

**BOARDS OF GOVERNORS' CONTRIBUTION AND ACADEMIC  
PERFORMANCE OF GOVERNMENT AIDED SECONDARY SCHOOLS  
IN IGANGA DISTRICT, UGANDA**

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**12/U/101/GMED/PE**

**A RESEARCH DISSERTATION SUBMITTED TO THE GRADUATE  
SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE AWARD OF A DEGREE OF MASTER OF EDUCATION  
IN POLICY, PLANNING AND MANAGEMENT  
OF KYAMBOGO UNIVERSITY**

**JUNE - AUGUST 2015**

## DECLARATION

I, MUKISA MOSES KAYUZA, hereby declare that, to the best of my knowledge, this dissertation is truly my original work and has never been submitted to any other university or college for the award of a degree or any other qualifications.

Signature .....  .....

Date..... 17<sup>th</sup>. 12. 2015 .....

## APPROVAL

This is to certify that this dissertation entitled "Board of Governors' contribution and Academic performance in Government aided Secondary Schools in Iganga District, Uganda" has been written under our supervision and we are satisfied that it fulfils the requirements for the award of a Master of Education of Kyambogo University.

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Date ..... 21/12/2015

## DEDICATION

This dissertation is dedicated to my beloved children Hellen, Hanita, Martha, Martin and Mark as an encouragement to their future education pursuits.

## ACKNOWLEDGMENTS

I thank the Almighty God who has kept me and enabled me to pursue my Masters Degree course at Kyambogo University.

My sincere gratitude goes to my Supervisors DR. W. W. Kamukama and DR. J. S. Maani for accepting to dedicate their valuable time in supervising my work. I thank them for the critical but constructive comments in the production of this dissertation.

I am indebted to my parents Mr. Benefans Kayuza and Mrs. Elizabeth Benda for initiating me into the formal schooling process. Their parental love and financial support were indeed vital to enable me carry out my Education.

Special thanks go post humously to my wife, Late Hellen Kidugavu, and Miss Mirembe Agnes for their support when I was at University. Their financial support and encouragement are highly appreciated My children who braved the loneliness and hardship during my absence are also thanked.

I also extend my gratitude to the lecturers and classmates for the intellectual discussions we held through the course. Thanks go to BOG members, H/Ts, Teachers and students who were my respondents in the study and willingly provided me with the necessary data. This work is as a result of their input.

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## LIST OF ACRONYMS

B.O.G:	Board of Governor
CVI:	Content validity Idex
EPRC:	Education Policy Review Commission
DEO:	District Education Officer
IDLG:	Iganga District Local Government
KYU:	Kyambogo University
PTA:	Parent Teachers Association
PMT:	Participatory Management Theory
SBM:	School Based Management.
SMC:	School Management Committee
SPSS:	Statistical Package of Social Sciences
UCE:	Uganda Certificate of Education
UACE:	Uganda Advanced Certificate of education.

## ABSTRACT

This study sought to establish Board of Governors contribution to academic performance in government aided secondary schools. The focus of the study was on Board of Governors financial control, discipline regulation, curriculum implementation supervision and challenges faced by board of governors in enhancing academic performance. The study carried out across-sectional survey design on a sample of 225 respondents. Data was collected by use of a questionnaire, an interview guide and a focus group discussion guide. The data were analyzed quantitatively and qualitatively. Quantitative data were analysed using the Statistical Package for Social Scientists 17.0 (SPSS) program. At univariate level, data were analyzed basing on the mean, and frequencies. At bivariate level, the data were analyzed basing on the students't-test, ANOVA and correlation analysis. At multivariate level a regression analysis was carried out. The study established a significant positive relationship between Board of Governors financial control, discipline regulation and curriculum implementation supervision predicting academic performance, and BOGs faced a number of challenges in enhancing academic performance in the schools. It was thus concluded that there was a significant positive relationship between BOGs financial control, discipline regulation and curriculum implementation supervision; and BOGs faced a number of challenges in enhancing academic performance in schools. Therefore it was recommended that the government and in particular Ministry of Education, Science Technology and Sports should ensure that the Board of Governors' role of financial control is effectively implemented; head teachers should remind BOGs to be involved in discipline regulation; head teachers should effectively utilize BOGs curriculum implementation supervision; and the selection of BOGs should ensure strictly those who are concerned with school matters are appointed.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

Parental involvement in schools through Board of Governors (BOGs) has been widely acknowledged in both developing and developed countries. BOGs constitute part of the formal structures of governance through which parents and the community are enabled to participate in the education of their children. It is assumed that through such structures, education provision is enhanced and school governance and education quality are improved (Tatlah & Iqbal, 2011). This means that Board of Governors influence the management of schools. This chapter of the study covers the background, statement of the problem, objectives, research questions, conceptual framework, scope, significance and justification.

#### 1.1 Background to the study

##### 1.1.1 Historical background

In both developed and developing countries, more especially within the last thirty years, there has been a growing move through legislation to involve parents in the education of their children through school governing bodies. The move resulted into the transfer of powers and responsibilities from local authorities to individual schools. Therefore, through legislative reforms, school governments received a legal backing. Management is devolved to school governing bodies (Tatlah & Iqbal, 2011).

One of the strategies of establishing governing councils for schools in Uganda and many other countries has always been to strongly involve Board of Governors in the management of their

schools. Involvement of Founder Bodies in management of schools is recognized globally. In the 1970s, there were approximately one hundred thousand American Citizens serving on school boards in the United States. These bodies made decisions which affected the welfare of millions of youngsters enrolled in schools. In U.K, series of legislation one after the other (1986, 1988, 1980, 2002, 2006) have not only expanded the responsibilities of the school governors but have also made them more onerous, complex and tense. For instance they are in charge of school administration, strategic planning, staff appointment and dismissal, accountability, staff review and appraisal, monitor and evaluate performance; approve the school budget and setting strategic vision among others (Onderi & Makori, 2013). In South Africa, financial management was devolved to governing boards (Nyandoro, Mapfumo and Richard Mankon, 2013). In Botswana, the 1994 National Policy on Education emphasizes the need for community participation in the development and management of education through such bodies as Board of Governors (Bulan & Mhlauli, 2012).

The role of Boards of Governors in Uganda can be traced to the colonial days. One of the purposes for the recommendation in the Thomas Education Commission of 1940 was to draw the Community in closer connection with administration of schools (Ssekamwa, 2000). The Education Act (2008), pre-primary, primary and post primary schools provide for the roles of Board of Governors in the management of secondary schools. The Act recommends establishment of Board of Governors in every post-primary school and should comprise of a total of twelve members of these five members, chairperson inclusive, nominated from the Foundation Body at least one of whom shall be a woman. The School Management Committee (SMC)

Hand book (2005) has it that to manage schools without active involvement of school Board of Governors is difficult.

The Education White Paper (1992) suggested that Board of Governors should supervise and monitor financial disciplines, curriculum implementations and observe norms and values of schools they manage. According to the Education Act (2008), the set roles and responsibilities for Board of Governors to successfully achieve the goals and objectives for which the school exists include ensuring proper management of their schools, ensuring the promotion of religious, cultural and moral values and attitudes in schools under their charge; participating in educational advocacy; participating in designing, development and implementation and reviewing of the curriculum; mobilizing resources for educational purposes; participating in implementation, monitoring and evaluation of education services and participating in policy formulation of the school.

### **1.1.2 Theoretical background**

Different scholars have postulated a number of theories related to management of institutions, such as schools. However, this study considers the participatory management theory by Phil Isartle, (2007). According to Participatory Management Theory, management is far too important to be left only to managers. There should be full participation of all members. "In Community work", this includes the whole community, including those that do not speak up; participate in decisions that affect the future of community (Bartle. 2007). This theory suggests that different stakeholders should participate in management of institutions, such as schools to make the

decisions that affect the future. This theory was the basis for relating Board of Governors' contribution and academic achievements of schools.

### **1.1.3 Conceptual background**

Contribution is a term derived from an act -"to oversee" meaning foreseen acts which results in good performance. It means the concerned parties do all it requires to achieve the organisational objectives by involving both mental and physical abilities. Accountability is a hierarchical supervision of regulatory action by responsible actors (Wiener, 2008). In this study, it has been operationalised as the overseeing of financial, discipline, curriculum implementation supervision, effective participation and handling of challenges in schools by Boards of Governors. On the other hand, academic performance is the students' performance in grades from standardised tests. Academic performance is synonymous with academic achievement which refers to the student ability in computations and solving problems, normally measured by written tests. It is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts (Evans, 2007). In this study, it has been operationalised as obtaining higher grades in national examinations, speech proficiency of students, skills acquisition and affective achievements of students. Government aided schools refer to schools which are either community or religious founded; getting partial or full support from government.

### **1.1.4 Contextual background**

In Iganga District, there are 12 Government aided Secondary schools (Iganga District Local Government, 2008) with Boards of Governors as stakeholders. However, in most schools

academic performance remains poor with most schools performing below average in UCE and UACE examinations. The performance of the schools that has been accessed is presented in table 1.

**Table 1: UCE Results for schools in Iganga District 2011- 2012.**

Name of school	2013			2012			2011		
	No of Students	Div 1	%	No of Students	Div 1	%	No of Students	Div 1	%
Iganga SS	215	172	80	236	160	68	225	148	65.7
Bukoyo SS	205	26	12.7	232	46	20	286	42	14.7
Iganga H/Sch	341	20	5.9	320	27	8	386	26	6.7
Nakigo SS	163	00	00	169	01	01	180	01	0.5
Nakalama SS	129	01	0.8	98	01	01	120	01	0.8
Busembatia SS	117	00	00	156	02		186	02	01
Kigulu College	292	02	0.7	269	03	01	326	03	0.9
Itanda SS	62	04	6.5	89	01	01	68	00	00
St. Paul Nasuti SS	53	01	1.9	50	02	04	52	02	3.8
Nkuutu Memo SS	324	01	0.3	211	03	02	386	07	1.8
Makuutu SS	54	00	00						
Bubinga SS	64	00	00	64	00	00	159	01	0.6

*Source: UCE Results of the Schools from Iganga District education office records*

The UCE results in the schools above show that except for Iganga and Bukoyo Secondary Schools which 2013, 2012, and 2011 had 100% pass, other schools, there has been gradual increase in the number of failures between 2011-2013. This contextual evidence shows that there is a problem of poor performance in the schools despite having Board of Governors with specified roles that contribute to academic performance. Therefore, this led to the raising of the unanswered empirical question as to whether Board of Governors' contribution influenced Academic performance of schools.

