

**BOARD OF GOVERNORS' COMPETENCE AND PERFORMANCE OF
GOVERNMENT AIDED SECONDARY SCHOOLS IN
MARACHA DISTRICT, UGANDA**

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**A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL
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DECLARATION

I, Angupale Cosmas Weber Andama, hereby declare to the best of my knowledge that this dissertation is my original work and has never been presented in any university or institution of higher learning for award of certificate at any academic level in any educational institution either in part or as a whole, where other individual's information has been used, quotations have been made and references provided.

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APPROVAL

This is to certify that this dissertation titled BoGs' competence and performance of Government aided secondary schools in Maracha district Uganda." has been done under our supervision

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DR. OWINO PHILIP

DEDICATION

This work is dedicated to my Dear wife Draru Betty, children Prisca, Deogracious, Gloria, Jilda and Fortunate for their support and encouragement throughout the study.

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LIST OF ABBREVIATION/ACRONYMS

BOG	Board of Governors
BOM	Board of Management
DEO	District Education Officer
DIS	District Inspector of Schools
MOES	Ministry of Education and Sports
UCE	Uganda Certificate of Education

ABSTRACT

The study investigated BoGs' competence on performance of students in Government aided secondary schools in Maracha District, Uganda. The objectives were to examine the level of BoG's: financial planning; monitoring of infrastructure, facilities, equipment; and supervision competence of staff and student discipline and Performance in Government aided secondary schools in Maracha District. The study was mainly quantitative in nature and employed a cross-sectional survey design. The sample size consisted of 150 respondents. Purposive and simple random sampling techniques were used to obtain the study participants. Data were collected through a questionnaire with close -ended and open-ended items and analysed using descriptive statistics. Findings reveal that the level of BoGs' financial planning competence is high in Government aided secondary schools in Maracha District as reflected by the grand mean of 4.0453 and standard deviation of 0.8206. The study findings also indicate that the BoGs members' competence regarding monitoring of school infrastructure, facilities, equipment growth in government aided secondary schools in Maracha District is moderated as reflected by aggregated mean of 3.6794 and a standard deviation of 0.8262. It was also established that BoGs members' competence to monitor staff and students' discipline on Government aided secondary schools in Maracha District is high as reflected by aggregate grand mean of 4.16 and standard deviation of 0.62. The study concluded that: that the level of BoGs financial planning Competence in government aided secondary schools in Maracha district is adequate; meanwhile they competence to monitor school facilities and equipment is moderate; whilst, their competence to supervise staff and students' is sufficient. It is hereby recommended that that seminars and workshops should be regularly organised for the BoGs members to improve their financial evaluation. Secondly, seminars and workshops should be regularly organised for the BoGs members to improve BoGs members' capacity to spur infrastructure development of schools in the Government aided secondary schools in Maracha District. Seminars and workshops need to be organised regularly for the BoGs members to enhance and maintain their competence level to supervise staff and students discipline.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study focus on BoGs' Competence and Performance in Government aided secondary schools in Maracha district Uganda. This chapter comprise of the background of the study, statement of the problem, purpose of the study, objectives of the study, research hypothesis, research questions, and significance of the study, scope of the study, conceptual framework and limitations of the study.

1.1 Background of the Study

1.1.1 Historical perspective

Thomas Education Committee Report (1940), recommended the idea to create BoGs to govern every secondary schools in Uganda. The purpose was to involve the protectorate government and community in the administration and running of government aided secondary schools, J.C.Ssekamwa (2001) Ssekamwa and Lumumba (2010) the protectorate government piloted the creation of BoGs with six secondary schools that became government grant aided secondary schools that time.(Fountain Publishers, 1997. 245P) reported that the composition of BoGs was to consist of five members of foundation body one of whom must be a woman, one District local government representative nominated by the district council's standing committee responsible for education, one committee of the lower local council, two representatives of the parents elected at their annual general meeting one of whom must be the treasurer of the Parents Teachers Association, two representatives of the staff elected in a meeting and one representative

of old students' Association elected in one of their meetings. In total 12 members excluding the header teacher and deputy who are ex-officio members.

The Education Act (2008) sections 58 and 59 and government white paper (1992) provide the functions of Board of governors to include among other governing the school for which they are instituted, administer the property of the school both movable and immovable, administer and supervise any funds, chattels or things of the school derived by way of fund raising of auction, on behalf of the school, provide for the welfare and discipline of the students and staff, fix fees and other charges with the approval of Minister as well as approving the school budget. Basic Education Act of Kenya (2013) reported that effective management is an integral competent factor for running successful organization. Thus, the management of secondary schools by Board of governors is therefore critical and crucial as they play a significant role in the achievement of school objectives of the school and help improve education standards in government aided secondary schools. Key to improving school performance is therefore dependent on the competence of Board of governors of the school.

Studies indicate that performance of government aided secondary schools may be affected by the competence of Board of governors. Bolton (2014) performance of government aided secondary schools in Uganda has been a great concern of the public, Government of Republic of Uganda inclusive. There is continuous case of poor performance in most government aided secondary schools in Uganda in terms of good grades in National Examinations as compared to the performance of students in private secondary schools in the country (UNEB annual report on performance).

However, the Government of the Republic of Uganda through Ministry of Education and Sport has come up with several interventions in bid to improve performance of these Government aided secondary schools like, construction of physical infrastructure like classrooms, science labs, library, solar energy, supply of science kits and text books, recruitment and posting of teachers to improve staffing, among others (Ministry of education and sports annual statistical report 2018). In addition, institution of BoGs on ground to plan, monitor and supervise the Government aided secondary schools. It is their responsibility to make key strategic decisions on schools along with the head teacher, they also set aims, objectives around how the school develops and improves. (Ssekamwa and Lugumba 2010, (Uganda Education Act 2008) However, despite a number of all these interventions to promote good performance of government aided secondary schools in Maracha district and Uganda at large, little or none has yielded any fruit, and these schools continue to perform poorly in national assessment. Many factors that could be responsible for this continuous poor performance of government aided secondary schools in Maracha district. Among the notable ones could be the competence of BoGs members. It is on this background that the researcher opted to examine the competence of the members of BoGs and performance of public secondary schools in Maracha district, Uganda.

1.1.2 Theoretical perspective

The study was informed by Henri Fayol's 14 principles of classical management. One of the cardinal principle included Division of labour. This principle stresses that staff perform better at work when they are assigned jobs according to their specialisation. Uzuegbu & Nnadozie (2015) specialization is important as staff perform specific task not only at a single time but as a routine. Hence division of work to smaller elements turn out to be dominant. The principle also denotes

that work should not be diluted by giving the same work to too many people. It helps to ensure proper utilization of labour, keeps them focused and industrious. Fayol also argued that efficiency and effectiveness can be achieved if one staff member is doing one thing at a time and another doing a different thing.

Henry Fayol also postulated the principle of authority. This principle suggests that there is a need for a manager to have authority in order to command subordinates so that they can perform their jobs while being responsible for their actions Pathak (2015) sees authority as the power to give orders and get it obeyed or in other words it is the power to take decisions. Atmosudditrjo (1981) cited by Ismail & Hapsoro (2020) claims that authority is power of a certain group of people or power over a certain spherical sector of government. That it gives employees the opportunity to take part in decision making process. This principle lies behind most organizational principles today, and give rise to both to ‘formal’ and informal management of which is most recommended for managers Pathak (2015) also suggests that both authority and responsibility must go hand in hand meaning proper authority should be delegated to meet responsibilities.

There is also the principle of Unity of Command. According to Fayol employees should have only one boss. To him, if an employee gets orders from two superiors at the same time, the principle of unity command is breached, it simply puts that, employees should receive orders from and report directly to one boss only. To Fayol, only few people show that they have power and responsibility to give orders. Endudzo & Chikaska (2016) added that the unity of command should only come from one superior to avoid confusion. Uzuegbu & Nnadozie, 2015) their study argued that, the principle of unity and command is rigid and needs modification especially in conscience with current realities in many organisations.

Fayol also developed the principle of equity to be followed and applied at every level of management. Thus, there should not be any form of discrimination as regards status, sex and religion (Okpara, 2016). Fairness can be said to be in similar context with equity. According to (Mtegenzo, 2009) Equity means combination of fairness, kindness and justice towards employees. It simply means commitment and loyalty expected from employees. They should be treated fairly and similarly to people of their level of position and authority, most importantly, their managers should be less impartial. Bhasin (2016) argued that the most common complaint of employees in organizations is that another employee was preferred over them in the case of promotion or better remuneration. He however stated that a fair organization is one that maintains equity amongst everyone. Fayol calls upon all managers to be fair to their staff but at all times when exhibiting power and harshness might come in handy for the sake of equity. To him, manager should be fair to their employees. Good planning, monitoring and supervision lead to better performance in an organization. He also stresses that good managerial practices based on planning; monitoring and supervision help to achieve the set goals and objectives of an organization for better performance. He believed that good management is universal duty of managers to take and supervise others. He concluded by calling upon managers, supervisors to develop habit of accommodating staff, making them feel at home, bolster communication links, maintain a more democratic style of management, share staff feelings, and identify with staff personnel.

Fayol's classical management theory thus, focuses on day to day roles of administrators at a much more granular. That is, Fayol's is more directed at the management layer. He believes that administration requires six skills which include; forecasting, planning, organizing, commanding,

coordinating and controlling. To him, planning is seen as an act of anticipating the future and acting accordingly. While organizing is putting together an institution's material and human resource. Commanding constitutes keeping the institution's actions and processes running, coordinating was the alignment as well as harmonization of a group's efforts. To Fayol controlling entails performing all the above activities in accordance with predefined rules and regulation.

Relating the theory to the study, BoGs who are competent and use these principles of management get knowledge and skills to manage their institutions to perform better. The principles also help the members of BoGs to monitor, supervise secondary schools, and plan carefully to tackle challenges that influence the performance of the school either positively or negatively. The theory further implores the members of BoGs to lay emphasis and plan for infrastructure facility, equipment growth in the schools, plan and supervise discipline as the core of the organization, promote the welfare of staff, discipline as a feature of better performance. In nut shell, the theory will help in planning, monitoring and supervision of the activities and resources of the school for better performance.

1.1.3 Conceptual perspective

This section provides scholarly definition of the two key variable identified for the study, thus, BoGs' Competence is the independent variable while the dependent variable is Performance. The European Commission Brussel's Report (2018) define competence as to include more than knowledge and understanding and take into account the ability to apply that when performing a task as well as how with what mind set (Sharon and Elwood, 2003). Competence includes knowledge, skills and attitude of a person to perform his or her tasks. Stevant and Brown (2009)

define competence as a set of behavior and tools to provide desired outcomes and results. Boyatzis (2009) defines competence as an asset of capabilities and capacities which enables people to have desired performance in the framework of inter and intra organizational limitation in playing their roles and executing their functions.

