores the academic qualifications typically required for effective implementation and oversight of educational policies and practices.

The distribution of years of experience among respondents reveals a relatively balanced representation across different experience levels, with a slight concentration in the 5–10 years category, which accounts for the highest proportion at 25%. Both the 11–15 years and 16–20 years categories are equally represented, while the least represented groups are those with less than 5 years and more than 20 years of experience. These findings are consistent with the research by Graham (2023), which emphasizes the significant role of mid-career professionals in educational management. This

distribution highlights the experience levels most engaged in implementing the Second Schedule of the Education Act 2008 in the management of government grant-aided schools within Kampala Capital City Authority, illustrating the reliance on individuals with substantial, yet not excessively lengthy, experience in policy execution and school governance.

The Role and Responsibility of the Kampala Capital City Authority (KCCA) Directorate of Education, in the Implementation of the Second Schedule of the Education Act 2008.

The coefficient for the KCCA's role in education policy implementation (1.178) indicates that for every one-unit increase in the KCCA's involvement, there is a 1.178-unit increase in the effective implementation of education policies. This finding is statistically significant, as evidenced by the p-value (0.024), which is less than the threshold of 0.05. Thus, the study rejects the null hypothesis and concludes that the KCCA's involvement significantly enhances the effective execution of the Education Act 2008, holding other factors constant. This result aligns with the findings of the Ministry of Education and Sports (2019), which emphasized that the Education Act 2008 was enacted to establish a comprehensive legal framework for managing and governing educational institutions in Uganda. The Second Schedule of the Act outlines the specific roles of various stakeholders in the management of government-aided schools, emphasizing decentralization and local governance.

The coefficient for Policy Support for Education (0.876) suggests that a one-unit increase in policy support leads to a 0.876-unit increase in the effective implementation of the Education Act 2008. With a p-value of 0.041, which is less than 0.05, the result is statistically significant. Therefore, the null hypothesis is rejected, and it is concluded that policy support significantly impacts the successful execution of education policies. This finding aligns with the work of Kiwanuka & Ssenkumba (2021), who highlighted that local governments, including KCCA, are tasked with overseeing the management of schools within their jurisdiction. KCCA's responsibilities include monitoring school performance, ensuring compliance with national education standards, facilitating resource allocation, and supporting school infrastructure development.

Conclusion

The study concludes that KCCA plays a significant role in the effective implementation of the Education Act 2008. Both KCCA's involvement and policy support for education have a positive and statistically significant impact on policy execution. These findings underscore the importance of local government engagement in education management, as outlined in the Second Schedule of the Act, and affirm that

strengthening KCCA's role can enhance the delivery of quality education in Kampala.

Recommendation

The study recommends that KCCA should enhance its involvement in the coordination and execution of education policies by ensuring that there is clear communication between all stakeholders, including schools, local authorities, and the Ministry of Education. KCCA should allocate sufficient resources and personnel to oversee the implementation of the Education Act in all urban schools within Kampala.

In addition, the study recommends that KCCA should invest in robust monitoring and evaluation systems to track the progress of education policy implementation. This includes establishing more effective data collection mechanisms, regular school inspections, and evaluation frameworks to ensure that the objectives outlined in the Second Schedule of the Education Act are being met in practice.

More to the above, the study recommends that KCCA should address resource allocation challenges by securing more funding for the education sector, prioritizing infrastructure development, and ensuring that schools receive adequate resources such as teaching materials, facilities, and trained personnel. The authority should also explore innovative funding strategies, including partnerships with NGOs and the private sector.

The study recommends that KCCA should invest in continuous professional development for its education staff, including training on policy implementation, monitoring, and evaluation techniques. Additionally, staffing levels should be increased to ensure that all schools under KCCA's jurisdiction have adequate support for policy enforcement and compliance.

Furthermore, the study recommends that KCCA should work closely with legal experts to identify and resolve any legal and regulatory barriers hindering the full implementation of the Education Act. This may include revising local regulations that impede policy execution, as well as advocating for more favorable national laws to support education reform at the local level.

Lastly, the study recommends that KCCA should enhance stakeholder engagement by involving local communities, parents, and teachers in discussions on education policy implementation. Public awareness campaigns about the importance of the Education Act should be launched to foster a sense of ownership and responsibility among stakeholders, thus ensuring greater community involvement and compliance with the regulations.

Acknowledgment

No man is an island. This study could not be accomplished without the help of other participants. I am thankful to the Lord Almighty for the gift of life. My heartfelt thanks go out to the respondents in this study.

Special thanks go to my academic supervisor for the constructive criticism and cooperation through the study and compilation of this research report. All the other members of the academic staff and non-teaching staff at Kampala University deserve a mention for their warm & collegial nurturing that provided a good and productive study environment. To my faithful family, together we have paid the cost in time and other emotional currency to achieve this academic award. I can only say thank you for standing by me with encouragement for the whole time I have been away from home. Together, we can achieve more.

A worthy mention & salute goes to my classmates. Together we drank from the same fountain of knowledge, and those hot evenings we sat together discussing academic matters will be cherished memories. We may be geographically distanced, but at Kampala University, we struck a bond that will forever last in our intellectual & professional profiles.

List of Abbreviations

KCCA:	Kampala Capital City Authority
M&E	Monitoring and Evaluation
UNEB:	Uganda National Examinations Board,
	non-governmental organizations (NGOs)
UNESCO:	United Nations Educational, Scientific,
	and Cultural Organization

Source of funding

The study was not funded.

Conflict of interest

The author declares no conflict of interest.

Author contributions

Yahaya Wamukoto was the principal investigator. Dr. Penninah Binomugisha. Supervised the study.

Data availability

Data is available upon request.

Informed consent

All the participants consented to the study.

Author Biography;

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