## **1.2 Statement of the problem**

Every Secondary school should have a Board of Governors. The Board of Governors is a very important stakeholder in the management of secondary schools. The Board of Governors members are expected to contribute significantly to the running of secondary schools. Their contributions are in terms of financial support, ensuring smooth administration of the school as well as policy formulation of the school; implementation and monitoring of various school activities (Education Act, 2008). Despite the involvement of Board of Governors in management of secondary schools, except for the two schools of Iganga Secondary School and Bukoyo Secondary school, which in 2013, 2012, and 2011 had 100% pass. schools have experienced gradual increase in the number of failures between 2011-2013. This means that few Board of Governors' play their roles effectively as laid down in The Education Act (2008). If the problem of poor performance in the schools is not addressed there will be complete collapse in the school academic standards . Therefore, to address the problem of poor academic performance, it was necessary to isolate factors which underpinned the problem. This study sought to establish the extent to which Board of Governors' contributed to academic performance in the schools.

## **1.3 Purpose of the Study**

The purpose of the study was to establish Board of Governors' contribution to academic performance in government aided secondary schools in Iganga District

#### **1.4 Objectives of the study**

The objectives of the study were:

- i. To find out the relationship between Board of Governors financial control and academic performance of schools in Iganga District.
- ii. To establish the relationship between Board Governors discipline regulation and academic performance in secondary schools in Iganga District.
- iii. To establish the relationship between Board of Governors curriculum implementation supervision and academic performance of secondary schools in Iganga District.
- iv. To find out the challenges faced by the Board of Governors in enhancing academic performance in secondary schools in Iganga District.

#### **1.5 Research questions**

The study was guided by the following research questions.

- i. What is the influence of Board of Governors financial contribution on academic performance of schools in Iganga District?
- ii. How does the Board of Governors' discipline management influence academic performance of secondary schools in Iganga District?
- iii. What is the relationship between Board of Governors' curriculum implementation supervision and academic performance of secondary schools in Iganga District?
- iv. What are the challenges faced by Board of Governors on academic performance in secondary schools in Iganga District?

## **1.6 Research Hypotheses**

- i. There is a relationship between Board of Governors financial control and academic performance of schools in Iganga District.
- ii. There is a relationship between Board Governors discipline regulation and academic performance in secondary schools in Iganga District.
- iii. There is a relationship between Board of Governors curriculum implementation supervision and academic performance of secondary schools in Iganga District.

## **1.7 Scope of the Study**

### **1.7.1 Geographical scope**

The study was carried out in Iganga District. The district is situated in south Eastern Uganda about 25 kilometers (16 miles) to the north of Lake Victoria. Iganga district is bordered by Kaliro District to the North, Namutumba District to north East, Bugiri district to the south west and Luuka district to the west. The district headquarters are located approximately 44 km (27miles) by road, North East of Jinja, the largest city in Busoga sub-region. The district has 12 government aided secondary schools.

### **1.7.2 Content scope of the study**

The content scope of the study was Board of Governors contribution as the independent variable and academic performance of schools as the dependent variable. The study limited itself to the role played by Board of Governors in improving school academic standards.

### **1.7.3 Time scope**

For the time scope, the inquiry covered the period from 2010 to 2014. This period was sufficient to establish the Board of Governors contributions on the management of schools in Iganga District.

## **1.8 Significance of the Study**

The findings of this study would be useful in:

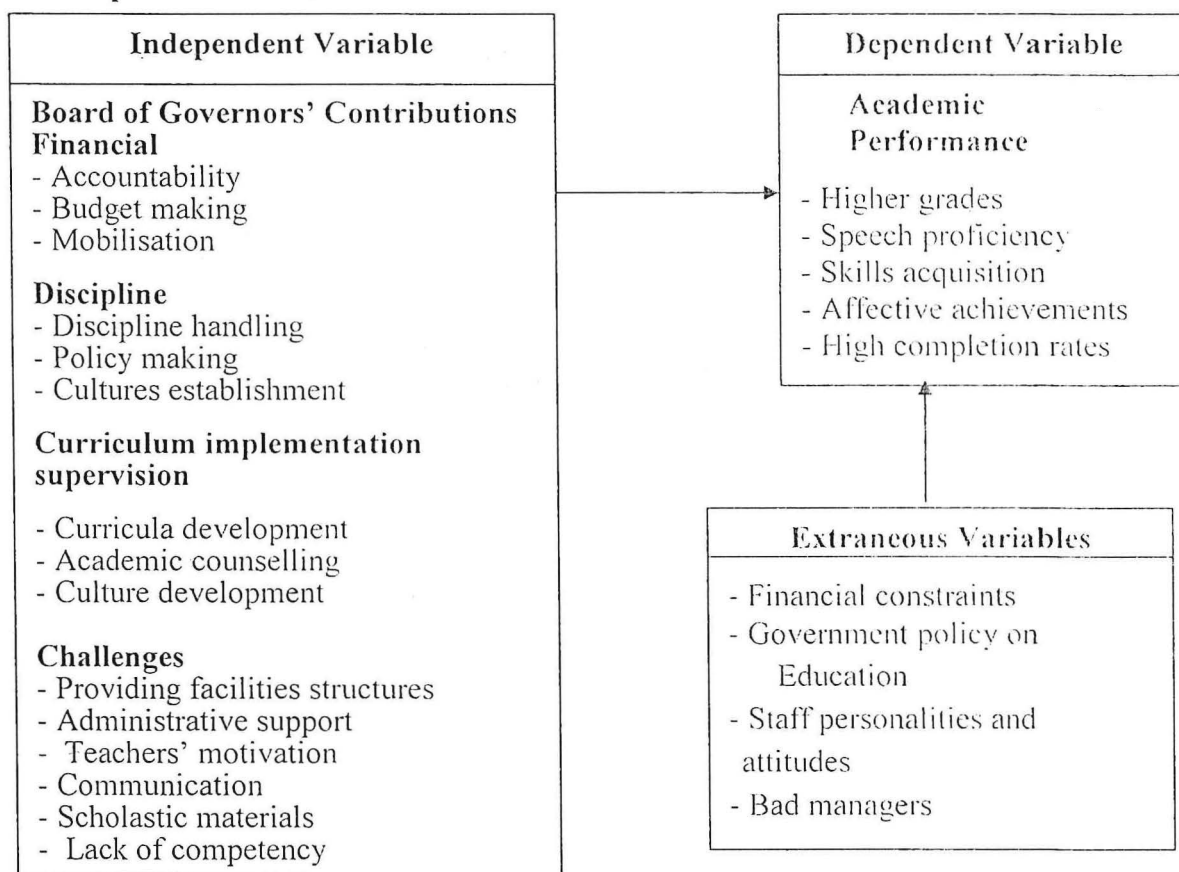
- i. Providing a bench mark to managers of secondary schools on how to involve Board of Governors' decisions to promote administrative and teaching efficiency of their schools.
- ii. Revealing and helping many education stakeholders understand the important roles and responsibilities played by Board of Governors.
- iii. Finding out how Board of Governors relate with other stakeholders in the process of policy making and implementation in the management of schools.
- iv. Helping schools perform better academically, as a result, among other factors, of effective involvement of Board of Governors in the management of schools.

## **1.9 Justification for the study**

Board of Governors have the responsibility of ensuring academic performance of schools. This is because they are expected to contribute significantly to the running of secondary schools. Their contributions are supposed to be in form of financial support, ensuring smooth administration of the school as well as policy formulation of the school: implementation and

monitoring of various school activities (Education Act, 2008). Unfortunately, these contributions seem to be lacking because the performance of the schools in Iganga district as sampled is pathetic. Except for the two schools of Iganga Secondary School and Bukoyo Secondary school which in 2013, 2012, and 2011 had 100% pass, all the other schools have experienced gradual increase in the number of failures between 2011-2013. This study was therefore necessary to establish whether Board of Governors played their roles as expected to contribute academic performance of schools.

### 1.10 Conceptual Framework



Source: Developed for this study on the ideas adopted from Gakure, Mukuria and Kithae (2013); Kindiki (2009); Mulford (1994); Onderi and Makori (2012); Osorio et al. (2009); Quan-Baffour (2006) and Tatlah and Iqbal (2011).

The framework above shows that the independent variable of the study is Board of Governors. This contribution includes financial, discipline, curriculum implementation supervision and handling challenges in schools on academic performance according to the framework, financial contribution which involves ensuring accountability, budget making and financial mobilisation. On the other hand, on discipline handling, discipline policy making and culture establishment while curriculum implementation supervision includes curricula development, academic counselling and culture development. The independent variables are shown to lead to schools academic performance that includes higher grades, speech proficiency, skills acquisition and affective achievements. However, there are extraneous variables which may also affect the independent variable. These include financial constraints, government policy and staff personalities and attitudes but these were controlled during the investigations of the study not to influence the findings.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

This chapter presents the review of the theory of the study and related literature. The content of the literature on the variables obtained from the studies carried out by scholars on Board of Governors' contribution and academic performance of schools. In the review of literature, there was evaluation of gaps and trends.

#### **2.1 Review of Related Literature**

##### **2.1.1 Board of Governors' Financial Contribution and Academic Performance**

Financial resource is an important aspect in the management of schools. BOGs as managers have not found it easy to control finances in the schools they founded yet it is their role and responsibility to monitor, mobilise and utilise funds to enhance school academic performance.

Goodall and Vorhaus (2011) indicate that school governing bodies have the role of ensuring that there is effective use of funds. This is because decisions about resource allocation are close as possible to the operational part of the process. This enhances better quality decisions by the beneficiaries themselves. However Sekamwa (2000) states that for the school to function well, there is need to prepare and find money to meet all the school expenses like costs of construction of buildings, paying teachers' incentives, materials and equipments, practical education, and motivation for founder body members.

The Education Act (2008) stress the important role played by Board of Governors in mobilising financial resources for schools. They are supposed to mobilise communities and fundraise to sponsor learners improve on the school plant and offer support to staff welfare. However, It has not yet been established in Uganda how much Board of Governors influence budgetary decisions of schools. This attracted the investigations of the study to establish how Board of Governors allocated resources in Iganga district.

Board of Governors have the role of monitoring the management of schools to ensure accountability. Nalubona (2002) explains that the need for accountability in a school calls for clear management programme. Finance and its management are the driving force behind an organisation, hence there is need for proper management of finance utilisation so that effective running of a school could be realised. However, with strikes in schools in Uganda, particularly in Iganga District, it is not clear whether finances are used properly. It seemed there is inability of Board of Governors to monitor and advise schools on finances. This thus called for the investigations of the study to establish how the finances were being monitored and how this influenced academic performance of the schools.

In Kenya, the core functions of Board of Governors in schools include planning and development of physical facilities for the purpose of learning and teaching in the school; sourcing and management of school finances which includes receiving all fees, grants from public funds, donations and any other income to the school. The Board is required to prepare, approve and implement both the recurrent and development budgets of the school; organise, direct and supervise approved projects and programmes in the school; recruit, appoint and

discipline the non-teaching staff in the school (Onderi & Makori, 2012). However, in Uganda, it was not clear whether head teachers allowed Board of Governors to prepare, approve and implement both the recurrent and development budgets of the schools and this was investigated by the study.