On the other hand, the European Commission- Brussels (2018) in the most comprehensive manner, define competence as the critical factor in organizational survival and refers to asset of knowledge, skills, personality traits, interest, experiences and capabilities related to a job which makes someone successful in his /her Job. Schoelter (2008) assert that competence is a potential, ability and or capability to function in a given situation. Meanwhile Black (1990) describes competence as the ability to perform in effective ways on different occasions including in differing and unexpected contexts. Thus, competence in this study is taken to mean skills that will enable the BOGs to manage schools effectively. Also skills required to manage finances of the schools well for developing good spacious classrooms, large enough science laboratories and library that greatly influence performance of public secondary schools, enough staff houses to accommodate the staff within, making students to have high pass rates, high student enrolment, good discipline in the school as indicators of high degree of competence.

Meanwhile, Carter (2012) defines performance as a measures reflecting an amount of academic content a student learns in school in a determined amount of time based on predefined quality instruction or teaching instruction standards. Abage (2007) advance that performance indicators include high student grades, good school facilities and infrastructure growth, high school discipline and positive exhibition of knowledge, skills and attitudes. Daggett (2005) define performance as the four dimensions of learning. They include- core academic learning, stretch

learning, learner engagement and personal development. Krause (2005) refers to performance as the degree of achievement of objectives or potentially possible accomplishment regarding the important characteristics of an organization for the relevant stake holders. Performance is therefore principally specified through a multidimensional set of criteria.

ETQM (2003) performance is the level of attainment achieved by an individual, team, organization or process. According to Ministry of Education and Sports report (2018) performance is the effort made by students to realize their learning dream as driven by their classroom teachers. The report further emphasizes that the ultimate goal for any teacher is to improve the ability level and prepare students for adult hood. Performance thus simply means work well done. To the researcher, performance is simply work or activity well done. It is getting of good grades by students in national examinations meanwhile performance of government aided secondary schools refers to good or bad grades that students in government aided secondary schools obtain, it also refers to partial fulfillment of obligation under a contract. It further means the act or style of doing work or performing a role. Basing on the above conceptual definitions, the study examined the level of influence of BoGs' competences on performance of Government aided secondary schools in Maracha district.

1.1.4 Contextual perspective

The importance of BoGs as the ultimate control mechanism for managerial action has been over emphasized for several years now. Especially in Uganda and more so on secondary school performance. Many studies have been carried out on the role of the BoGs and performance. For example Nyabuto (2015) carried studies on “effectiveness of Board of management as they are

called in Kenya in facilitating quality education in secondary schools in Kajiado North District, Kajiado County Kenya, and reported that most BoM members were not effectively involved in financial management, however, it was reported that their effective participation in the provision of physical facilities and material resources in the school has improved teaching and learning leading to improved performance in students' in national examination.

Waiswa (2018) also carried out studies on Budget management and students' academic performance of government aided universal secondary schools in Uganda: Lyantonde secondary schools. The results of these scholars have shown that, there is a positive relationship between BoGs role and performance. In Uganda, Education Act (2008) Assert that every secondary school must have a BoGs composed of five member including the chairperson nominated by the foundation body at least one of whom must be a woman, one local government representative nominated by the District council's standing committee for education, one nominee of lower local council, two representatives of parents of the school elected at their annual general meeting one of whom must be the treasurer of the Parents Teachers Association, two representatives of the staff elected by the staff at one of their meetings and one representative of old students elected at a meeting of the Association for former students, if any of the respective institution. According to the Act, members of BoGs serve a three-year term renewable once.

The Act, also Provides for the members of BoGs to set up committees to allow for proper performance of its functions. The committees include; Finance, planning, Appointment and development committee, Academic, games and Recreational committee, Discipline and public relations committee. The MOES through the Act defines the roles of the BoGs to include among

many to governor the school, administer the property of the schools movable or immovable, administer, plan, monitor the funds, chattels or things of the school derived by way of fund raising or auction, on behalf of the schools, provide for the welfare and discipline of students and staff at all times, and fix fees and other charges with the approval of the minister and perform other functions as are prescribed by the Act. It is therefore substantially indisputable and very clean, that the BoGs is ultimately responsible for the success or failure of any school, the Board must perform its oversight role through planning, monitoring and, supervising the schools' performance, academics, funds and discipline, strategy and resource provision. Also develop plans and strategy for resource mobilization for the school.

In the study carried by Nkundabanyanga et al (2014), found that board role performance, finance committee role, frequency of meetings and finance expertise of BoGs have a significant effect on the school. They further found out that the more the board fulfill their roles, such as resource provision, service delivery, monitoring, control the better the performance of the schools. However, in the context of the study, performance of Government aided secondary schools in Maracha district, is very low in terms of student grades in national exams, infrastructure is poor, number of first grades is low ((Maracha Local Council V 2018). Yet, all the schools have BoGs. The evidence is the number of first grades obtained by the schools is too few, based on this, the researcher needed to find out a relationship between BoGs' competence in financial planning, monitoring competence of school infrastructure, facilities equipment, supervision competence of discipline and performance in Government aided secondary schools in Maracha district due to continuous poor performance in national U.C.E examinations.

1.2 Statement of the problem

The Education Act (2008), Government white paper (1992) currently placed the administration of secondary schools in Uganda under the BoGs. The BoGs are the supreme governing bodies of secondary schools in Uganda. The Minister of Education establishes the BoGs for any institution subject to the provisions of the school board of governors' statute 1991. However, their effectiveness in their role performance has been questioned by many stake holders. Kuria (2007) cited by Muturi (2009) noted that their lack of involvement in budgeting leads to misappropriation of funds. Ngware (2006) argues that majority of BoGs instituted in many Government aided secondary schools lack the necessary competences and skills to adequately carry out their roles without challenges. The scholars argued that BoGs who lack competence was due to absence of training, low levels of academic qualification, political interference.

(Nzovu (2004) on his part asserts that, majority of the BoGs have substantial competence in management of government aided secondary schools especially the retired teachers who have the experience. The ministry of Education seems to be silent to address the issues of improving BoGs administrative competence. The Government of Republic of Uganda instead aggressively took a three year programme 2004- 2006, and trained all head teachers and deputies of Government aided education institutions in bid to improve Educational Management and Administration. The theme of the programme was Educational Management Strengthening Initiative: Managing for quality. Four modules were used. Module one was Leadership in Education, module two, Managing School Improvement, module three Managing School Finances and module four Managing School Curriculum. This left out BoGs. Muturi (2009) to address the issue of improving Board of management capacity in management, the government

of Kenya mandated the Kenya management Institute to train board of management and other educational personnel.

Many studies done on BoGs have been on institutional management in general. Ngigi (2007), effectiveness of BoGs in management did not analyze BoGs' Financial Planning, Monitoring of Infrastructure, Facilities and Supervision of Discipline, neither did the study by Chabari (2007) on challenges facing BoGs and Nkundabanyanga (2019) on governing boards and perceived performance of secondary schools deal with BoGs Competence and Performance of Government aided secondary schools. In view of the above gap, having in mind financial management affects performance, the researcher found it significant that a study be done to establish the influence of BoGs' Competence on Performance of Government aided secondary schools in Maracha district.

1.3 Purpose of the study

The purpose of the study was to examine the influence of BoGs' financial planning, monitoring and supervision competence on performance of Government aided secondary schools in Maracha District.

1.4 Objectives of the study

The objectives of the study were to:

- I. Examine the level of BoGs' financial planning competence and performance of Government aided secondary schools in Maracha District.
- II. Investigate the level of BoGs' monitoring competence of school infrastructure, facilities equipment and performance of Government aided secondary schools in Maracha District.

- III. Establish the influence of BoGs' supervision competence of staff and student discipline and performance of Government aided secondary schools in Maracha District.

1.5 Research questions

The study was guided by the following research questions:

- I. What is the level of relationship BoGs' financial planning competence and performance of government aided secondary schools in Maracha District?
- II. What is the level of BoGs' monitoring competence of school infrastructure, facilities equipment and performance of government aided secondary schools in Maracha District?
- III. What is the relationship between BoGs' supervision competence of staff and student discipline and performance of government aided secondary schools in Maracha District?

1.6 Significance of the study

The finding of the study will help MOES and policy makers to revisit the policies on the routine work by BoGs in government aided secondary schools.

The study findings will inspire school administrators together with the District inspectorate to be firm on the components of monitoring by BoGs in government aided secondary schools.

The study findings will make BoGs to develop positive understanding of supervision of discipline government aided secondary schools and consequently the feedback will be used for improving their schools and appoint capable people.

The findings of study can act as a frame of reference and comparison and this is very significant to other studies carried out after this one.

The findings of this study with its recommendation may be used to reinforce existing principle aimed at achieving better results.

1.7 Scope of the Study

The scope of the study involved geographical location, content and time

1.7.1 Geographical Scope

The study was conducted in government aided secondary schools in Maracha District. Maracha district is located in the west Nile Region of Uganda and is bordered by Yumbe to the East and DRC to the West, Koboko in the North.

1.7.2 Content Scope

The study was contextually limited to only two variables: Board of governors' competence and the performance of students. It was closely guided by the study objectives.

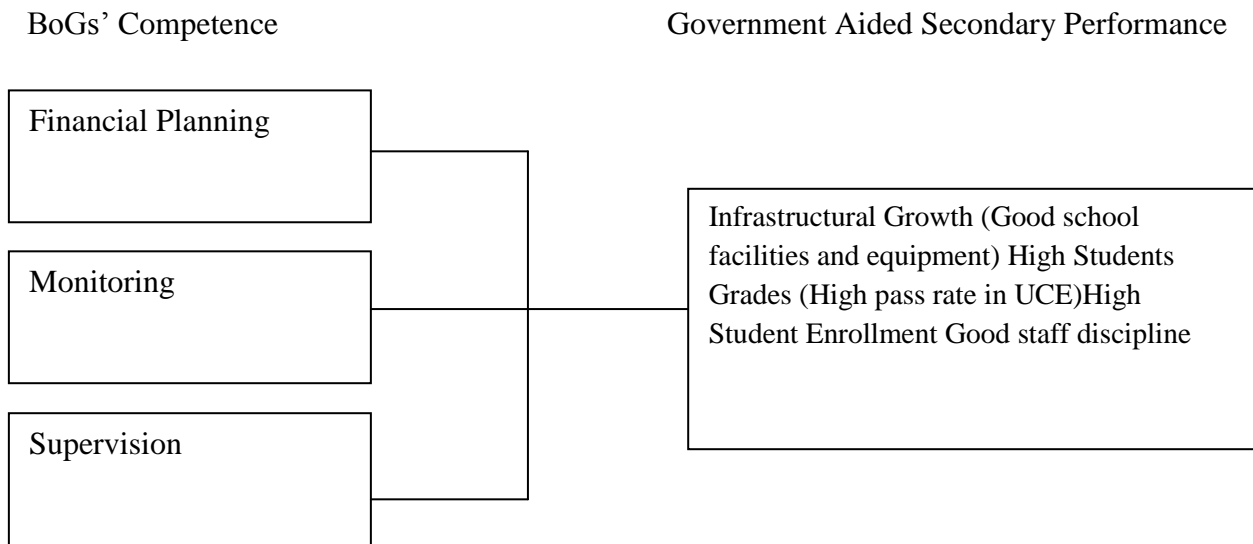
1.7.3 Time scope

In this study, the performance of the candidates in the selected government aided secondary schools was monitored closely between the assessment periods of 2014 to 2018 as in this time frame, there were very significant in the level of candidates' performance in Uganda national examination. Board of governors' competence and performance guided the study.

1.8 Conceptual frame work

Conceptual framework Figure 1.1 presents diagrammatic relationship between BoGs' Competence and Performance of Government aided secondary schools in Maracha District.

Figure 1.1: Conceptual framework



Source: Adopted and modified from Olasehinde and Olatoya (2014)

The conceptual framework in figure 1.1 shows that the independent variable aspects include: members of BoGs financial planning, monitoring and supervision competence. Meanwhile, the dependent variable aspects include school infrastructure, facilities and equipment growth, high pass rate in Uganda Certificate of Education, high student enrollment and good staff and student discipline.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical review and review of related literature as per the study objectives.

2.1 Theoretical Review

The study used the Classical Organization Theory of Management developed by French born national, industrialist and management consultant- Henri Fayol (1841—1925). Highly regarded as the father of modern management. Fayol's tenets stresses planning, monitoring and supervision in an organization, division of work and specialization for efficiency and increased output, correct use of authority, discipline and respect for authority and good management skills lead to better performance in an organization like a school. How management helps to achieve the set goals and objectives of an organization. He believes that management is a universal duty that can be defined in terms of management processes that a manager takes.

Fayol also emphasized proper planning and utilization of financial through regular audit of school finances and equity human management, fair remuneration and equal treatment of employees. In addition, Fayol's principles emphasize the importance of unity, recruitment of ready-made and competent employees clear flow of communication from top to bottom in an organization when monitoring school activities. Thus, the members of BoGs should be competent enough to work with all the stakeholders to provide better performance.

Fayol's classical theory of management requires that managers apply some principles when carrying out their technical functions like, planning, organizing, directing, coordinating and controlling of school activities.

The knowledge and skills from Fayol's principles of management provide for a leader to, monitor all school activities, resources and assets like finances, infrastructure, movable and immovable assets. And to make the school perform better. The principles also help the members of BoGs, head teachers and teachers to plan for the challenges that influence the performance in their schools. The theory further teaches the BoGs to supervise all the key areas and resources like finance, infrastructure, human resource the core of the organization, discipline, and other activities in the school. Hence leaving no stone unturned. The theory therefore calls upon those in management positions like the BoGs members, head teachers to develop and possess some knowledge and skills of planning, monitoring and supervising if they are to achieve their set targets and objectives.

2.2 Review of the Related Literature

2.2.1 Members of BoGs financial planning competence and performance in government aided secondary schools

The (Education Act, 2008. regulation 10, sub section c) allows the BoGs to mobilize and plan, finances for the schools. Financial planning competence therefore refers to the ability, knowledge and skills the BoGs possess to properly set the financial objectives, action plan, allocation and utilization of school funds for activities associated with school programs leading to improved performance (Schneider, 2019). Competence is the set of demonstrable characteristics and skills that enable and improve the efficiency or performance of a job. Proper financial planning ensures that there are proper policies and procedures in place for the efficient and economic management of school finances (Zepeda, 2012). The main purpose of the school

financial plan and policy is to put in place a system managed of control, checks and balances to ensure school finances are safe and correctly managed.

Matt (2000) acknowledges that financial planning is a formal process of establishing budget goals and objectives over a specified period of time, years and in long run increase performance of organization the foregoing scholar also argues that that financial planning competence lays a strong long term foundation for a company to progress. Buie and Yeske (2011) advance that financial planning included six steps which among other things include analyzing and evaluating current financial and implementing financial plans.

On the other hand, US National Center for Education Statistics Report (2003) asserts that the local school board and superintendent should establish a meticulous budget process and guidelines. Hence, the delegation of financial planning responsibility among, administrators and staff should be deliberately designed to required consensus at the highest levels of management, BoGs administer the schools through its various committees that oversee the school activities and resources. The committee of the finance carries out five important duties namely; mobilization and control offinances, makes an annual workplans,plans and starts income generating activities to raise money, this in turn promote infrastructure growth leading to high student enrollment, carries out recruitment to fill human resource gaps identified in the school, lastly promotes growth and development of physical facilities and material resource mobilization. Dean (1995) asserts that it is the responsibility of the members of BoGs to plan and construct good school structures and enough material resources, monitor, and supervise school property that in turn translates into effective education service delivery in an educational institution.

The finance committee yearly receives and analyzes the financial plans of the schools, assesses whether the quotations in the budget are realistic, the implementation of school financial regulations in order to create financial discipline and performance among the users to have value for money and enhance performance. Spire (1999) argues that the finance committees of the members of BoGs in public secondary schools are largely ceremonial and ineffective in financial supervision. Care and Wilkinson (1990) observed that BoGs who deal with school finance, budget and its implementation are not themselves conversant with budgeting process in the school. They only make half-baked decisions and resolutions basing on the head teachers report without analysis of the content of the budget without monitoring and supervising the process of the budget.

Njenga (2010) ascertain that financial management competence determines whether the school will meet its objectives. Similarly, Robbins (2007) avow that lack of financial supervisory skills, administrative experiences and low educational level has been responsible for school ineffectiveness in Uganda, Maracha district in particular. Glass man and Suleiman (2008) affirm that the members of BoGs do not possess the required qualities of administering schools. Bisschoff (1997) summarizes the purpose of a supervising budget process and consulting helps to coordinate activities, expenditure, and control unnecessary mismanagement of funds. Consultation and supervision of school activities sets priorities for the allocation of funds to activities, allows consensus in prioritization, anybudget must be based on a plan of activities like an annual work plan school development plan and school improvement plan.

Internal controls are systems, procedures and processes to minimize the risks of any financial loss calls the BoGs to possess skills of financial management and accounting. The purpose of

financial control measures is to minimize opportunities for misappropriation of funds as well as to protect the school personnel from charges of mismanagement. The internal control systems also ensure that the school money is spent for the purpose it is intended and provides reasonable assurance that the school objectives will be achieved effectively. Good cash flow management, storage of cash, day banking of monies received proper, emphasizing accountability are some of the internal control measures. Others include; separation of duties, internal auditing, establishment of auditing committee and functional finance committee. Although, the BoGs has the committee of finance to manage and control school finances. The researcher needs to investigate the relationship between BoGs member's financial planning and performance in public secondary schools in Maracha district.

2.2.2 The competence of members of BoGs in monitoring physical facilities and material resource development in government aided secondary schools

Infrastructural resources and material resources are constructed on the institutional plant to service the needs of the institution. They include classroom blocks, dormitories, science and computer laboratories, dining hall, library assembly hall, and office block. According to Macmillan trust, infrastructure, facilities also include natural features like rivers, hills, or rocks, fauna, valleys flora that are identified and used by the teachers to provide any relevant information to the teaching and learning process. Material resources and equipment include text books, laboratory equipment, chemicals, apparatus, maps, charts, newspapers, teachers' guides. Sanoff (2001) carried out a research on building assessment method and reported that school buildings had an impact on the mental development of a learner. He added that, schools that are properly built and look attractive motivate students to stay in school and learn as well.

Relatedly, a study carried by Chiriswa (2003) found out that schools that rarely perform well in national examination make their students demotivated to work hard and loose hope in higher education. Students from schools that perform well in national examinations have their students motivated and concentrate their efforts towards getting good grades in school. Uche (2004) confirms that education is equalizer where those who perform in school are economically rewarded regardless of their family back ground meanwhile those who perform poorly are not rewarded. Many scholars confirm that in a school environment, learning infrastructure include: classrooms, libraries, and laboratories. In a study carried out by Fisher (2006) on the impact of school infrastructure on students' performance in Georgia researcher found out that academic performance improves with good building conditions, and lightening. Mark (2002) in a study carried on factors affecting learner' performance in schools in Canada, confirmed that one cannot expect high performance where school buildings is poor and substandard. He emphasized that schools with well-constructed infrastructure clean, safe and comfortable provide healthy ground for successful teaching and learning and better performance. Kibui (2001) remarked that good facilities appear to be an important precondition for students learning, provided other conditions are supportive in promoting better performance. Physical facilities and material resource are compliments to enhance students' achievements. Thus, the members of BoGs who are competent enough will always plan to mobilise and raise funds to ensure enough descent and spacious infrastructure and material resource are in place.

Beacking and picus (2008) state that school physical facilities should be responsive to the changing programs to enhance school effectiveness. They should provide conducive environment that is safe, secure, comfortable, accessible, well ventilated, spacious, well

illuminated, pleasing and be a core component of the conditions of teaching and learning. (MOES, 2013) advance that physical facilities be safe, secure, comfortable, accessible, spacious, well ventilated, illuminated, pleasing and be a component of conditions of teaching and learning. Right (2008) postulate that physical facilities and material resources are resources which teachers use to deliver instructions. They assist in, support students' teaching and learning, and enhance school effectiveness. They come in different shapes, sizes but all enhance the ability of students' learning for better performance contrary to public secondary schools with poor infrastructure, construction of temporary structures without proper fitting and poor ventilation. This affects performance and students' enrolment. This might explain why A' level sections in the district rarely attract good number.

The members of BoGs ought to construct good, spacious and large physical facilities as recommended by Ministry of Education and Sports. Well-furnished physical facilities enhance better performance in schools. Berry (2002) declares that classroom is the most important area of school because it is where students learn and teachers spend most of their time. It is where teaching and learning takes place. Science and computer laboratories are vital in enhancing school effectiveness. They help students to back and support learning after theory by practically carrying out experiment in the laboratory. Rutter (1993) affirm that in education computer has replaced the television as the medium of instruction, sometimes computers are used to provide direct instruction in subjects like Maths, English, science. Ayaji (2007) confirm that it is true that well-built infrastructure in terms of classrooms, laboratories, libraries, staff houses and other facilities facilitate teaching and learning process as well as enhancing good performance of schools.

2.2.3 The competence level of members of BoGs in supervising and managing staff discipline in government aided secondary schools

Ssekamwa and Lugumba (2010) define supervision as all efforts of designated officials directed towards providing leadership to teachers and other educational workers in the improvement of instructions, The (Education Act ,2008, regulation 17, sub regulation 1b, 1c and regulation 22). Entrust the members of BoGs to monitor and supervise the discipline and provide for the welfare of both the staff and students body. Sub regulation 2, the board shall report, consult and recommend to the permanent secretary, chief administrative officer, town clerk any matter concerning the staff and students of a school, including the staff's expression of dissatisfaction with the head teacher or another staff member, which the board considers necessary for disciplinary action.