School – Based Management (SBM) programs empower people at the school level to make decisions collectively, thus increasing the transparency of the process. Consequently, students' learning achievement and other outcomes can be expected to improve because stakeholders at the school level can monitor school personnel, work to improve students' evaluation, ensure a closer match between schools needs and policies, and use resources more efficiently. By increasing transparency, SBM also can reduce corruption. School – Based Management SBM strengthens accountability relationships between the clients (parents) and the service providers (teachers, principals, and the government) Osorio et al., (2009). However, it was possible that some Board of Governors' members were interested in enhancing their own selfish interests in the schools. This study investigated how Board of Governors' collective decisions enhanced transparency which in turn affects academic performance of schools.

School administration involves all the processes through which resources are mobilised in educational institutions to accomplish the goals of education. It is a process of mobilising school resources towards achievement of desirable educational goals. School administration is an activity process that requires expertise and training in educational principles and practices in ensuring proper management of school general activities for achieving result in education (Ugwulashi, 2012). However, Board of Governors have the responsibility of liaising with other stakeholders in the management of schools to raise finances. For instance, Nyandoro et al. (2013)

indicate that in developed countries such as England, Wales and Canada Board of Governors increased schools finances through fund raising, through appeals for donations, industrial sponsorship and sales of school services to improve on the academic standard of the learners. However, studying the effectiveness of School Governing Bodies in financial management in Schools in Zimbabwe, in a qualitative analysis it was established that School Governing Bodies could not raise funds from any other sources besides school fees. However, the contextual gap made it necessary to establish whether mobilisation and utilisation of funds by Board of Governors enhanced academic performance in schools in Iganga district.

### **2.1.2 Board of Governors contribute on Discipline and Academic Performance Secondary Schools.**

Discipline is a very important factor that influences, positively or negatively the students academic performance. Some disciplinary issues may be too big or risky for the head teacher and his or her teachers to handle. The forms of discipline among teachers are absenteeism, drunkardness , late coming, mistreating students, laziness among others and students' indiscipline such as fighting, escaping from school, strikes resulting into less syllabus coverage, loss of respect from students, loss of time and increase in dropouts which affects academic performance.

Karoro (2001) in his paper entitled "Understanding the relationship between church and her schools" observed that in 1963 and 1964 when the church paid less attention to her schools and teachers relaxed on enforcing Christian morals, student morals deteriorated and there was indiscipline of learners affecting academic performance. This had a great negative impact on the

society. To restore discipline and Christian morals in schools for better academic performance, there was need to involve Board of Governors in management of schools. He further stated that Board of Governors through board of governors were prophetic voices in to challenge immorality, injustices, and indiscipline in the church founded schools for better outcomes.

Essentially, Board of Governors are supposed to oversee discipline, among other issues in secondary schools. However, Kindiki (2009) in an empirical study in Kenya established that when it comes to handling teachers' discipline, many heads of schools preferred to deal either with a third party to help them face a teacher whom they believe was errand or they would prefer to seek intervention of the Teachers Service Commission, which more often than not transferred the teachers to other areas that the teachers did not prefer. In Uganda, schools suffer spaces of strikes, the conditions of living are poor, academic performance poor, negligence of duty by teachers and abuse of office by head teachers, alcoholism, absenteeism and late reporting by teachers (Baleke, 2013). This raises a concern as to whether Board of Governors monitored and regarded discipline as one of the factors that can enhance academic performance in schools.

For an organisation like a school to operate in the best interest of learners, it needs policies to guide its members (governing body members, teaching staff, learners and supporting staff) on how to operate in order to achieve educational goals excel academically while observing norms and values. The school governing bodies for example should discuss with the relevant stakeholders (e.g. principal, educators, learners, support staff and parents) and develop a behaviour policy that can be used in maintaining discipline at the school (Quan-Baffour, 2006). Osorio et al (2009) posits that parents effectively participate in decision making of schools by setting rules to be adhered to by those who manage schools. These rules ostensibly, promote

discipline in schools. Quan-Baffour (2006) indicates that the school governing bodies have the responsibility for developing policies regarding the vision, mission, discipline or code of conduct for the school. School governing bodies are supposed to help the school develop policies on rules about school hours (times), religious observance, and dress code, language for teaching and learning, code of conduct for learners and code of rights and responsibilities for positive academic achievements. However, the missing link was whether Board of Governors in the district had made regulations and policies for the schools and this was investigated by the study in relation to academic performance of the schools.

To successfully achieve the objectives of a school, all members of the educational organisation are required to strictly adhere to the various behaviour patterns necessary for maximum performance (Kiprop, 2012). School discipline is very important for an orderly and ideal learning situation. Discipline is training self control, character, appropriate expectations and responsible behaviour. This conduct of pupils is always a concern to parents, teachers and school administration. Discipline management involves preventive discipline and corrective discipline. In preventive discipline, action is taken by the managers to encourage employees' and students to follow the standards, rules and regulations which prevent infractions (Murithi, 2010). However, the missing link was whether Board of Governors in Uganda have put in place preventive mechanisms to reduce the challenges of indiscipline in schools and this was studied in relation to its effects on academic performance.

Foundation bodies that are faith based set cultures through board of governors to be followed by school communities. The Board of Governors' role on school culture is reflected in their

tendency to set and ensure the enforcement of values, aspirations, norms, ways of behaviour and educational heritage, which they prevail in the schools. Accordingly, this tendency is practically established and imposed as a system for guiding the observance of required social relations and behaviour within the institutions. Usually, culture is enforced in accordance with the values and norms, which school boards set to act as the fulcrum of the desired school culture. It is through school culture that founders are able to achieve desired school members behaviour (Nalubona, 2005). Mulford (2003) points out that increased opening of schools to the wider community is impacting on teachers' work. Teachers are being compelled to redefine their professional lives. This means that Board of Governors can impose cultures on schools to solve problems they face in the management of the schools. This study investigated how Board of Governors set the cultures they desired in schools and how this helped in enhancing academic performance of schools.

Board of Governors influence the development of common beliefs that school members share, and base on to evaluate and make explicit the forms of behaviour considered appropriate for the school. The formulated norms therefore determine the manner in which teachers, pupils and head teachers behave towards and amongst each other. The set norms serve with an "ought" or "must" quality in which case they act as sanctions of the expected behaviour, and thus of an expected school cultural aspect (Johnston, 1980) Bronfenbrenner (1992) indicates that owners have values which they cherish and influence the school system. He points out that the values are generalised ideological justifications and aspirations cherished in school organisation. These are manifested in the mission of the school and are made vivid in their role in the determination of the school mottos, slogans, anthems and the content of other identity characteristics such as

school, emblems, badges and uniform colours. Berlin & Ruscitti (2011) point out that behavioural patterns are influenced by the tendency of school owners ensuring that school administrators and other members of the institution are complying with the formulated values reflected in codes, disciplinary procedures and awards for not only achievement but also conduct and service to the school. Basing on the above discussion, this study investigated how Board of Governors influenced discipline in schools and how it affects academic performance.

Hughes et al (1997) further expounds that this involves a system established in such a way that if a member misses a particular event for more than a certain number of times, then a particular set of consequence is apt to follow. If, on the other hand, a member does not miss any event, a set of consequences that follow could be positive rewards such as promotion and awards. In here, it emerges that owners of schools like boards of governors set required standard behaviour or reward for good performance. They also influence the tenure of the teachers depending on their performance like removal of non – performing or undisciplined teachers. Basing on the above literature review, the study investigated how Board of Governors influenced the discipline of teachers and students in their schools and how it affected academic performance.

### **2.1.3 Board of Governors' supervision of Curriculum implementation and Academic Performance of Secondary schools**

Board of Governors worldwide do not find the involvement in curricula issues easy. Likewise, teachers too whose professional expertise is centred upon curricular theory and pedagogical practices have not always welcomed what they have seen as the intrusion of lay people into their expert domain. Dombrowsky (2010) explains that school owners influence implementation of

the agreed content by regulating the manner in which members who follow it are dealt with. However, as a partner in decision-making, the governing body represents the interests of ordinary community members, parents, educators and learners in monitoring and overseeing the implementation of the curriculum referring to teaching and learning the required knowledge and ensuring that it is not divorced from the aims of the school to enhance academic performance. This does not mean that governing bodies are empowered to dictate to head teachers how they should educate, but that they should be seen to show 'an interest in the nature of the curriculum and standards achieved (Quan-Baffour, 2006). However, with poor performance in schools in Iganga district, it was not clear whether Board of Governors' members had shown interest in curriculum implementation and therefore the need for this study.

Kagan (2002), found that student performance is higher in classrooms where teacher expectations for what the student is to learn (i.e. lesson goal) and what the student does (i.e. instruction) are explicitly stated. Anderson (2005), concluded that students perform better in classrooms where the instructional goal is clearly communicated because the goal provides direction to the students and provides the basis for evaluation and mastery. BOGs should supervise the implementation of curriculum in order schools to achieve their academic goals. Student ability to understand the assigned task or lesson goal has been demonstrated by Peterson et al (1984) to be a better predictor of students' achievement than classroom observers' ratings of students' time-on-task behaviour.

Kindiki (2009), in his study, on effectiveness of boards of governors in curriculum implementation supervision in secondary schools in Kenya established that Governing bodies were involved in ensuring successful implementation of the curriculum. Accordingly, Board of

Governors viewed implementation of curriculum in schools as a key area that as stakeholders they had to be involved to ensure that schools provided quality education. The BOG members were also involved in counselling students in areas of career development focusing on students' spirituality and their future careers to their uncertainty. BOG members psychologically prepared students to be able to undertake those subjects in the curriculum that guaranteed them brighter and better future. However, the review of literature did not reveal that Board of Governors in Uganda were involved in guidance and counselling students as a curriculum implementation supervision measure and this was thus be investigated to establish how it affected academic performance.

Mulford (1994), points out that it is now frequently argued that school-based decision making is a key element of the current changes in the management of schools. Accordingly, it affords opportunities for schools to provide a better and more appropriate education for students. Bell (1996) indicates that the English Educational policy requires greater parent participation and decision making. Parents represented by the Board of Governors collaborate by promoting reading habits in their children, to make children realise the values of education. Mulford (1994) further indicates that until recently, community involvement in local decision making was rare. However, notions such as devolution of responsibility, self-managing schools, and increased community participation in school-level decision making captured community involvement. However, with most board members only coming to schools for meetings, it was not clear how they participated in promoting school syllabus coverage. The investigations of the study focussed in establishing how and whether Boards of Governors promoted school syllabus coverage and how this affected academic performance in the schools.

Parents committees such as boards of governors mobilise parents to take part in school programmes. Parents participate in school activities, including visiting schools, providing learning materials and financial or in-kind contributions such as materials and labour to build or maintain the school buildings. In most instances, parents tend to visit schools when they are invited to attend and/or to discuss specific issues (Akanksha, 2010). However, the missing link is whether Board of Governors in Iganga District mobilise parents to get involved in their check on academic progress and this was investigated to establish how it affected academic performance.