Peter (2011) asserts that supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors. The term supervision has gradually taken over inspection. But both terms are sometimes used together. (sekamwa and Lugumba (2010) advance that one of the tasks assigned to the board in the rule has been exercising supervisory control of the head teacher, teaching staff, non-teaching staff as assigned between the board and the foundation body. Macmillan trust (1993) defines school discipline as the control of the school to achieve desirable behavior or method of training to make choices reasonably and responsibly. Other scholars define school discipline simply defiant behavior, misbehavior and disruptive behavior while Macmillan trust (1993) adds that school discipline is the general conduct of the students, staff self-denial, self-control, ordered behavior and obedience to authority.

Mbiti (1984) defines school discipline as way of creating conducive environment for health learning. Through guidance and counseling. Similarly, Mbiti (1999) perceived discipline as a system of guiding individuals to make reasonable decent responsibility. In class room teaching discipline means control of a class to achieve desirable behavior. In modern terms discipline is a system of arranging conditions for healthy learning and living, the aim or objective of discipline should be to produce young people who will be responsible people when they become adults.

2.3 Summary and literature gap

The (Education Act, 2008). And (government white paper. 1992) mandated BoGs in all secondary schools in the country to carry out day today management of educational institutions. The ministry therefore charged the members of BoGs to plan mobilize and raise finances for the schools, monitor the infrastructural and material resource growth, and supervise generally discipline in the school. The literature regarding roles played by members of BoGs in managing government secondary schools has been researched, addressed and analyzed differently by many scholars both internally and internationally. Many argued that members of BoGs are competent enough to manage government aided secondary schools

Nzovu, (2004) asserts that majority of members of BoGs have substantial competence in management of government aided secondary schools especially retired teachers who have the experience others disagree that members of BoGs do not have the competence in school management. Ngware (2006) argues that majority of members of BoGs instituted in many Government aided secondary schools lack the necessary competence and skills to adequately carry out their roles without challenges. The scholars argued that, the members of BoGs who lack competence was due to absence of training, low levels of academic qualification, political

interference. Clarke (2008) Ascertains that the members of BoGs of every school must develop strong skills to plan, mobilize and raise funds for the school, monitor infrastructural facilities and equipment growth and development, and supervise staff discipline to make school perform better.

Although, many scholars have carried out several studies about management of public secondary schools by members of BoGs, none focused on the competence of members of BoGs in financial planning, monitoring of physical facilities, material resources growth, and supervision of staff discipline. Therefore, the study was carried out to investigate the influence of the competence of members of BoGs in financial planning, monitoring of infrastructural, facilities equipment supervision of staff and student discipline on performance of Government aided secondary schools in Maracha district.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, sample, sampling technique, data collection methods, quality assurance measures, data analysis and ethical considerations.

3.1 Research Design

The study used a cross-sectional survey research design. Cross-sectional design allows data to be collected once and for all in order to save time and reduce on costs involved (Creswell, 2014). In addition, the survey design allows collection of information from a sample of individuals through their responses to questions to be able to generalize the findings (Check & Schutt, 2012).

3.2 Population and the Sample of the study

The study population comprised of Board of Governors members, P.T.A. Executive members, Head teachers and teachers in Government aided secondary schools in Maracha District.

3.2.1 Sampling and sampling techniques

A sample (N= 150) of the target population was extracted as using the entire target population would be unnecessary (Olga, 2014). The teachers were stratified by gender after which simple random sampling technique was used to get the respondents. In the simple random sampling technique, candidates were coded on small pieces of paper and the papers placed into a box. The box was shaken thoroughly to mix the papers before a paper was drawn at random without replacement. This was done for all the schools, giving all the members of the targeted population

a fair chance of being selected (Kayode, 2014). The BoGs members, P.T.A. Executive members and head teachers were sampled purposively.

3.3 Data collection instrument

A self-administered questionnaire was used to collect data from BoGs members, P.T.A. Executive members, head teachers and teachers regarding the influence of competence of members of BoGs in financial planning, monitoring of infrastructural, facilities equipment supervision of staff and student discipline on performance of Government aided secondary schools in Maracha district. The questionnaire comprised of both closed and open-ended questions (see appendix A).

3.4 Data quality control

3.4.1 Validity

Validity of the instrument examines the quality of the research instrument or procedure in the data collection. Its accuracy and meaningfulness. It finds out if the instrument can help the researcher get the required outcome of the study. Validity measures the ability of the instruments to produce the correct and relevant results. The Content Validity Index (CVI) was use to establish validity of the study instruments.

$$CVI = \frac{\text{RelevantItems}}{\text{TotalnumberofItems}} = \frac{38}{44} = 0.86$$

The established CVI for the study was 0.86. This above the 0.70 CVI recommended in the social science research (Amin, 2005).

3.4.2 Reliability

Reliability is about the consistence of a research instrument or procedure and emphasizes the stability and dependability of the instrument. The questionnaire of this study was subjected to reliability test by administering it to 44 respondents randomly selected and their levels of understanding and spectacular opinions were related to the study objectives. The outcome of the test is presented in Table 1.

Table 3.1: General reliability statistics after data collection

Cronbach's Alpha	Number of Items
0.870	44

Based on Cronbach's Alpha value of 0.870 which is considered to be high, the test instrument was therefore deemed reliable.

3.5 Data collection procedures

In order to introduce the study and its objectives, an introduction letter was obtained from the Head of Department of Educational Planning and Management, Faculty of Education, Kyambogo University and then presented to the DEO Maracha before proceeding to the schools. After pilot testing of the instruments, an introductory letter was obtained from the DEO and recommendation of Head of Department of Educational Planning and Management, Kyambogo University was used to get free movement in the schools.

3.6 Data analysis

Data generated were analysed using analysed using descriptive statistics i.e. mean, standard deviation, percentages and mean range of Likert Scale (*see Table 2*).

Table 3.2: Interpretation of Mean Range Likert Scale

S/No	Rating of response	Mean range	Scale	interpretation
1	Strongly agree	4.20 – 5.00	5	Very high
2	Agree	3.40 – 4.19	4	High
3	Not sure	2.60 – 3.39	3	Moderate
4	Disagree	1.80 – 2.59	2	Low
5	Strongly disagree	1.00 – 1.79	1	Very low

Source: Researcher

3.7 Ethical Considerations

At school level, the researcher ensured an informed consent of all respondents before administering the data collection tool to them, through guaranteeing right to withdraw from the study. To ensure anonymity, all questionnaires were coded such that they could not be traced back to the respondent. The researcher also assured respondents of their right to benefit from the results of the study through accessing the final study findings. During the administration of the study tool, care was taken to ensure that the respondents worked with the utmost privacy while filling out the questionnaire. The ethical considerations in this regard are aspects of love, care, respect, privacy, truth and confidentiality. Autonomy, which relates to respect to individual's view, in other words, freedom of choice, not forcing respondents in research principle was catered for. This helped to avoid evil and being harmful to the respondents. Palaiologou's (2016) core research principles and the five ethical principles of Hallai (2006) of informed voluntary content, confidentiality, anonymity, beneficence or harm to participants and reciprocity was fully

catered for. The principle of beneficence was employed to focus on the benefits of the study to respondents. The principle of justice which relates to equal treatment and being fair to the respondents was also used during the study. Privacy, this focuses on the keeping secret while conducting research and veracity, which relates to telling the truth, was implemented during the data collection exercise.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents demographic information of the respondents, presents and analyses data as well as interpret the results as per the study objectives.

4.1 Demographic information of the respondents

The original sample for the study was 150 respondents from the five Government aided secondary schools in Maracha district. The researcher managed to collect 100 questionnaires from the respondents representing 67% return. While 33% were not returned. Frequencies and percentages were used to analyze demographic data of respondents in terms of gender, age, education level and the number of years in service, the frequencies and percentages were meant to establish the most frequent occurring response and the least occurring response. Table 3 displays the background information of the respondents.

Table 4.1: Characterization of the respondents by demographic statistics

Item rated	Description	Frequency	Percentage
Gender	Male	78	78.00
	Female	22	22.00
	Total	100	100.00
Education level	Masters	10	10.00
	Bachelor's Degree	25	25.00
	Diploma	41	41.00
	A and O' level	24	24.00
	Total	100	100.00
Number of years serves	1-3yrs	07	7.00
	4-6yrs	20	20.00

	7-10yrs	33	33.00
	11-yrs and above	40	40.00
	Total	100	100.00
Position held	BoGs	30	30.00
	P.T.A	25	25.00
	Head teacher	05	5.00
	Teachers	40	40.00
	Total	100	100.00

Source: Primary data

Table 4.1 shows the respondents' bio data for Government aided secondary schools in Maracha district. In terms of gender, 78 (78%) were male and 22 (22%) were female. This means that male respondents were more than the female respondents. It also implies that both male and female were represented in the study and that their views were considered in the study. This is because both gender work for the success of the government aided secondary schools and have an impact on the academic performance of the schools.

Regarding education level, the findings show that most respondents hold Diploma 41 (41%) while bachelor degree holders followed 25 (25 %) and then very few Master's Degree holders 10 (10%) ,24(24%) completed Uganda Advanced Certificate of Education and Uganda Certificate of Education. This implies that the researcher was confident of the result got because all these respondents were able to understand the items on the questionnaire. Regarding the number of years for which the respondent has worked in the secondary schools, the results show that most of the employees 40 (40%) have worked for 11 years and above and have expertise to propel the schools to higher academic performance. This was followed by those who worked for from 7 to 10 years giving a tally of 33 (33%)these have detailed information on the trend of the schools' academic performance and can give reliable data for the study impressing sufficient experience for good performance. A small number of respondents 7 (7%) worked in the schools for one to

three years. These have detailed information on the trend of the schools' academic performance and can give reliable data for the study. Some other 20 (20%) worked for 4 to 6 years. Impressing sufficient experience for good performance.

Regarding the responsibility held, it was reported that .30 (30%) were BoGs members, another 25(25%) were members of P.T.A implying that the data collected reflected the reality on the ground. In this study, 5 (100%) Head teachers participated in the data collection meaning that a true picture of financial planning, monitoring of infrastructure, facilities, equipment and supervision of discipline by their respective BoGs can be reflected. Of the 100 respondents, 40 (40%) respondents were teachers in their respective capacities, implying that the respondent composition was reliable enough to get data that was reliable enough to validate the findings of this study.

4.2 The level of BoGs' financial planning competence and performances of Government aided secondary schools in Maracha District

The first objective of the study was to examine the level of BoGs' Financial Planning Competence on Performance of Government aided secondary schools in Maracha District. The specific indicators investigated were, oversight of the draft financial plan, approval of the school budget, monitoring of budgeted income and expenditure, analysis of books of account and audit report, efficient and economic management of school finances. This objective was analysed using the frequencies and means. Table 4.2 shows results on the level of influence of BoGs' financial planning competence on the performance of Government aided secondary schools in Maracha District.

Table 4.2: Descriptive statistics on the level of BoGs' Financial Planning Competence and Performance of Government aided secondary schools in Maracha District

Item rated	μ	SD	Interpretation
Oversight of draft financial plan			
Identify expected income for financial plan	4.64	0.61	Very high
Identify proposed expenditure items	4.39	0.64	Very high
Cost and priorities expenditure items	4.14	0.88	High
Prepare a draft budget figures	4.44	0.84	Very high
Present draft financial plan for discussion	4.41	0.69	Very high
Aggregate Mean and Std. Dev.	4.41	0.73	Very high
Approval of the school budget			
Early distribution of the draft budget for review	4.18	1.06	High
Meeting to discuss the draft budget	4.03	0.84	High
Identification of omissions and errors in the budget	4.00	0.65	High
Approval of the budget in writing	4.13	0.73	High
Submission of the approved financial plan to the minister	3.59	0.99	High
Aggregate Mean & Std. Dev.	3.98	0.85	High
Monitoring of the budgeted income			
Receiving and banking of all school monies	4.42	0.58	Very high
Receipting of all school monies received	4.17	0.79	High
Emphasize use of all supporting finance documents	4.11	0.69	High
Keeping up-to-date record of all incomes and expenditure	3.71	0.93	High
Annual and quarterly financial report	3.62	0.95	High
Aggregate Mean & Std. Dev.	3.98	0.85	High
Analysis of books of accounts and audit report			
Bank statement	4.30	0.57	Very high
Audit report	4.01	0.81	High
Students' ledger books	3.54	0.92	High
Support documents	3.97	0.77	High
Income and expenditure	3.66	0.93	High
Aggregate Mean and Std. Dev.	3.90	0.80	High
Efficient and economic management of finances			
Following votes allocated	4.01	0.93	High
Formation of finance committees	3.99	0.85	High
Regular financial review	4.46	0.65	Very high
Follow up is made of recommended action points	3.96	0.76	High
Making internal financial control policies	3.86	1.04	High
Aggregate Mean & Std. Dev.	4.05	0.84	High
Financial evaluation			
Holding financial meetings routinely	3.82	0.92	High

financial plan conforms to acceptable standards	4.21	0.63	Very high
Used school mission, development and improvement plans	4.03	0.72	High
Has all the expected income and expenditure items	4.01	0.89	High
Prioritizes possible expenditure items	3.86	1.05	High
Aggregate Mean & Std. Dev.	3.98	0.84	High

Source: Primary Data

Scale: Very low level (1.00 -1.79), low level (1.8- 2.59), moderate level (2.60 – 3.39), high level (3.40 – 4.19) and very high level (4.20 – 5.00).

Table 4.2 shows results on the level of influence of BoGs' financial planning competence supervision Government aided secondary schools in Maracha District.

Table 4.3: Descriptive statistics on BoGs' Financial Planning Competence Supervision

Item rated	Description	Frequency	Percentage
Do you have financial planning in your school?	Yes	92	92.00
	No	06	6.00
	Did not indicate	02	2.00
	Total	100	100.00
If yes, how often?	Sometimes have	15	15.00
	Often have	58	58.00
	Very Often	07	7.00
	Always	16	16.00
	Did not indicate	04	4.00
	Total	100	100.00
You monitor finance budget planned?	Yes	37	37.00
	No	60	60.00
	Did not indicate	03	3.00
	Total	100	100.00

Source: Primary data

Under BoGs' financial planning competence in Government aided secondary schools in Maracha district, Table 4.3 indicates that the level of Oversight of draft financial planning is high at the aggregate mean of 4.4051 and a standard deviation of 0.7317. On the other hand, Approval of school budget by BoGs pulled a high aggregate mean value of 3.9843 with a standard deviation

of 0.8528 implying a highly significant impact on the level of performance of the students in Government aided secondary schools in Maracha District.

Table 4.4 shows overall summary on the level of influence of BoGs' financial planning competence supervision Government aided secondary schools in Maracha District.

Table 4.4: Overall summary on the level of BoGs' financial planning competence in Government secondary schools in Maracha District

Item rated		SD	Interpretation
Oversight of draft finance plan	4.4051	0.7317	Very high
Approval of school budget	3.9483	0.8528	High
Monitoring of budgeted income	3.9843	0.8528	High
Analysis of Books of accounts	3.8958	0.8002	High
Economic use of school finances	4.0547	0.8442	High
Financial evaluation	3.9838	0.8420	High
Grand mean & SD.	4.0453	0.8206	High

Source: Primary Data

Scale: Very low level (1.00 -1.79), low level (1.8- 2.59), moderate level (2.60 – 3.39), high level (3.40 – 4.19) and very high level (4.20 – 5.00).

In General, there was a high level of BoGs' financial planning competence in the government aided secondary schools in Maracha District by the grand mean of 4.0453 and standard deviation of 0.8206 according to the scale used for the study .

4.3 The level of BoGs' Monitoring of Infrastructure, Facilities, Equipment growth and Performance of Government aided secondary schools in Maracha district

The second objective of this study was to determine the Level of BoGs' Monitoring of School Infrastructure, Facilities, Equipment and Performance of Government aided secondary schools in Maracha district. The specific variables investigated under this objective were infrastructure and facilities, equipment.

Table 4.5: Descriptive Statistics on the level of BoGs' infrastructure, facilities, equipment and performance of government aided secondary schools in Maracha district

infrastructure	μ	SD	Interpretation
Classrooms	4.5821	.58125	Very high
Science and computer laboratories	4.4030	.60452	Very high
Library for learners	4.2687	.70886	Very high
Dormitories	4.2537	.65928	Very high
Multipurpose hall	3.9848	.83191	High
Staff houses	4.1406	.75313	High
Aggregate Mean & Std. Dev.	4.2722	.6898	Very high
Facilities, equipment			
Relevant text books	2.8806	.92969	Moderate
Science apparatus and chemical	3.5672	.95701	High
Furniture	3.0149	1.03708	Moderate
Computers	2.9701	.98427	Moderate
Recreational equipment	3.0000	.90453	Moderate
Aggregate Mean & Std. Dev.	3.0866	0.9625	Moderate

Source: Primary data

Scale: Very low level (1.00 -1.79), low level (1.8- 2.59), moderate level (2.60 – 3.39), high level (3.40 – 4.19) and very high level (4.20 – 5.00).

Table 4.5 reveals the findings on the level of BoGs' Monitoring of Infrastructure, Facilities, Equipment Competence and Performance of Government aided secondary schools in Maracha district. Regarding Infrastructure, Facilities, and Equipment. The result indicated that there was very high level of BoGs' Monitoring Competence of Infrastructure, Facilities and Equipment growth in executing activities affecting achievement of learners in academics in the government aided secondary schools in Maracha District with an aggregate mean of 4.2772 and a standard deviation of 0.6898. This implies that these governments aided secondary schools are on a good track of performance level and they can perform much better if supported by all stakeholders to maintain their spirit of work and identify more practices that improve student's ability to perform better

Table 4.6: Overall summary on level of BoGs' infrastructure, facilities, equipment and performance of government schools in Maracha District

Item	μ	SD	Interpretation
Infrastructure	4.2722	0.6898	Very high
Facilities, equipment	3.0866	0.9625	Moderate
Grand mean & Std. Dev.	3.6794	0.8262	Moderate

Source: Secondary data

Scale: very low level (1.00 -1.79), low level (1.8- 2.59), moderate level (2.60 – 3.39), high level (3.40 – 4.19) and very high level (4.20 – 5.00).

In general, there is a moderate level of monitoring of school infrastructure, facilities, equipment growth in government aided secondary schools in Maracha District with an aggregate mean of 3.6794 and a standard deviation of 0.8262 based on the scale used for this study. This means that all the Government aided secondary schools are not performing well because they have all moderate means as a high mean would mean good performance of the Government aided

secondary schools. In an interview with Head teacher, P.T.A executives and teachers of the sampled schools, it was reported that “there is still more to be done in enhancing BoGs’ capabilities to effectively plan, monitor and supervise both financial and human resources in realizing better performance of these government grant aided secondary schools. Furthermore, two performance records reviewed from the sampled schools confirmed to low academic achievement of learners in internal examinations.

Table 4.7: Benchmark and rating BoGs’ performance

Item rated	Description	Frequency	Percentage
Does your school have a benchmark role performance for BoGs?	Yes	63	63.00
	No	21	21.00
	Total	84	84.00
	Did not indicate	16	16.00
	Total	100	100.00
How do you rate the BoGs in terms of achieving management targets?	Poor	59	59.00
	Fair	13	13.00
	Satisfactory	15	15.00
	Total	87	87.00
	Did not indicate	13	13.00
	Total	100	100.00

Source: Primary data

Scale: very low level (1.00 -1.79), low level (1.8- 2.59), moderate level (2.60 – 3.39), high level (3.40 – 4.19) and very high level (4.20 – 5.00)

On benchmark role performance level for BoGs management, Table 4.7 reveals that 63 (63%) have benchmark role performance targets in their schools meaning that they have laid strategies to attain the set targets. 21(21%) of the respondents reported that they do not have benchmark performance target implying that they are moving nowhere and are just being carried by the

momentum of what goes around them. Some other 16 (16) respondents remained non responsive on this dimension and retained their opinions. The respondents ranked their schools based on the output in performance measuring instruments and 13 (13%) of the respondents ranked' management as "Fair" implying that there a lot of room for improvement that needs to be exploited. Slightly over one quarter 15 (15. %) of the respondents reported that their management' level of target was satisfactory while majority 59 (59%) echoed poor performance level as 13 respondents maintained silence. An insight of what one ought to be can inspire desire for hard work and at institutional set up, one has to rank the institution relative to set standards other than looking at your institution relative to another.

4.4 Level of influence of BoGs' supervision competence of discipline on Performance of Government aided secondary schools in Maracha District

The third objective of the study was to examine the level of influence of BoGs' Supervision Competence on Performance of Government aided secondary schools in Maracha District.