Gakure, Mukuria and Kithae (2013) in a study in Kenya reported that the capacity of management authorities such as Boards of Governors was under the spotlight. Accordingly, if those bodies included people who could monitor and evaluate what went on in schools, it would be possible to promote academic performance. However, some of the members of these important bodies had no knowledge or skills to enable them to understand the dynamics of curriculum implementation supervision, let alone school management. Political patronage, the culture of absenteeism among school administrators, and failure to recognise the role of parental and societal advice, had a combined effect of immensely contributing to damaging academic performance of schools. They indicate effective supervision of instruction could improve the quality of teaching and learning in the classroom. Basing on the above literature, this proposed study was investigated whether the Board of Governors in the schools in the district monitored curriculum implementation supervision and how this affected academic achievement in the schools.

#### 2.1.4 Challenges faced by Board of Governors to enhance academic performance.

Despite having Board of Governors in all schools, some schools perform better academically than others in Iganga District. It seems this Board of Governors are different on issues of handling challenges affecting academic performance. Against this background, effective involvement of Board of Governors contributions such as monitoring teaching and learning, effective communication with other stakeholders, providing facilities and structures, scholastic materials, allowances among others, and ways of handling challenges of their schools are mastery in enhancing academic performances. So it seems schools with close attention by the Board of Governors, perform better academically than those schools with less attention.

Following the reappraisal of the education system in 1989 by the Education Review Commission, the overall responsibility of Board of Governors has been redefined towards the promotion of effective planning contribution for their schools to enhance academic performance. Lomi and Harrison (2012) emphasise that the concern of the owner of the institution is to take action to solve problems by providing solutions through different participants bringing in the attention. It seems lack of effective communication, poor facilities, lack of motivation of illiteracy of teachers lack of scholastic materials, lack of careers guidance to students are some of the challenges for schools which perform poorly academically.

Onok and Sebugwawo (1990) observe that effectiveness in managing schools means doing a right thing at a right time hence creating a positive impact on the organisation. For this reason the study investigated whether active involvement and effective participation contributions of Board of Governors enhanced academic performance in their schools. Sekamwa (1996) observes that it may be genuinely difficult to carry out some of the management policies in the absence of relevant facilities like desks and infrastructure. There is need for Board of Governors to provide

the necessary and adequate school needs in every way to enable staff work for pronominal academic performance. He also noted that there is unrest among students and the same unrest has spread to every segment of the society. Teachers, parents and students suffer from unrest. Therefore Board of Governors and other stake holders should join hands to save students from continuous trouble which affect academic performance. Students should be made to realise that receiving and completing education is their primary purpose.

Passi et-al (2000) argue that subordinates feel uncomfortable if they work with managers who do not understand the kind of work they are expected to do. Some members of Board of Governors lack experience in school management. So they cannot understand what to do. They even find difficulty to read relevant government documents and internalise them. There is need for the Board of Governors members to be knowledgeable in order for schools to achieve educational academic achievements and the act is silent on minimum qualifications. The study revealed that there could be inferiority complex that is less learned members of BOGs are shy in disciplining highly learned teachers.

In summary, the above review of literature shows that Board of Governors play a contribution role in schools in terms of finance, discipline, curriculum implementation supervision, handling challenges contributions. Besides, the role of Board of Governors in those areas is not deeply analysed and expounded. This call for a mixed study in the Ugandan context to be able to unravel the effectiveness of the contribution role of Boards of Governors and how it affects academic performance in the schools.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter covers the methodology that was used in data collection. It includes the research design, study area, the study population, sample size and sample selection, the sampling methods, data sources, data collection methods, instruments of data collection, measurement of variables, quality control, data processing and analysis and anticipated limitations.

#### 3.2 Research design

The study adopted a cross-sectional study design. With this design, either the entire population or a subset is selected. Cross-sectional information gathered represents what is going on at a particular point in time. This design was important in collecting qualitative and quantitative data because cross-sectional studies collect data using questionnaires and interviews (Olsen & Marie, 2004). Quantitative data focused on descriptive and inferential statistics. This approach produced results in form of tables, figures and graphs which was the basis for discussion and conclusions about the findings. For qualitative data, this was in form of statements by which respondents gave suggestions, opinions or strategies for achieving the results. The analysis of qualitative data provided the basis for in – depth understanding of the situation under study. The cross-sectional design was chosen because it was appropriate in producing data required for qualitative analysis, allowing simultaneous description of views, opinions, perceptions and beliefs at a single point in time. This allowed collection of views at a single point in time as this design involved observation of all of a population, or a representative subset at the same time.

### **3.3 Study area**

The study was carried out in Iganga District. Iganga district is bordered by Kaliro District to the North, Namutumba District to north East, Bugiri district to the south west and Luuka District to the west. The district headquarters at Iganga is located approximately 44 km (27miles) by road, North East of Jinja, the largest city in Busoga sub-region. The district had 12 government aided secondary schools. This area was selected for the study, because despite the existence of board of governors , schools continued to perform poorly. The study thus investigated the significance of boards of governors' contribution in the schools in the area.

### **3.4 Study population**

The study population comprised 756 respondents who were 144 board members, 12 head teachers of the 12 government aided secondary schools in the district, 312 teachers, and 288 Students School Councils representatives. Each school had twelve members of Board of Governors, one local government representative, one nominee of the local council, two representatives of parents, two representatives of the staff and one representative of old students (Education Act, 2008).

### **3.5 Sampling**

#### **3.5.1 Sample size and sample selection**

The total sample selected for this study was 255 respondents determined using the table for sample determination (Krejcie and Morgan, 1970). From each category of the respondents, the sample was selected by proportionate sampling.

#### **Table 2: Population and Sample size Composition**

	Category	Target Population	Sample	Sampling method
1	BOG members	144/756 x 255	49	Simple random
2	Head teachers	12/756 x 255	4	Purposive
3	Teachers	312/756 x 255	105	Simple random
4	Students School councils representatives	288/756 x 255	97	Simple random
	<b>Total</b>	756	255	

### 3.5.2 The sampling methods

Sampling methods are processes for selecting a suitable sample, or a representative part of a population for determining parameters or characteristics of the whole population (Kakoza, 1999). The method selected for sampling was random sampling. By simple random sampling method, individuals are randomly chosen and entirely by chance, giving each individual in the population the same probability of being chosen for the study (Ahuja 2000). Board of Governors members, teachers and students were chosen using simple random sampling technique because they were directly involved in influencing academic performance of these schools in Iganga District. Simple random sampling ensured that each individual had an equal chance of selection for the study. Purposive sampling technique was used for selecting schools for the study and Head teachers. In purposive sampling technique, people and other units are chosen for a particular purpose (Mugenda and Muganda, 1999). Five schools were rural, four semi urban, three urban schools, this was done in order to compare academic performance of schools depending on location.

### **3.6 Data Collection Instruments**

The study employed a questionnaire, and interview guide as methods of data collection. The selection basis for these tools was the nature of the data to be collected, the time available as well as the objectives of the study. The overall aim of this study was to establish the Board of Governors' contribution and academic performance of secondary school. The researcher was mainly concerned about collecting views, opinions, perceptions, feelings and attitudes of the respondents. Data was collected from government aided schools which were community schools and religious founded schools.

#### **3.6.1 Questionnaire**

Data was collected by use of the questionnaire because it served to collect appropriate data, made data comparable and amenable to analysis, minimises bias in formulating and asking questions, and makes questions engaging and varied. The questionnaire was preferred because, it was self-administered, had identical set of items for all respondents, produced fewer errors and ensured confidentiality as respondents were free from the influence of the researcher (Burns, 2000). Simple-multiple-choice questions based on a four – point Likert scale with 4 intervals: (1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4= strongly agree) was administered to BOG members and teachers.

#### **3.6.2 Interview guide**

An interview guide is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a

particular idea, program or situation (Boyce, 2006). Only 16 interviews were conducted on 12 members of Board of Governors who were chairmen of academic committees of BOCs and 4 head teachers. According to Mason (2010), 5 to 25 interviewees are satisfactory.

### **3.6.3 Focus Group Discussion**

Focus group discussion guide (FGD) is a rapid assessment, semi-structured data gathering method in which the selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher/ facilitator (Escalada & Heong, 2011). There were 12 focus group discussions each comprising 8 students with a single focus group discussion from each school. The Focus group discussion guide was used because students could not competently answer questions in the self-administered questionnaire since most of items were policy and administrative issues they were not privy to.

### **3.7 Measurement of variables**

Measurement is the process of assigning numbers to objects or observations. It is some form of quantification expressed in numbers. Data/ Scales of measurements in terms of their mathematical properties grouped as nominal, ordinal, interval and ratio. The researcher employed the ordinal scale which is a ranking scale and possesses the characteristic of order. The scale helped to distinguish between objects according to a single attribute and direction (Smith & Albaum, 2013). The researcher categorised data basing on the Likert scale format which ranged from 1 to 4 representing strongly disagree, disagree, strongly agree and agree respectively.

### **3.8 Research Procedure**

The researcher obtained a letter from the Post Graduate School introducing him to the respondents in Iganga district to permit him collect data about their schools. Before conducting the main exercise of data collection, a pilot study was carried out in Nkuutu Memorial School in Iganga district to test the validity and reliability of Data collection instruments and once it was proved that the questionnaires were valid and reliable, the research seek permission from selected secondary schools to conduct the study. The letter was presented to each category of the respondents that were involved in the study. Informed consent was obtained from all the respondents participating in the study. In the collection of data, anonymity and extreme confidentiality was observed while handling the responses. Information was availed to the respondents that the research would not endanger them directly or indirectly and that participation was voluntary. The filled questionnaires were collected after being filled to avoid loss and misplacement while administering the interviews the researcher focussed on jotting down the major points. This was done following the major themes of that guided study.

### **3.9 Data quality control**

#### **3.9.1 Validity of the instruments**

Validity refers to the accuracy of an instrument used in research is correct meaningful and right (Amini 2005). Content validity literally means the amount of substance in the study (Enon, 2002). The instruments had adequate traits due to consultations with the supervisor, colleagues and a research expert. The research expert helped in strengthening the validity of the research instruments and calculation of content validity, CVI. The test of content validity was established through inter judge with two research consultants. The formula was;

$$CVI = \frac{n}{N}$$

Where; n = number of items rated as relevant and N= Total number of items in the instrument  
The CVI for the interview guide and questionnaire to be regarded as valid was accepted at above 0.70. This is because Amin (2005), suggest that in a survey, the least CVI recommended in a survey study should be 0.70 (or 70%). Data collection instruments were pre-tested for accuracy in Nkuutu Memorial Secondary School in Iganga district before being used in the study. Some adjustments were made to make the questions more valid. The results are presented in Table 3.2.

### 3.9.2 Reliability

Reliability refers to the degree of consistency in which a measuring instrument yields results when the entity being measured has not changed (Leedy & Ormond, 2001). Reliability refers to how consistent a research procedure or instrument is (Ahuja, 2005). The strategies that were used to obtain reliability are; peer debriefing, prolonged engagement and audit trails. Peer debriefing involving the researcher working with colleagues to examine the instruments and giving their views about their correctness. With prolonged engagement, the researcher spends sufficient time in the field to learn or understand the social setting while audit trails involve a thorough collection of information regarding all aspects of the research. Data was systematically checked, focus maintained and there was identification and correcting errors (Morse et al., 2003). This helped to ensure establishment of accuracy of data collected. Reliability for quantitative data was obtained by carrying out a test of Reliability Analysis Scale (Alpha - coefficient) using SPSS 17.0. The instruments were found valid at  $\alpha$  (Alpha) above 0.7. A reliability of 0.70 indicates 70% consistency in the scores that are produced by the instrument (Siegle, 2002). The use of SPSS was because of its being easy to apply and fitting a two or more point rating scale. Results of Cronbach are presented in Table 3.2.

**Table 3.2 Reliability and Content Validity Index**

Items	Content Validity Index	Cronbach alpha ( $\alpha$ )value
Financial control	0.81	0.792
Discipline regulation	0.80	0.755
Curriculum implementation	0.83	0.782
BOGs challenges	0.79	0.751
Academic Performance	0.80	0.791

**Source: Primary Data**

### **3.10 Data Management and Processing**

Quantitative data were analysed at three levels, namely univariate, bivariate and multivariate. The data analysis at univariate level was carried out using descriptive statistics that were the mean and standard deviation. At bivariate level, the dependent variable academic level was compared with the back ground characteristics using Analysis of Variance (ANOVA), student's t-test and then correlated with each of the three independent variables from which hypotheses were developed, namely: Board of Governors financial control, discipline regulation and curriculum implementation supervision to establish relationships. At multivariate level, to establish whether independent variable predicted the dependent variable, the dependent, namely academic performance was regressed on the three independent variables, namely: Board of Governors financial control, discipline regulation and curriculum implementation supervision. The Statistical Package for Social Sciences (SPSS 17.0) was used for data analysis.

To analyse qualitative data, the data collected were coded and analysed by discursive and thematic methods of data analysis. The discursive method focussed on the detail of the text

(Madill & Gough, 2008) and interpreting the analysed text attributing meaning (Devetak, Glazar & Vogrinc, 2010). With thematic analysis, clusters of text with similar meaning were presented together (Madill & Gough, 2008). Then patterns and connections within and between categories of data collected were identified and data were presented in form of notes, word-for-word transcripts, single words, brief phrases and full paragraphs (Powell & Renner, 2003).

### **3.11 Ethical considerations**

Questionnaire was administered on the respondents by the researcher personally. Those who were able to fill the questionnaire there and then, the researcher collected them right away. For those who chose to fill them at their convenient time, the researcher left them with the questionnaires and collected them later. For the interviews, each interviewee was interviewed for at least 30 minutes.

### **3.12 Limitations of the Study**

A number of limitations were experienced during the study. Some of the targeted population were too uncooperative hesitating to respond to the questionnaires. However, efforts were made to convince the respondents that the information was only for study purposes. The researcher also suffered financial constraints in terms of transport, feeding, typesetting, accessing internet facilities and printing the work. However, attempts were made to mobilise finances and spend sparingly for the success of the study. In the final analysis the limitations did not affect the quality of the research.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### **4.0 Introduction**

This chapter is a presentation, analysis and interpretation of the findings of this study. The study intended to establish whether Board of Governors' contribution influence academic performance in government aided secondary schools. The study looked at the relationship between Board of Governors financial control, discipline regulation, curriculum implementation supervision and challenges faced by the Board of Governors in relation to academic performance. Interview data was collected from head teachers, teachers and chairpersons of BOGs academic committees. Focused group discussion data was also obtained from the students, specifically those who represented their classes in the school council.

#### **4.1 Background characteristics of the respondents**

This section presents the background information of respondents on the location of the school and position of the respondent in the school. This information was considered necessary because it helped in categorising the respondents and identifying differences in performance of the schools depending on their locality.

##### **4.1.1 Location of the Schools**

The study looked at the locality of the place, aiming at establishing whether there were differences in performance of the schools depending on their locality. The results on the item are presented in Tables 4.1 and 4.2.

**Table 4.1: Location of the Schools**

Location of the school	Frequency	Valid Percent
Urban	21	13.6
Semi-urban	35	22.7
Rural	98	63.6
Total	154	100.0

Source: Primary Data

The results in Table 4.1 show that the majority of the respondents indicated the schools 63.6% were located in rural areas followed by 22.7% who indicated that the schools were located in semi-urban areas and the remaining 13.6% indicated that schools were located in urban areas. To establish the differences between the academic performance of the schools basing in on location, analysis of comparison, Analysis of Variance (ANOVA) was carried out and the results are presented in Table 4.2.

**Table 4.2 ANOVA Analysis Results on Location of the Schools**

Location	Sample Size	Sample Mean	Sample Std	F	p
Urban	21	12.7302	2.7520	2.707	.070
Semi-urban	35	11.4711	2.52309		
Rural	98	11.0190	3.15627		

Source Primary Data

The results in Table 4.2 show that the mean score on academic performance was the higher for the urban schools (Mean = 12.7302), followed by semi-urban (Mean = 11.4711) and tailed by rural (Mean = 11.0190). However, the computed or observed ( $F = 2.707$ ) is small and the probability or level of significance ( $p = 0.70$ ) is larger than  $\alpha = 0.05$  ( $p < 0.05$ ). Since the level of significance if larger than 0.05, this means that the differences in academic performance were not

substantial. Therefore, location of schools in the area under study was not the determinant for better performance.

#### 4.1.2 Position of the Respondent in the School

The study also looked at the position of the respondents in the school. This aimed at establishing whether teachers and members of BOG viewed academic performance of the schools differently or in the same way. The results on the item are presented in Tables 4.3 and 4.4.

**Table 4.3: Position of the Respondents in the Schools**

Position of the Respondent	Frequency	Valid Percent
BOG member	49	31.8
Teacher	105	68.2
Total	154	100.0

Source: Primary Data

The results in Table 4.3 shows that the majority of the respondents 68.2% were teachers and members of BOG followed 31.8%. To establish the differences on how the two groups viewed academic performance of the schools analysis of comparison, Student's t - test was carried out and the results are presented in Table 4.4.

**Table 4.4 Student's t - test Analysis Results on Location of the Schools**

Position	Sample Size	Sample Mean	Sample Std	Student's t	p
BOG	49	12.8503	2.78913	.15	.693
Teachers	105	10.9286	2.50116		

Source Primary Data

The results in Table 4.4 show that on average, the teachers (Mean = 12.8503) scored on academic performance marginally higher than BOGs (Mean = 10.9286). However, Student's t ( $t = .15$ ) is small and the probability or level of significance ( $p = 0.693$ ) is larger than  $\alpha = 0.05$  ( $p < 0.05$ ). Since the level of significance is larger than 0.05, these results infer that teachers and BOGs members views on academic performance did not differ significantly. Therefore, the views of teachers and BOGs members were the same.

## **4.2 Field Results**

### **4.2.1. Descriptive Statistics on Board of Governors contribution**

This section presents the descriptive statistics of the data collected from the respondents. The data are presented basing on the mean and frequencies. The results presented describe the responses of the respondents on independent variables of the study that are namely; contribution of Board of Governors on financial control, discipline regulation, curriculum implementation supervision and challenges faced by the Board of Governors. Through discursive and thematic analysis, quantitative data were backed by qualitative data collected through interviewing. The self-administered questionnaire for quantitative data was scaled on a 4 point Likert scale ranging from the lowest, SD = strongly disagree through the highest, SA= strongly agree. A mean score of 2.5 means that the respondents were neutral on the items while a mean above 2.5 means that the respondents were in agreement with the question items and the mean below means that the respondents were in disagreement.

#### 4.2.2 Board of Governors Financial Control and Academic performance of Iganga Secondary Schools

The first objective sought to find out the relationship between Board of Governors financial control and academic performance of Iganga secondary schools. Table 4.5 below presents the items and corresponding results of items on the Board of Governors financial control.

**Table 4.5 Descriptive Statistics on Board of Governors Financial Control**

	SD	D	A	SA	Mean	Overall Rating
BOGs allocate funds	26* 16.9**	37 24.0	67 43.5	24 15.6	2.5779	Agree
BOG has ensured that finances are not lost	35* 22.7**	57 37.0	36 23.4	26 16.9	2.3442	Disagree
BOG is involved in budget preparation ensuring proper allocation of resources	23* 14.9**	58 37.7	39 25.3	34 22.1	2.5455	Neutral
BOGs has ensured transparency in the use of funds	11* 7.1**	73 47.4	51 33.1	19 12.3	2.5065	Neutral
BOGs are knowledgeable in financial management	23* 14.9**	73 47.4	48 31.2	10 6.5	2.2922	Disagree
BOGs helps in mobilising finances	39* 25.3**	55 35.7	41 26.4	19 12.3	2.2597	Disagree

Source: Primary Data

#### Key

\*Frequency

\*\*Percentages

#### Note

0 – 2.49 indicate low mean

2.5 indicate neutral mean

2.5 – above indicate high mean

#### 4.2.2.1. Descriptive Statistics on Board of Governors Financial Control

The results in Table 4.5 show that the respondents agreed that board of governors participated in allocating funds of the school. The results on the item were a marginally high Mean = 2.5779 which indicated the respondents were in agreement, indicating that the role of the board of governors allocating funds of the schools was limited. The larger number of the respondents 59% agreed while those who disagreed were 5%. With the larger number of the respondents in agreement, this means that BOGs participated in allocating fund to the schools. However, the respondents indicated that Board of Governors did not ensure that finances were not lost. The results on the item were a low Mean = 2.3442. The larger number of the respondents 60% disagreed while 40% agreed. Regarding whether BOGs are in budget preparation ensuring proper allocation of resources the mean obtained was a low a neutral Mean 2.5455 indicating the respondents neither agreed nor disagreed that BOGs were involved in budget preparation ensuring proper allocation of resources. Marginally, the larger number of the respondents 53% disagreed and 47% disagreed. With the marginal disagreement of the respondents to the BOGs involvement in budget preparation ensuring proper allocation of resources, this means that somehow BOGs were involved, though not substantially.