Table 4.8: Showing the level of influence of BoGs' Supervision Competence on Performance of Government aided secondary schools in Maracha District

Item rated	μ	SD	Interpretation
Benefits of BoGs supervision of discipline			
High Discipline	3.82	0.81	High
Good Public relations	3.97	0.56	High
Aids effective service delivery	4.48	0.56	Very high
Team work and cooperation promoted with management	4.64	0.87	Very high
Improves time management spirit	3.89	0.32	High
Better students achievement	3.76	0.54	High
Aggregate mean and standard deviation	4.09	0.61	High
Disciplinary strategies to improve performance			
Involvement of all staff in decision making	4.32	0.31	Very high
Guidance and counseling services to both teachers and students	4.97	0.88	Very high
Good remuneration for staff	3.87	0.41	High
Benchmarking	4.64	0.12	Very high
Organizing end of year staff party	3.89	0.53	High
Setting disciplinary rules and regulations	3.73	0.65	High

Aggregate mean and standard deviation	4.23	0.48	Very high
Strategies to popularize infrastructure growth in schools			
Sensitization of staff and students on the significance of discipline	3.94	0.29	High
Collective responsibility in planning and evaluating learning outcomes	4.53	0.65	Very high
Adequate funding for instructional demands of the school	4.11	0.04	Very high
Regular meetings to discuss key issues affecting performance	3.72	0.76	High
Timely implementation of set targets	4.17	0.32	High
Aggregate mean and standard deviation	4.09	0.41	High
Factors that can boost infrastructure, facilities growth			
Involvement of stakeholder in the activities of the schools	4.87	0.32	Very high
Availability of enough funds for development	3.98	0.96	High
Lobbing assistant from NGOs for infrastructure	4.66	0.71	Very high
Lobbing from the government	4.32	0.66	Very high
Prioritizing school development	4.41	0.43	Very high
Aggregate mean and standard deviation	4.45	0.62	Very high
Strategies for implementation of infrastructure action points			
Follow up meetings to evaluate implementation of agreed action points	4.23	0.69	Very high
Fund all programs promptly and seek for accountability	3.11	0.96	Moderate
Demand for evidence of implementation of agreed action point	4.10	0.81	High
Effective delegation in case of tight duty schedule	4.32	0.61	Very high
Good time management practice to avoid collision with other programs	3.99	0.85	High
Aggregate mean and standard deviation	3.95	0.78	High
Techniques for effective communication with stakeholders			
Regular staff and appraisal meetings	4.13	0.87	High
Good use of notice boards	3.89	0.32	Moderate
Open door policy encouraging members with challenges to share freely	4.18	0.37	High
Bias free school atmosphere maintaining equity among the members	3.98	0.86	High
Use of circular letters and precise SMSs for dispersion of information	4.44	0.65	Very high
Team work and subject families	4.22	0.66	Very high
Aggregate mean and standard deviation	4.16	0.62	High
Ways to ensure that BoGs perform their assigned duties			
Use attendance books to keep up to date attendance record	4.61	0.81	Very high
Sensitize teachers on the benefit of duty compliance	3.71	0.82	Moderate
Motivate teachers on duty and encourage everybody to work hard	3.56	0.87	High
Effectively supervise duty and attendance of staff in the institution	4.01	0.22	High
Organize frequent duty performance evaluation meetings	3.99	0.12	High
Build and encourage team work spirit among the teachers	3.82	0.99	High
Aggregate mean and standard deviation	3.95	0.63	High
Ways to improve performance of government aided secondary schools			
Extra/remedial teaching stressing key aspects of content delivered	4.43	0.82	Very high

Regular standardized assessment followed by corrections	4.37	0.71	Very high
Build esteem of learners and use role models with guest speakers	4.11	0.76	High
Timely syllabus coverage with quality work done	4.00	0.90	High
Field trips and academic tours with very good objectives	4.59	0.57	Very high
Aggregate mean and standard deviation	4.30	0.75	Very high

Scale: Very low level (1.00 -1.79), low level (1.8- 2.59), moderate level (2.60 – 3.39), high level (3.40 – 4.19) and very high level (4.20 – 5.00).

Table 4.8 reveals the opinions of the respondents on the issues raised by the open ended questions in the questionnaire. It discusses six themes cutting across all the three objectives of the study. On the significance of supervision of discipline, the BoGs, it was reported at a very high level that supervision of discipline aids continuous development of infrastructure to enhance teaching and learning pulling a mean value of 4.48 and standard deviation of 0.56. Table 10 discloses respondents' views regarding influence of BoGs' supervision competence on performance of Government aided secondary schools in Maracha District.

Table 4.9: Summary of respondents' views regarding influence of BoGs' supervision competence on performance of Government aided secondary schools in Maracha District

Item rated	μ	SD	Interpretation
Benefits of BoGs' supervision of discipline	4.09	0.61	High
Disciplinary supervision strategies to improve performance	4.23	0.48	Very high
Strategies to popularize infrastructure growth	4.09	0.41	High
Factors that can boost infrastructure growth	4.45	0.62	Very high
Strategies for implementation of supervision action points	3.95	0.78	High
Techniques for effective communication with stakeholders	4.22	0.66	Very High
Ways to ensure that BoGs perform their assigned duties	3.95	0.63	High
Ways to improve performance of government aided sec schools	4.30	0.75	Very high
Aggregate mean and standard deviation	4.16	0.62	High

Table 4.9 shows summary of respondents views regarding the level of influence of BoGs competence to monitor staff and students' discipline on Government aided secondary schools in Maracha District. The results in Table 4.9 indicate that the majority of the respondents giving an aggregate grand mean of 4.16 and standard deviation of 0.62 concur that is BoGs competence to

monitor staff and students' discipline on Government aided secondary schools in Maracha District is high.

The level of performance of the five Government aided secondary schools in Maracha District is showed in the Table 4.10 below:

Table 4.10: Level of performance of the five government aided secondary schools in Maracha District

Year	μ	SD	Interpretation
2014	1.6784	0.7845	Very low
2015	3.3574	0.6383	Moderate
2016	2.0784	0.6829	Moderate
2017	1.7472	0.6551	Very low
Aggregate mean and standard deviation	2.2153	0.6902	Moderate

Source: Primary data

Scale: very low level (1.00 -1.79), low level (1.8- 2.59), moderate level (2.60 – 3.39), high level (3.40 – 4.19) and very high level (4.20 – 5.00).

Table 4.10 indicates the summary of the performance of government aided secondary schools in Maracha district for the range of years from 2014 to 2018 pooling up an aggregate mean value of 2.2153 with a standard deviation of 0.6902 which is a moderate level based on the scale used in this study. This reflects a true picture of the level of BoGs' supervision of discipline in Government aided secondary schools in Maracha District.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, summary, conclusion and recommendations of the study in line with the study objectives.

5.1 Discussion of results

The discussion of the finding of the study are discussed as per the study objectives.

5.1.1: Level of BoGs' financial planning competence and performance of Government aided secondary schools in Maracha District

The study finding herein agrees with the study carried out by Zepeda (2012) in which it was reported that financial planning helps to improve finance management as it prescribes the faults associated with a given financial misappropriation leading to improved academic performance. Similarly, in a study by Bolton (2014), BoGs' financial planning competence was reported to have significant importance as it helped to improve finance discipline and proper use of school finances.

On monitoring of the budgeted income and expenditure, the findings indicated a high mean value of 3.9843 and a standard deviation of 0.8528 showing that there is a reasonable effect of BoGs' practice of monitoring and checking how the budgeted income of the school by the head teacher as it has a bearing on the performance of the students in the government aided secondary schools in Maracha district. This agrees with the findings of Liu (2016) that reported monitoring, checking head teachers' management of school finance brings adequate adherence to the budget

provisions, timely procurement of learning material that aid content delivery. Consequently, the study added, students' academic performance is enhanced and their interest in learning is sustained.

Analysis of books of accounts and audit report had a high aggregate mean value of 3.8958 with a standard deviation of 0.8002 from which it is clearly seen that provision of this service can impact on the academic performance of the students. Hill (2011) and Adewale (2014) reported a similar finding stating that analyzing books of account and audit report checks the tendency of misappropriation of school and creates availability of funds to acquire facilities and equipment to enhance teaching and learning, cause faster infrastructure development of the schools thus, improved performance of schools.

Efficient and economic management of school finance had a high aggregate mean value of 4.0547 with a standard deviation of 0.8442 that shows that proper use of school finances helps to improve the performance of the students as there will be value for money. It means school moneys will be spent on what they are meant for. This is in agreement with a study by Dawo (2011) and Pamela (2012) that held efficient and economic management of school finance that is followed by strict internal financial control measures helps the BoGs to place the head teacher, teachers and the school on track. The planned finance for a given time frame is mapped onto work done appropriately when there is a continuous information flow after budgeting. In the same line, Hill (2011) also reported that financial planning streamlines extravagant spending tendencies to improve output in evaluation processes. This view is also upheld by Dejaeghere, Rhiannon and Kyeyune (2008) together with Otyek (2010), Oduro (2016) and Heaney and Liz

(2013) stressing that every effort should be made to ensure the excellence of students in academics through proper financial planning and management.

Financial evaluation recorded a high aggregate mean value of 3.9838 and a standard deviation of 0.8420 showing that setting achievable financial plans, goals and policies and evaluating them at the end of the implementation window period has a pronounced impact on the academic performance of the students. In another study by Pamela (2012), a similar finding was reported, emphasizing that all role players in a school system must be involved in planning and evaluating institutional activities catering for both instructional and non-instructional components to ensure that successes and failure are jointly owned and shared by all. Financial evaluation is a key instrument in achieving this target and that it be done in good faith.

On whether financial planning is practiced in the schools, majority of the respondents 92 (92%) were affirmative indicating that BoGs do exercise their obligation as internal financial controllers in their respective schools. This is in line with the findings of Blase and Blase (2014) and Sanguel (2014) that financial planning and control be done by the BoGs in order to provide opportunity for interaction for better management. A small fraction 6 (6%) of the respondents reported that their BoGs do not do financial planning at all, which behavior could be affecting their students' level of attainment of academic goals while another 2(2%) did not indicate. Among the respondents that confirmed that BoGs plan finances in their schools, 15 (15%) of them reported that they sometimes have while 58(58%) reported that they often have as 16 (16. %) affirmed that they always have BoGs planning finances Some 7 (7%) of the respondents echoed that BoGs very often planned together with method of delivery of content in the school while 04 (4%) of the respondents didn't declare their opinions on this matter. These findings

indicate that the status of BoGs' financial planning competence in the government aided secondary schools in Maracha district is not badly off. Dieter Mayer and Benaoot (2013) and (Wanzare 2016) in their study found a similar situation in that it reported financial planning processes as basic in improving staff and students' performance in secondary schools. This agrees with the findings of Dejaeghere et al. (2008) and Care Council for Wales (2012) and Okirima (2013) which reported that BoGs' financial planning plays a significant role in formulating conducive school atmospheres for better performance.

5.1.2: Level of BoGs' monitoring competence of school infrastructure, facilities equipment and performance of Government aided secondary schools in Maracha District

Regarding facilities, and equipment to enhance teaching and learning in government aided secondary schools in Maracha district have a moderate level of attainment with an aggregate mean value of 3.0866 and standard deviation of 0.9625 implying that despite the teacher output with the head teacher, the learner performance is still very demanding government, and other stakeholders may need to be more involved and investigate the cause of the disparity between BoGs' role performance and learner output. This is in line with the findings of Rous (2004) and Sanka (2017) which held that BoGs monitoring of school infrastructure, facilities, equipment helps to motivate staff and learner and consequently impacts positively on academic performance of the students

The results of this study agree with Monteiro (2014) and Harris et al. (2013) who report that school infrastructure, facilities serve as places of learning for children and are proven to have a significant effect on education outcomes especially in developing countries. Similarly, the study findings concur with Tobias (2007) who advance that provision of well-maintained infrastructure like classrooms, furniture tap water and toilet also positively correlated with high students'

achievements classroom. This finding is consistent with the findings of Awuah (2011) and Moswela (2015) which suggested that as monitoring content is key in quality control and ensuring good performance, there must be a benchmark target set by managers of schools where all stake holders work to achieve the desire institutional goals.

5.1.3: Influence of BoGs' supervision competence of staff and student discipline and performance of Government aided secondary schools in Maracha District

On disciplinary supervision strategies that can be used to improve the performance of the students, it was reported at a very high level of a mean value of 4.97 and standard deviation of 0.88 that supervisors, managers should involve every group in the decision making in the affairs of the school, provide for the welfare of both teachers and students through good remunerations and good meal respectively, capacity building through refresher courses and interface with both students and staff , bench making, organizing academic visits for both staff and students, organizing staff end of year party, and setting school rules and regulations s. Olga (2014) in her study also echoed a similar concern that provision for staff and students welfare, organizing academic tours, visits helps to refresh the mindset of the teacher and the leaner and prepares the individual for work with great desire.

This is in agreement with the findings of Gekonge (2011) that held that supervision of discipline nurtures continuous development without effective discipline, little can be achieved in an organization. It was also reported that supervision of discipline helps the school administrators to map the work done by the teacher in a specific time frame onto the schemes of work. This attained a very high level with a mean of 4.64 and standard deviation of 0.87, that where there is a disagreement between the two, supervision of discipline helps the school managers and

supervisors to bridge the gap. High discipline, good public relations, effective service delivery, respect for authority, improved customer care, team work and cooperation with management, sounded at a high level with means ranging from 3.76 to 3.97 and standard deviations ranging from 0.54 to 0.81.

Emphasizing rewards for disciplined performers materially, intellectually and guiding them to maintain their track of success was also brought out at a very high level of mean 4.64 and standard deviation of 0.12. This study found that rewards can inspire a learner for greater achievements. In another context, respondents echoed that lower achievers are rewarded cautiously and care be taken not to blow off their little courage in learning. Effective communication pulled a very high level mean value of 4.32 and a standard deviation of 0.31. Implying it is strongly suggested for implementation to help improve academic performance. Onduro (2016) did report a similar finding stressing that where communication breaks down is the beginning of failure at institutional level. This finding thus concurs with the opinion held by Onduro. Regular assessment, group discussions and close follow up also came up strongly in the study pulling up mean values in the range 3.73 to 3.87 with standard deviations ranging from 0.41 to 0.65

Regarding how the BoGs can be helped to consider supervision of discipline a positive operation to improve the academic performance of the students, it was reported at a very high level of mean value 4.53 and standard deviation of 0.65 that there should be collective responsibility in setting disciplinary measures. This will make everybody to own decisions made, enjoy success attained and accept failures unanimously. Awuah (2011) and Moswela (2015) held the same opinion in their independent respective studies. They stressed that setting disciplinary measures

together is a strength, implementing collectively disciplinary rules and regulations brings unity and all is ready to welcome the outcome. Timely implementation of the set targets was another suggestion that came up at a high level of mean value 4.17 and standard deviation of 0.32. The respondents emphasized that failure to contain indiscipline cases timely ends up not respecting the time bound of implementation discourage people from attending the subsequent disciplinary meetings.

It was reported that the performance of a school can be improved by imposing school rules and regulations in the institutions and encouraging everybody to adopt the culture of obedience and respect for one another. At an equal footing, everybody should also be made to embrace discipline, respect for managers and supervisors for the wellbeing of the institution. This was reported at a very high level of mean value 4.87 and standard deviation of 0.32 based on the scale adopted for this study. Sanka (2017) had a similar finding though his study was not specified on government aided secondary schools. He maintained that indiscipline leaves syllabus coverage unattended to and leads to poor performance as well. Regular meetings to discuss key issues affecting performance, good infrastructure, facilities, organizing refresher courses, workshops for teachers to have positive attitude towards their work and the students, creating an attractive school learning environment and organizing seminars, field trips and academic tours each came up at a very high level with a mean value ranging from 4.32 to 4.66 with standard deviations ranging from 0.61 to 0.85. Moswela (2016) reported similar findings and emphasized that conducive school environment settles both the teacher and the learner and provides opportunity for a better academic performance. Frequent assessment and remedial teaching was reported at a high level of mean 3.98 and standard deviation of 0.96. Respondents explained that

assessment prepares the mind for examination environment and avoids the traditional fever that comes with onset of examinations.

On strategies for implementation of agreed action points in the disciplinary meetings, it was found that effective delegation of responsibility during busy schedules or when not in station can contribute significantly in the implementation process. The deputy head teacher, for example, can go in for the head teacher to supervise discipline. This suggestion was reported at a very high level of mean value 4.32 and standard deviation of 0.61. This was followed by frequent follow up meetings to evaluate implementation of agreed action points, gaps identified can be discussed, causes found and alternative strategies formulated for implementation. Involving staff and students when handling indiscipline cases, and taking their viewpoints motivate both staff and students creates an excellent peaceful environment leaving students time to revise and in turn perform very well. This agrees with the findings of Archibong (2013) affirming that hard work provides the way for progress and high achievement.

Effective communication strategies included use of circular letters, sending of messages, radio announcements, regular staff and annual P.T.A general meeting at a very high level of 4.44 and standard deviation of 0.65. Respondents exclaimed that sending messages, radio announcements services are quick and effective but may be supplemented with other forms of communication that can be filed for formality. Respondents also suggested building good public relationship, team work in subject families does a lot in improving performance level. With a mean value of 4.22 and standard deviation of 0.66, team work and subject families were considered at a very high level and matter in performance improvement. A similar observation was made by Walker (2016) in which he suggested effective team work as a key proponent of performance frame

work. In addition, it was reported that open door policy can help bridge communication gap as it encourages whoever has something to share to come forth. This suggestion was a high level of mean 4.18 and standard deviation 0.37 based on the scale used for this study.

On how to ensure that BoGs perform duties assigned to them, workshops to sensitize them on their roles, fixing minimum academic qualification, organising training on financial and general management of schools, implementation of their view and action points echoed very highly at a mean of 4.61 and standard deviation of 0.81. This shows that without management skills and knowledge, there will be no effective management of government aided secondary schools. In addition to this, teachers should be motivated and treated fairly by management and supervisors. To ensure that teachers perform their assignments and obligatory professional duties, head teachers and their deputies must supervise effectively on behalf of BoGs. In a study by Bassey (2015), it was reported that lack of supervision causes I don't care attitude and a culture of carelessness and irresponsibility crops in. This is in agreement with the findings of another study by Pamela (2012) stressing the significance of supervision of teacher performance on results.

Regarding ways to improve academic performance, proper planning, control and management of school finances increased Extra lessons and remedial teaching for learners with special challenges, field trips and academic tours regular, construction of good looking and attractive infrastructure pulled up the minds of respondents at very high level with mean values ranging from 4.37 to 4.45 and standard deviations ranging from 0.57 to 0.82. It was stressed that regular good looking infrastructure, enough teaching and learning material resources, early coverage syllabus, seminars motivate learners to work hard, master examinable content. and self-esteem of

learners were some other ways recommended by respondents for performance improvement and had high level mean values of 4.00 and 4.11 with standard deviations of 0.90 and 0.76 respectively. Paul, (2006), Adewale (2014), Tyagi, (2016), Zachariah (2011) and Olga (2014) reported similar findings on performance of students as a function of supervision of discipline. They found that supervision broadens and enriches teachers' minds and upgrades content to fit the needs of the students. Studies carried in Ghana by Oduro (2016) echoed that academic performance levels can improve remarkably when BoGs carry out routine instructional supervision in their respective schools.

5.2 Summary of the study

The study was carried out establish the level of influence of BoGs' competences on the performance of Government aided secondary schools in Maracha district. A sample of 150 respondents was used comprising BoGs, P.T.A, teachers and head teachers of government aided secondary schools in Maracha district. The study findings were analyzed using descriptive statistics. The general objective of the study was to investigate the level of influence of BoGs' competence on the performance of Government aided secondary schools in Maracha district. The specific objectives were to examine the level of influence of BoGs' financial planning competences in Government aided secondary schools in Maracha District, investigate the level of influence of BoGs' monitoring of infrastructure, facilities, equipment on performance of Government aided secondary schools in Maracha District and to establish the level of influence of BoGs' supervision competence of discipline on performance in Government aided secondary schools in Maracha District.

Findings on respondent's bio data showed that their selection was gender sensitive. Most of the employees were educated with majority at diploma level and very few at master's degree level of education and have worked for at least one year and above in the government aided secondary schools. These employees have sufficient experience to improve the level of academic performance in their schools. The findings of this study indicated that there was adequate level of BoGs' competence in regard to financial planning, monitoring of facilities and equipment, and supervision of staff and student discipline in Government aided secondary schools in Maracha district.

5.3 Conclusion

In regard to the findings, it was concluded that the level of BoGs financial planning Competence in government aided secondary schools in Maracha district is adequate with grand mean of 4.05 and standard deviation of 0.82. This means that BoGs perform their role of financial planning but they could still do much better. This study also concluded that the level of performance of Government aided secondary schools in Maracha District is moderate with a grand mean of 3.68 and standard deviation of 0.83, implying that though BoGs have competence, there are other factors such as poorly developed infrastructure, inadequate teaching and learning material, overcrowding, religious and political influence, location of the school., community attitude, learners laxity, low syllabus coverage, fewer number of teachers and their qualifications which are key in influencing school performance. The study further concluded that there is sufficient level of the BoGs' supervision of discipline of staff and students which is a big influencing factor of performance of Government aided secondary schools in Maracha District.

5.4 Recommendations

It is hereby recommended that seminars and workshops should be regularly organised for the BoGs members to improve their financial evaluation. Secondly, seminars and workshops should be regularly organised for the BoGs members to improve BoGs members' capacity to spur infrastructure development of schools in the Government aided secondary schools in Maracha District. Seminars and workshops need to be organised regularly for the BoGs members to enhance and maintain their competence level to supervise staff and students discipline.

5.5 Area for further research

The study recommended the following for future research:

BoGs academic level and performance of secondary schools. BoGs

Replication of the topic BoGs and performance of government aided secondary schools in other parts of the country in order to find out if the findings will be the same.

The relationship between religion and performance in secondary

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR BOARD OF GOVERNORS AND P.T.A. EXECUTIVES

This questionnaire is aimed at collecting data on BoGs' competence and its impact on performance in government aided secondary schools in Maracha District. The data collected will be confidential and used for the purposes of this study only. Kindly tick or give the required information in the spaces provided.

SECTION 1: BACKGROUND INFORMATION *(Probe for gender, highest educational qualification, staff establishment and student enrolment)*

1. Your genders Male ☐ Female ☐
2. Age (i) 20-30 years (ii) 31-40years (iii) 41-50 years(iv) 51 years and above
3. Level of education. Masters ☐ Bachelor Degree ☐ ☐ diploma others
(specify).....
4. Title (i) BoGs (ii). P.T.A (iii) Head teacher {iv] Teacher
5. No of years in your position.....