As to whether Board of governors ensured transparency in the use of funds a neutral Mean = 2.5065 was obtained indicating that the respondents neither agreed or disagreed that Board of governors ensured transparency in the use of funds. However, a larger number of the respondents although not substantial 55% disagreed while the remaining 45% respondents agreed. Concerning BOGs members being knowledgeable in financial management, the respondents were in disagreement. The results obtained were a low Mean = 2.2922 with the majority of the

respondents 62% agreeing and 38% disagreeing. As to whether BOGS helped in mobilising finances, the respondents were also in disagreement. The results on the item were a low Mean = 2.2597 with the majority of the respondents 61% disagreed and 39% agreed. This means that the respondents were not convinced that BOGs helped in mobilising finances. Overall, the results above mean that BOGs had a limited role in ensuring financial control.

#### **4.2.2.2 Open Responses from the Questionnaire Survey on BOGs Financial Control**

In questionnaire survey, the respondents were asked to indicate their assessment of the Board of Governors Financial Contribution. Different responses were obtained from the respondents. However, the larger number of the respondents 64% indicated that BOGs financial control contribution was minimal and did not control the use of funds in the schools. Particular views of the respondents reflecting the above observation obtained among included those presented here under. One respondent stated, "The board is much withdrawn from the school. they meet once a term or at times twice a year. Their influence in controlling the funds of the school is not felt." Another respondent reported, "The BOG in this school is a mere formal institution that has no role to play. Control and use of the funds of the school is a reserve of the head teacher and the BOG only legitimises the activities of the head teacher" Another respondent stated, "The BOGs contribution in the use of the school funds stops at approving the budget. otherwise the head teacher does whatever he wants." However, those indicating that BOGS had a contribution also gave their views supporting the role of the BOGs. Generally, their views indicated that the BOG influenced budget allocation and checked abuse of funds by the head teacher. One respondent stated, "The BOG ensures that an appropriate budget and the head teacher spends school funds

within the agreed limits.” However, overall, the views of the respondents showed that BOGs had limited control on how the head teachers used the funds of the schools.

#### **4.2.2.3 Interview Results on Board of Governors Financial Control**

During the interviews head teachers and BOG members, indicated that BOGs allocated funds in a way aimed at enhancing academic performance. One respondent stated, “The BOG approves the budget and academic matters like giving teachers incentives, buying books and putting up infrastructure are given priority.” Another respondent stated, “the BOG is involved in the budget making process right away from its initial stages with the chairman of the financial committee discussing it with the school administration before it is presented to the BOG.” Accordingly, this helped in ensuring proper allocation of resources. The respondents also indicated that the BOG received and scrutinised audit reports to ensure there was proper use of money. It was also indicated that BOGs looked at action plans resulting from their decisions during meetings. However, one respondent stated, “our role in controlling school fund is limited and largely the work of the PTA because they are the one who contribute funds. Besides, it is the head teacher who calls meetings and normally BOG members are given limited time to analyse the use of the school’s funds.” In all, the views above show that BOGs had a role in the control of the schools finances but largely the head teacher had greater influence to enhance academic performance.

#### **4.2.3 Board Governors Discipline Regulation**

The second objective sought to establish the relationship between BOGs discipline regulation and academic performance in secondary schools. Data from different sources were collected to answer the research question on how BOGs’ discipline management influence academic

performance. One part of research questionnaire yields descriptive statistics on how BOGs handle discipline issues and the effect of this on academic performance in the selected schools.

**Table 4.6 Descriptive Statistics on Board of Governors' Discipline Regulation on Academic performance**

Board of Governors Discipline Contribution	SD	D	A	SA	Mean	Overall Rating
BOGs help in disciplining teachers and students	13* 8.4**	32 20.8	39 25.3	70 45.5	3.0779	Agree
The Board helped in developing the discipline policy of the school	-	26* 16.9**	90 58.4	38 24.7	3.0779	Agree
There are rules and regulations enacted by the BOG	-	-	65* 42.2**	89 57.8	3.5779	Agree
The Board has put mechanisms for preventing indiscipline in the school	7* 4.5**	22 14.3	97 63.0	28 18.2	2.9481	Agree
Every member of the school community observes culture for the school decided by the BOG	-	31* 20.1**	34 22.1	89 57.8	3.3766	Agree
There were values that the board of governors has put in place which are followed by all members of the school community	-	39* 25.3**	20 13.0	95 61.7	3.3636	Agree
The Board of Governors influence the discipline of teachers in the school	10* 6.5**	36 23.4	85 55.2	23 14.9	2.7857	Agree

Source: Primary Data

#### 4.2.3.1 Descriptive Statistics on Board of Governors Discipline Regulation

The results in Table 4.6 show that the respondents agreed that BOGs helped in disciplining teachers and students. The results on the item were a high Mean = 3.0779 with the majority of the respondents 71% agreeing and 29% disagreeing. The respondents also agreed that BOGs helped in developing the discipline policy of the school. The results on the item were a high Mean = 3.0779 with the majority of the respondents 83% agreeing and 17% disagreeing. The

respondents further revealed that there were rules and regulations enacted by the BOG. The results on the item were a high Mean = 3.5779 with all the respondents 100% agreeing. The respondents indicated that BOGs put mechanisms for preventing indiscipline in the school. The results on the item were a Mean = 2.9481 with the majority of the respondents 81% agreeing and only 19% disagreeing.

The respondents also showed that every member of the schools communities observed the cultures for the schools decided by the BOGs. The results on the item were a high Mean = 3.3766 with the majority of the respondents 80% agreeing and only 20% disagreeing. It was also revealed by the respondents that there were values that the board of governors put in place which were followed by all members of the school community. The results on the item were a high Mean = 3.3636 with the majority of the respondents 65% strongly agreeing and the remaining 35% disagreeing. Further the respondents indicated that BOGs influenced the discipline of teachers in the schools. The results obtained on the item were a Mean = 2.7857 with the majority of the respondents 70% and 30% disagreeing. Overall the results above mean that BOGs played a significant role in influencing discipline regulation in secondary schools.

#### **4.2.3.2 Open Responses from the Questionnaire Survey on BOGs Discipline Regulation**

In questionnaire survey, the respondents were asked to reveal their opinion on the Board of Governors discipline contribution. The majority of the respondents 87% revealed that BOGs significantly regulated discipline in secondary schools. One respondent stated, "The board of governors approved rules and regulations of the school, handle teachers indiscipline cases and demands that teachers and students respect the religion of the founding body." Another

respondent stated, "In case of any serious indiscipline problem, BOG comes in to create sanity and legitimise decisions taken by the head teacher and teachers." There was also a respondent who stated, "The BOG has been at the helm of solving indiscipline problems in the school and calming down uneasiness in the school such as strikes."

#### **4.2.3.3 Interview Results on Board of Governors Discipline Regulation**

In the interviews, all the head teachers and members of BOGs responding to interviews indicated that BOGs ensured discipline regulation in the schools. One respondent stated, "Teachers who are problems are presented to the BOG which helps in handling their cases or recommend for their transfer in case they fail to comply with decisions of the Board." Another respondent stated, "The BOG was responsible for approving school rules and regulations and the discipline committee of the BOG from time to time comes in to handle serious indiscipline problems of staff and students." The respondents overall indicated the BOGs enhanced discipline in the schools by providing rules and regulations and getting involved in handling the indiscipline problems in the schools.

#### **4.2.3.4 Focus Group Results on Board of Governors Discipline Regulation**

In the focus group discussions, the students were asked to tell the role played the BOGs in regulating discipline. However, the students were largely unaware of the role played by BOGs as students revealed that they did not know even the BOGs members of their schools. However, in two schools the students revealed that on organised occasions some members of BOGs talked to students providing counselling on different issues such as behaviour, academic issues and development of schools. However, overall the above results show that the interaction of BOGs

with students was minimal. Therefore, they did not directly influence the discipline of the students.

#### 4.2.4 Board Governors Curriculum implementation supervision Contribution

This item of the study was derived from the third objective that sought to establish the relationship between Board of Governors' Supervision of curriculum implementation and academic performance. Table 4.7 below presents the items and corresponding results of items on the Board of Governors' supervision curriculum implementation.

**Table 4.7 Descriptive Statistics on Board of Governors Curriculum implementation supervision Contribution**

Board of Governors' Curriculum implementation supervision Contribution	SD	D	A	SA	Mean	Overall Rating
BOGs have shown interest in curricula development	17 11.0	29 18.8	84 54.5	24 15.6	2.7468	Agree
BOGs members are involved in providing guidance and counselling students as a curriculum implementation supervision measure	33 21.4	57 37.0	52 33.8	12 7.8	2.2792	Disagree
BOGs have helped in providing teaching and learning materials	41 26.6	55 35.7	43 27.9	15 9.7	2.2078	Disagree
The BOGs mobilise parents to get involved in their children's affairs	18 11.7	48 31.2	59 38.3	29 18.8	2.6429	Agree
BOGs monitor curriculum implementation supervision in the school	23 14.9	68 44.2	42 27.3	21 13.6	2.3961	Disagree

Source: Primary Data

#### **4.2.4.1 Descriptive Statistics on Board of Governors Curriculum implementation supervision Contribution**

The results in Table 4.7 show that the respondents agreed that BOGs have showed interest in curricula development. The results on the item were a Mean = 2.7468. The frequencies showed that the majority of the respondents 70% agreed and 30% disagreed. The respondents BOGs members were not involved in providing guidance and counselling to students as a curriculum implementation supervision measure. The results were a Mean = 2.2792 with the larger number of the respondents 58% agreed with the remaining 42% disagreeing. The respondents also indicated that BOGs had not helped in providing teaching and learning materials. The results on the item were a low Mean = 2.2078 with the majority of the respondents 62% disagreeing and 38% disagreeing. However, the respondents agreed that BOGs mobilised parents to get involved in their children's affairs. The results obtained on item were a Mean = 2.6429 with the larger number of the respondents 57% agreeing and those who disagreeing were 43%. The respondents on the other hand indicated BOG did monitor curriculum implementation supervision in the schools. The results on the item were a low Mean = 2.3961 with the larger number of the respondents 59% disagreed and the remaining 41% agreed. Overall, the results above mean was not much involved in contributing to curriculum implementation supervision as out of the five items, the respondents disagreed with three and agreed with two.

#### **4.2.4.2 Open Responses from the Questionnaire Survey on BOGs curriculum implementation supervision Contribution**

In questionnaire survey, the respondents were asked to summarise their opinion on the Board of Governors curriculum implementation supervision contribution. The respondents in their

summary responses gave several related responses on the contribution of the BOG on curriculum implementation supervision. Some respondents 45% indicated that BOG supported had supported schools on recruiting extra teachers paid locally by the schools using internally generated money and for USE schools using capitation grant received from the government. There were also respondents who indicated that BOGs demanded for students extra lessons and tests with teachers involved receiving some incentive for participating in conducting the extra lessons and tests. However, the majority of the respondents 55% indicated that the BOG played no major in implementation of the curriculum indicating that that was the role of the schools administration and teachers. Others did not respond to the research item.

#### **4.2.4.3 Interview Results on Board of Governors curriculum implementation supervision**

##### **Contribution**

In the interviews, all the head teachers and members of BOGs responding to interviews indicated that BOGs played a significant role in curriculum implementation supervision in contrast to the views of those responding to the self-administered questionnaire. The respondents indicated that BOGs supported schools policies and plans aimed at improving academic performance. For instance, one respondent stated, "Every time UNEB results the BOG is briefed and plans on how to make improvement suggested." Another respondent stated, "There are occasions when we invite some BOG members to address students and counsel them on how to improve their academic performance." Another respondent said, "The BOGs has appropriated funds to paying teachers incentives, providing extra lessons and strengthening the library and laboratory and this has helped staff to enhance students learning." Overall, in contrast with the views obtained from

responses of the self administered questionnaire. Here it is revealed that BOGs had an important contribution in the implementation of the curriculum.

#### **4.2.4.4 Focus Group Results on Board of Governors curriculum implementation supervision Contribution**

In the focus group discussions, the students were asked to tell if they had received some support in learning from BOGs. However, except from two schools in all the other schools the students revealed that they did not see the BOG play a role in their learning. In the two schools where it was indicated that BOG had a role in implementing the curriculum indicated that some BOG members talked to the students and counselled them on how to go about their studies. However, with most of the schools indicating that BOG played no in curriculum implementation supervision , this means that BOGs had not come forward to play a visible role in curriculum implementation supervision in the schools.

#### **4.2.5 Challenges faced by the Board of Governors in enhancing Academic Performance**

This item of the study was derived from the fourth objective that sought to establish challenges faced by the Board of Governors in enhancing academic performance in secondary schools. Table 4.8 presents data on challenges faced by the BOGs in enhancing academic performance in Iganga Secondary Schools.

**Table 4.8 Descriptive Statistics on Challenges on Academic performance of secondary schools faced by Board of Governors**

<b>Challenges on Academic performance of secondary schools faced by Board of Governors</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Overall Rating</b>
The BOGs communicates effectively issue concerning academic performance	6 3.9	73 47.4	53 34.4	22 14.3	2.5909	Neutral
The BOGs monitor teaching and learning to better academic performances	28 18.2	72 46.8	32 20.8	22 14.2	2.3117	Disagree
BOG motivate staff for academic performances	13 8.4	26 16.9	75 48.7	40 26.0	2.9221	Agree
The BOGs are involved in providing administrative support to enhance academic performances	11 7.1	14 9.1	39 25.3	90 58.4	3.3506	Agree
The BOG have helped in providing facilities and structures to improve on academic performance	50 32.5	58 37.7	41 26.6	5 3.2	2.0065	Disagree
Time management has been improved by Board of Governors in school to enhance academic performance.	16 10.4	43 27.9	62 40.3	33 21.4	2.7273	Agree

Source: Primary Data

#### **4.2.5.1 Descriptive Statistics on Challenges faced by the Board of Governors in Enhancing Academic Performance**

The results in Table 4.8 show that the respondents indicated that neither nor did BOGs communicate effectively on issues concerning academic performance. The results on the item were a neutral Mean = 2.5909 with the larger number of the respondents 51% and 49%. Although the larger number of students 51% was in disagreement, this was not very substantial indicating that in some schools, BOGs communicated effectively on issues concerning academic performance. The respondents the indicated that BOGs did monitor teaching and learning to better academic performances. The results on the item were a low Mean = 2.3117 with the majority of the respondents 65% disagreed with the remaining 35% agreeing. However, the respondents indicated that BOG motivated staff for better academic performances. The results on

the item were a Mean = 2.9221 with the majority of the students 74.7% agreeing and 25.3 disagreeing.

The respondents also indicated that BOGs were involved in providing administrative support to enhance academic performance. The results were a high Mean = 3.3506 with the majority of the respondents 84% agreeing and 16% disagreeing. However, the respondents indicated that the BOGs had not helped in providing facilities and structures to improve on academic performance. The results on the item were a low Mean = 2.0065 with the majority of the respondents 70% agreeing and 30% disagreeing. On the other hand, the respondents indicated that time management had been improved by Board of Governors in school to enhance academic performance. The results on the item were a Mean = .7273 with the majority of 61% agreeing and 39% disagreeing. Over all the results show that the challenges the BOG faced on academic performance of secondary schools faced by Board of Governors included failure to monitor teaching and learning and failing to provide facilities and structures to improve on academic performance.

#### **4.2.5.2 Open Responses from the Questionnaire Survey on Challenges faced by the Board of Governors in Enhancing Academic Performance**

In questionnaire survey, the respondents were asked to give the challenges to the Board of Governors in enhancing academic performance of schools. Several responses were given but key among them, the head teachers ignoring the BOGs and inviting them for meetings at their own, the head teachers not reporting accurately to the BOGs problems of the school and the head teachers closely working with a few members of BOGs. There were also respondents who

reported that teachers did not trust BOGs thinking that they were in cohorts with head teachers to swindle resources of schools, most of the BOGs not being parents of the schools hence little stake in the schools and most members not being on the ground in the schools hence detached from the problems in the schools. The above views show that there were a multiple of challenges BOGs faced that were not captured in the descriptive statistics.

#### **4.2.5.3 Interview Results on Challenges faced by the Board of Governors in Enhancing Academic Performance**

In the interviews, all the head teachers and members of BOGs responding to interviews indicated that BOGs indicated that the BOGs faced multiple challenges in enhancing academic performance. The challenges pointed out included lack of control over teachers, lack of finances, isolation by the head teachers, lack of time to invest their energy in the schools and lack of information on the ground. One respondent stated, “We do not pay teachers, their salaries are directly paid by the government, there is no how you can easily control someone you do not pay.” Another respondent said, “Since the introduction of the Universal Secondary Education policy, there reduced funds in the school. This has reduced our contribution to the schools. We have nothing to contribute and we are easily ignored by head teachers.” The above views like the views presented in the open responses of the questionnaire show that BOGs faced a multiple of challenges in influencing the academic performance of schools.

### 4.3 Academic Performance of the Schools

This item of the study was derived from the dependent variable of the study. Table 4.9 below presents the items and corresponding results of items on academic performance of the schools under study.

**Table 4.9 Descriptive Statistics on Academic Performance of the Schools**

Academic Performance	SD	D	A	SA	Mean	Overall Rating
Students achieve good grades in UNEB examinations	28 18.2	63 40.9	44 28.6	19 12.3	2.3506	Disagree
Students UNEB results have been improving over time	40 26.0	72 46.8	22 14.3	20 13.0	2.1429	Disagree
The students UNEB results are satisfactory	23 14.9	92 59.7	28 18.2	11 7.1	2.1753	Disagree
The students' language speech proficiency is superior	11 7.1	96 62.3	39 25.3	8 5.2	2.2857	Disagree
Student's communication abilities are good	23 14.9	84 54.5	38 24.7	9 5.8	2.2143	Disagree
Students have exhibit technical skills	27 17.5	80 51.9	32 20.8	15 9.7	2.2273	Disagree

**Source: Primary Data**

The respondents revealed that students did not achieve good grades in UNEB examinations. The results on the item were a low Mean = 2.3506 with the larger number of the respondents 59% disagreed with the remaining 41% agreeing. The respondents also indicated students UNEB results had been improving over time. The results obtained on the item were a low Mean = 2.1429 with the majority of the respondents 73% disagreeing with only 17% disagreeing. Further the respondents revealed that the students UNEB results were not satisfactory. The results on the item were a low Mean = 2.1753 with the majority of the respondents 74% disagreeing and the remaining 26% agreeing. Still, the respondents revealed that the students' language speech proficiency was not superior. The results on the item were a low Mean = 2.2857 with the majority of the respondents 79% disagreeing and 21% disagreeing. The respondents further

revealed that student's communication abilities were not good. The results on the item were a low Mean = 2.2143 with the majority of the respondents 69% disagreeing and 31% agreeing. These results mean that to a large extent the academic performance in the schools was poor.

#### **4.3.3.1 Open Responses from the Questionnaire Survey on Academic Performance**

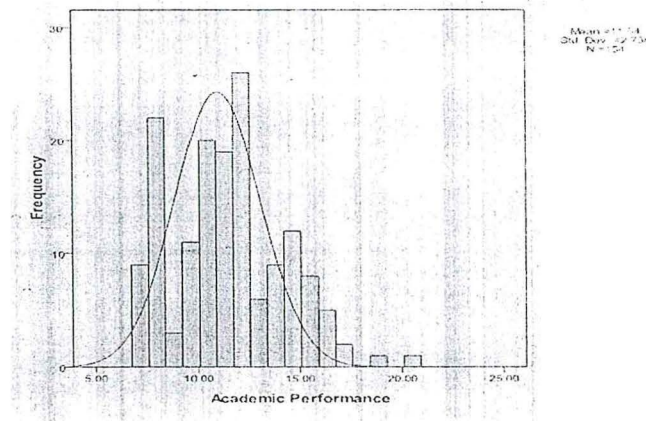
In questionnaire survey, the respondents were asked to tell their opinion about the academic performance of your school. The majority of the students 82% revealed that academic performance was poor. The respondents attributed this to a number of factors that included, admitting poor quality students, low morale amongst teachers especially following the introduction of Universal Secondary Education, low morale amongst teachers because lack of incentives in the schools, lack of facilities such as libraries and laboratories among other factors. However for the respondents indicating that in their schools academic performance was good, this was attributed to a number of factors. The respondents indicated that teachers' commitment was high because of support from all stakeholders of the schools who supported teachers with incentives, emphasis on the school rules, admitting quality students and conducive learning environment with sufficient teaching and learning materials. The views presented above show that academic performance in schools was largely poor except for a few schools.

#### **4.3.3.2 Academic Performance Index**

In section 4.3, the study presented descriptive results on academic performance the dependent variable of the study. Now for purposes of correlating academic performance with the independent variable namely; Boards of Governors' contribution, the researcher aggregated the six questions C1.1 – C1.6 (See Appendix 1) to establish whether the distribution of the results

allowed correlating the dependent variable to the independent variable. The distribution of the results is presented histogram as per figure 4.1.

**Figure 4.1: Histogram of the Academic Performance Index**



Source: Primary Data

The above histogram shows a normal distribution which implies the index with certainty can be subjected to correlation and linear regression analysis.

#### **4.4 Correlation Analysis between Board of governors Contribution and Academic Performance**

To establish the relationship between BOGs contribution and academic performance of the schools, a correlation analysis was carried out relating three independent variables of the study from which the hypotheses were formed, namely; Board of Governors financial control, discipline regulation and curriculum implementation supervision . The results are presented in Table 4.10.