SECTION 2: (A) BOARD OF GOVERNORS' FINANCIAL PLANNING COMPETENCE

The following instructional supervision approaches can boost learner understanding. Use the key

SA-Strongly agree A-Agree NC- Not Certain D-Disagree SD-Strongly disagree

Oversight draft financial	SA	A	NC	D	SD
Identify expected income for financial					
Identify proposed expenditure items					
Cost and proposed expenditure					
Prepare a draft budget figures					
Present draft financial plan for discussion					
Approval of school budget					
Early distribution of the draft budget for review					
Meeting to discuss the draft budget					
Identification of Omission and errors in budget					

Approval of the budget in writing					
Submission of the approved financial plan to the minister					
Monitoring of books off account and Audit report					
Receiving and banking of all school monies					
Receipting of all school monies received					
Use of supporting financial documents					
Keeping up to date record of all income and expenditure					
Annual- quarterly financial report					
Analysis of books of account and audit report					
Bank statement					
Audit report					
Students ledger books					
All supporting financial documents					
Income and expenditure					
Efficient and economic management of finances					
Vote books					
Formation of finance community					
Regular financial review					
Follow up is made of recommended action points					
Make internal financial control policies					
Financial evaluation					
Finance committee of BoGs holds financial meetings routinely					
Financial plan conforms to acceptable standards					
Use school mission, school development and improvement plans					
Has all the expected income and expenditure items					
Prioritizes possible expenditure items					

6. Do you have financial plan in your school? Yes ☐ No ☐

7. If yes, how often
8. Do you receive financial report after the planning? Yes ☐ No ☐
9. If yes, how does the financial report help you?

10. Numerate the financial strategies that you think can improve the performance of your schools

11. Give strategies used to ensure that BoGs know the importance of finance meetings

12. According to your own experience, what are the factors that have a significant impact on the performance in your school?

13. What strategies do you employ to ensure that resolutions made during BoGs finance committee meetings are followed?

14. What other techniques do you employ to ensure effective communication with stakeholders?

15. What other strategies do you use to ensure that BoGs attend to their cardinal assigned duties?

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SECTION 3: MONITORING FO INFRASTRUCTURE, FACILITY, EQUIPMENT

The following monitoring approaches can boost infrastructure, facilities, equipment. Use the key

SA-Strongly agree A-Agree NC- Not Certain D-Disagree SD-Strongly disagree

Infrastructure	SA	A	N C	D	SD
Classrooms					
Science and Computer laboratories					
Library for learners					
Dormitories					
Multipurpose hall					
Staff houses					
Facilities and equipment					
Enough relevant text books					
Science Apparatus and Chemicals					
Adequate Furniture					
Good Computers					
Recreational equipment and utilities					

16. Kindly fill in the table below indicating the number of candidates in each grade in the given year

Division	Year				
	2014	2015	2016	2017	2018

I	08	21	05	11	13
II	156	108	44	59	51
III	206	149	128	125	134
IV	134	202	184	184	184
VII	34	27	25	46	30
IX	23	31	52	65	72
Total	551	543	518	470	450

17. Does your school have a bench mark performance for infrastructure development?

Yes ☐ No ☐

1.8 How do you rate the school in terms of infrastructure development?

Excellent ☐ Satisfactory ☐
Fair ☐ Poor ☐

19. In your own opinion, how can the infrastructure in your school be improved?

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Thank you very much

APPENDIX B: QUESTIONNAIRE FOR HEAD TEACHERS & TEACHERS

This questionnaire is aimed at collecting data on BoGs' competence and its impact on performance in government aided secondary schools in Maracha District. The data collected will be confidential and used for the purposes of this study only. Kindly tick or give the required information in the spaces provided.

SECTION 1: BACKGROUND INFORMATION(*Probe for gender, highest educational qualification, staff establishment and student enrolment*)

1. Your genders Male ☐ Female ☐
2. Age (i) 20-30 years (ii) 31-40 years (iii) 41-50 years (iv) 51 years and above
3. Level of education. Masters ☐ Bachelor's degree ☐ diploma ☐ others ☐
(specify).....
4. Number of. Years in your position.
5. Your title.....

SECTION 2: (A) BOARD OF GOVERNORS' FINANCIAL PLAN

The following instructional supervision approaches can boost learner understanding. Use the key

SA-Strongly agree A-Agree NC- Not Certain D-Disagree SD-Strongly disagree

Oversight of draft financial plan		A	NC	D	SD
Identify expected income for financial plan					
Identify proposed expenditure items					
Cost and priority expenditure items					
Prepare a draft budget figure					
Present draft financial plan for discussion					
Approval of the school budget					
Early distribution of the draft budget for review					
Meeting to discuss the draft budget					
Identification of omissions and errors in the budget					
Approval of the budget in writing					

Submission of the approved financial plan					
Monitoring of the budgeted income and expenditure					
Receiving and Banking of all school monies received					
Receipting of all school monies received					
Use of necessary supporting finance documents					
Keeping up to date record of income and expenditure					
Annual and quarterly financial report					
Analysis of books of account and audit report					
Bank statement					
Audit report					
Students ledger books					
All supporting finance documents					
Income and expenditure					
Efficient and economic management of finances					
Follow votes allocated					
Use of finance communities					
Regular review of finances					
Follow up is made of recommended action points					
Making internal financial control measure					
Financial evaluation					
Finance committee of BoGs holding meetings routinely					
Financial plan conforms to acceptable standards					
Use of school mission, improvement and development plans					
Has all the expected income and expenditure items					
Role players are rewarded appropriately					

6. Do you have financial plan in your school? Yes ☐ No ☐

7. If yes, how often

8. You receive financial report after planning? Yes ☐ No ☐

9. If yes, how does the finance report help you?

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10. Numerate the Financial plan strategies that you think can improve performance of your students

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11. Give strategies used to ensure that BoGs know the importance of financial meetings

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12. According to your own experience, what are the factors that have a significant impact on the students' academic performance in your school?

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.....

13. What strategies do you employ to ensure that resolutions made during finance meetings are followed?

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.....

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14. What other techniques do you employ to ensure effective communication with stakeholders?

.....

.....

.....

15. What other strategies do you use to ensure that BoGs attend to their assigned duties?

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SECTION 3 BOARD OF GOVERNORS' MONITORING COMPETENCE OF INFRASTRUCTURE, FACILITIES, & EQUIPMENT DEVELOPMENT

The following instructional supervision approaches can boost learner understanding. Use the key

SA-Strongly agree A-Agree NC- Not Certain D-Disagree SD-Strongly disagree

Infrastructure	SA	A	N C	D	SD
Classrooms					
Science and Computer laboratories					
Library for learners					
Multipurpose hall					
Dormitories					
Staff houses					
Facilities and equipment					
Enough relevant Text books					
Adequate science Apparatus and chemicals					
Good furniture					
Efficient computers					
Recreational equipment					

16. Kindly fill in the following table indicating the number of candidates in each grade in the given year

Division	Year				
	2014	2015	2016	2017	2018
I	08	21	05	11	13
II	156	108	44	59	51
III	208	149	128	125	134
IV	134	202	184	184	184
IX	23	31	52	65	72
Total	528	568	559	572	553

17. Does your school have a bench mark performance for financial plan

Yes ☐ No ☐

18. How do you rate the school in terms of achieving academic performance targets?

Excellent ☐ Satisfactory ☐
Fair ☐ Poor ☐

19. According to your own experience, what are the factors that have significant impact on the students' performance in a school?

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20. In your own opinion, how can the performance of the students in your school be improved?

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Thank you very much

**APPENDIX C: TREND OF ACADEMIC PERFORMANCE IN GOVERNMENT AIDED
SECONDARY SCHOOLS IN MARACHA DISTRICT 2014 - 2018**

2014 UCE EXAMINATION RESULTS

S/N	School	D. 1	D. 2	D. 3	D. 4	D. 7	D. 9	TOTAL	%Passed in Div. I
1	A	00	35	52	28	06	02	126	0.0
2	B	03	30	35	30	04	06	105	2.4
3	C	02	28	34	48	09	06	127	1.6
4	D	02	41	59	04	05	03	115	1.7
5	E	01	22	26	24	10	06	78	1.3
	Total	08	156	206	134	34	23	551	7.0

2015 UCE EXAMINATION RESULTS

S/N	SCHOOL	D. 1	D. 2	D. 3	D. 4	D. 7	D. 9	TOTAL	%Passed in Div. I
1	A	04	22	34	38	06	3	109	3.6
2	B	05	16	25	50	05	7	106	4.7
3	C	04	26	38	51	06	10	133	3.0
4	D	05	30	39	34	05	5	121	4.1
5	E	03	14	18	27	07	6	74	4.1
	Total	21	108	149	202	27	31	543	19.4

2016 UCE EXAMINATION RESULTS

S/N	SCHOOL	D. 1	D. 2	D. 3	D. 4	D. 7	D. 9	TOTAL	%Passed
1	A	01	08	32	54	03	12	111	0.9
2	B	03	07	36	49	04	8	114	2.6
3	C	01	6	47	34	09	12	109	0.9
4	D	00	18	38	43	05	06	113	0.0
5	E	01	5	26	21	06	14	71	1.4

	Total	05	44	128	184	25	52	518	5.8
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2017 UCE EXAMINATION RESULTS

S/N	SCHOOL	D. 1	D. 2	D. 3	D. 4	D. 7	D. 9	TOTAL	%Passed
1	A	00	08	22	54	07	12	103	0.0
2	B	00	12	24	29	05	08	78	0.0
3	C	03	16	34	37	10	12	112	2.6
4	D	08	18	38	43	08	09	124	6.5
5	E	0	05	07	21	16	24	73	0.0
	Total	11	59	125	184	46	65	470	9.1

2018 UCE EXAMINATION RESULTS

S/N	SCHOOL	D. 1	D. 2	D. 3	D. 4	D. 7	D. 9	TOTAL	%Passed
1	A	01	12	22	54	03	11	93	1.1
2	B	03	10	24	29	05	18	79	3.8
3	C	02	6	34	37	08	13	98	2.0
4	D	06	18	38	43	04	14	113	5.3
5	E	01	5	16	21	10	16	67	1.5
	Total	13	51	134	184	30	72	450	13.7

APPENDIX D: TABLE FOR SAMPLE SIZE DETERMINATION FOR KNOWN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>						<i>Source: Krejcie & Morgan, 1970</i>			

APPENDIX E: LETTER OF INTRODUCTION



Date: 04th February 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam

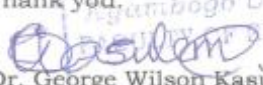
RE: ANGUPALE COSMAS WEBER ANDAMA- 13/U/1940/GMED/PE

This is to certify that Angupale Cosmas Weber Andama-13/U/1940/GMED/PE is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on the topic titled:

“Competence of Members of Board of Governors and Performance of Public secondary schools in Maracha District, Uganda”

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.


Dr. George Wilson Kasule
HEAD OF DEPARTMENT