**Table 4.10: Correlation Matrix for Board of Governors Contribution and Academic Performance**

	Academic Performance	Board of Governors Financial Contribution	Board of Governors Discipline Contribution	Curriculum implementation supervision Contribution
Academic Performance	1	.932** .000	.262** .001	.556* .000
Board of Governors Financial Contribution		1	.304** .000	.627** .000
Board of Governors Discipline Contribution			1	.314** .000
Curriculum implementation supervision Contribution				1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Primary Data.**

The results in Table 4.6 suggest that there is a positive significant relationship between Board of Governors contribution and academic performance. For all the items, the critical values were significant at below 0.01 level of significance. This indicated the acceptance of the research hypotheses, namely; Board of Governors financial control, discipline regulation and curriculum implementation supervision relate to academic performance. The results on Board of Governors financial control and academic performance were  $r = .932$ ,  $p < 0.01$ . This means that Board of Governors financial control significantly positively related to academic performance. The results on Board of Governors discipline regulation and consumer choice were  $r = .262$ ,  $p < 0.01$ . These results mean that there was a positive moderate significant relationship between Board of Governors discipline regulation and academic performance. Lastly, the results on Board of Governors curriculum implementation supervision and academic performance were  $r = .556$ ,  $p <$

0.01. These results mean that there is a positive significant relationship between Board of Governors curriculum implementation supervision and academic performance. The results above thus show that there was a relationship between Board of Governors contribution and academic performance. Therefore, results of the study imply that the poor academic performance observed in the schools (Table 4.9) was as a result of poor contribution of boards of Governors in the schools (Tables, 4.5, 4.7). This means that if there was an increase in the performance of Boards of Governors, there would be improved academic performance in the schools

#### **4.5 Regression Analysis on Boards of Governors Contribution and Academic Performance**

To establish whether Boards of Governors' contribution predicted academic performance, the dependent variable namely, academic performance was regressed against independent variable Boards of Governors' contribution. Multiple regression analysis of the aggregate index Boards of Governors' contribution on the three variables namely Board of Governors financial control, discipline regulation and curriculum implementation supervision yielded the results in Table

**Table 4.11: Regression coefficients on Boards of Governors Contribution and Academic Performance**

Variables	Standardised $\beta$	Sig. p
Constant		.004
Board of Governors financial control	.964	.000
Board of Governors discipline regulation	-.018	.563
Board of Governors curriculum implementation supervision	.520	.000
R= .933		
R <sup>2</sup> = .870		
Adjusted R <sup>2</sup> = .867		
F = 50.243, p < .000		

- a. Dependent Variable: Academic Performance  
b. Independent Variable: Boards of Governors Contribution

The results in Table 4.11 showed that, the Boards of Governors contribution explained 86.7% of the variation in academic performance as indicated by the value of adjusted R<sup>2</sup> (adjusted R<sup>2</sup> = 0.867). This means that 13.3% was accounted for by other factors not considered in this study. The complete equation show that the relationship was significant (F = 50.243, p < 0.000). Two hypotheses proved statistically positively significant. Therefore, Board of Governors financial control predicted academic performance ( $\beta = .964$ ,  $p < .001$ ) and Board of Governors curriculum implementation supervision predicted academic performance ( $\beta = .520$ ,  $p < .001$ ). However, Board of Governors discipline regulation did not predict academic performance ( $\beta = -.018$ ,  $p < .563$ ). However, Board of Governors discipline regulation failure to predict performance can be attributed to the fact that whereas the descriptive results indicated that Board of Governors

discipline regulation was positive (Table 4.6), academic performance was poor (Table 4.9). Thus positive Board of Governors discipline regulation could not predict poor academic performance.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the discussion of the results produced from the data presented in chapter four. The discussion leads to the making of different conclusions and recommendations. The discussion is on the relationship between the Boards of Governors contribution and academic performance. Emphasis was specifically on Board of Governors financial control, discipline regulation and curriculum implementation supervision in relation to academic performance.

#### 5.1 Discussion of the Findings

##### 5.1.1 Board of Governors financial contribution and academic performance of schools

The findings of the study established a significant positive relationship between Board of Governors financial control and academic performance. The results revealed that Board of Governors financial control predicted academic performance. For instance, if BOGs participated in allocating fund of the schools then this predicted academic performance. Apparently, it was revealed that BOGs approves budgets and academic matters like giving teachers incentives, buying books and putting up infrastructure are given priority. However, it was also found out that the BOGs has limited control of funds and their allocative stopped at approval of the budget thus the allocation was done by the head teacher. Therefore, this limited role of BOGs predicted the poor academic performance of schools. This means that there is a relationship between BOGs funds allocative role and academic performance. This finding agrees with the finding made by previous scholars. Goodall and Vorhaus (2011) indicate that BOGs schools resource allocation is

close as possible to the operational part of the process. Thus Sekamwa (2000) states that for the school to function well, there is need to prepare and find money to meet all the school expenses like costs of construction of buildings, paying teachers' incentives, materials and equipments, practical education, and motivation for founder body members. The proper allocation of resources will influence performance.

The study showed that Board of Governors did not ensure that finances were not lost. This was because in most of the schools BOGs were mere formal institutions to legitimise the activities of the head teachers. The BOGs contribution stopped at approving the budget, otherwise head teachers did whatever they wanted. This observation means that the schools performed poorly because BOGs did not carry out their role of ensuring that funds did not get lost. Therefore, if BOGs carried out the role of financial control, there would be better academic performance. This finding concurs with the finding made by previous scholars. Nalubona (2002) found out that finance and its management are the driving force behind an organisation, hence there is need for proper management of finance utilisation so that effective running of a school could be realised. Therefore, if BOGs ensure proper management of funds, there will be academic performance.

The study revealed that BOGs were not effectively involved in budget preparation to ensure proper allocation. However, if there is to be good performance in schools, as found out by Onderi and Makori (2012), Board of Governors have to be involved in budget preparation that is planning and development of physical facilities for the purpose of learning and teaching. The Board is required to prepare, approve and implement both the recurrent and development budgets of the school. Consequently there will be better performance.

The study showed that Board of governors were not effective in ensuring transparency in the use of funds. Yet as revealed by the BOGs were supposed to ensure appropriate use of the budget. Thus means that failure to effectively ensure transparency was responsible for poor academic performance of schools. It can thus be deduced that if there is ensuring of transparency by BOGs, there will be good academic performance. Osorio et al. (2009) states that School – Based Management (SBM) programs empower people at the school level to make decisions collectively, thus increasing the transparency of the process. Consequently, students' learning achievement and other outcomes can be expected to improve because of proper use of resources. This means that if BOGs promote transparency, there will be better academic performance.

The study also revealed that BOGS did not help in mobilising funds for the schools. Indeed, in the study it was found out that largely mobilisation of funds was the work of the PTAs. However, if there is to be better academic performance, BOGs have to be involved in funds mobilisation. This is supported by Nyandoro et al. (2013) who indicated that in developed countries such as England, Wales and Canada Board of Governors increased schools finances through fund raising, through appeals for donations, industrial sponsorship and sales of school services to improve on the academic standard of the learners. However, their study in Zimbabwe, established that School Governing Bodies could not raise funds from any other sources besides school fees. This was established by this study in Uganda, where BOGs left resources mobilisation to PTAs.

### 5.1.2 Board Governors Discipline Regulation and Academic Performance

The study found out that there was a positive moderate significant relationship between Board of Governors discipline regulation and academic performance. Thus, Board of Governors discipline regulation did not predict academic performance. However, this can be attributed to the factor that the BOGs were not carrying out the other roles properly such as financial control and curriculum implementation supervision. Accordingly, the study revealed that BOGs helped in developing the discipline policy of the schools. Board of governors approved rules and regulations of the school. This finding that BOGS help in developing discipline policy concurs with the view by Quan-Baffour (2006) that for an organisation like a school to operate in the best interest of learners, it needs policies to guide its members. Thus school governing bodies for should discuss with the relevant stakeholders (e.g. principal, educators, learners, support staff and parents) and develop a behaviour policy that can be used in maintaining discipline at the school.

It was found out that further revealed that there were rules and regulations enacted by the BOG. Accordingly, BOGs significantly regulated discipline in secondary schools. BOGs ensured discipline regulation in the schools. This finding concurs with the views of previous scholars. Quan-Baffour (2006) indicates that the school governing bodies have the responsibility for developing policies regarding the discipline or code of conduct for the school. Quan-Baffour explains that school governing bodies are supposed to help the school develop policies on rules about school hours (times), religious observance, and dress code, language for teaching and learning, code of conduct for learners and code of rights and responsibilities for positive academic achievements.

The study indicated that BOGs put mechanisms for preventing indiscipline in the school. This findings resonates the views of previous scholars. Kiprop (2012) states that to successfully achieve the objectives of a school, all members of the educational organisation are required to strictly adhere to the various behaviour patterns necessary for maximum performance established by schools authorities such as BOGs. Murithi (2010) indicate that discipline management involves preventive discipline and corrective discipline. In preventive discipline, action is taken by the managers to encourage employees' and students to follow the standards, rules and regulations which prevent infractions

The study established that members of the schools communities observed the cultures for the schools decided by the BOGs. Besides, there were values that the board of governors put in place which were followed by all members of the schools communities. Nalubona (2005) indicates that Foundation Bodies that are faith based set cultures through Board of Governors to be followed by school communities. Accordingly, usually culture is enforced in accordance with the values and norms, which school boards set to act as the fulcrum of the desired school culture. It is through school culture that founders are able to achieve desired school members behaviour.

The study, found out that BOGs influenced the discipline of students and teachers in the schools. The BOGs were at the helm of solving indiscipline problems in the schools and calming down uneasiness in the school such as strikes. It was indicated that BOGs from time to time came in to handle serious indiscipline problems of staff and students. This finding resonates the views expressed by Berlin and Ruscitti (2011) who pointed out that behavioural patterns were

influenced by the tendency of school owners ensuring that school administrators and other members of the institution are complying with the formulated values reflected in codes, disciplinary procedures and awards for not only achievement but also conduct and service to the school.

### **5.1.3 Board of Governors' Supervision of Curriculum implementation Supervision Contribution**

The study established that there was a positive significant relationship between Board of Governors' supervision curriculum implementation and academic performance. The results revealed that Board of Governors curriculum implementation supervision predicted academic performance. In relation to BOGs curriculum implementation supervision, the study revealed that BOGs showed interest in curriculum development and implementation for instance, BOGs supported schools policies and plans aimed at improving academic performance. BOGs also supported schools on recruiting extra teachers paid locally by the schools using internally generated money and for USE schools using capitation grant received from the government. This contribution of BOGs in supporting curriculum implementation, is recognised by other scholars. Kindiki (2009) established that governing bodies were involved in ensuring successful implementation of the curriculum. Accordingly, Board of Governors viewed implementation of curriculum in schools as a key area that, as stakeholders, they had to be involved in to ensure that schools provided quality education.

However, the study revealed that BOGs members were not involved in providing guidance and counselling to students as a curriculum implementation supervision measure. Counselling and

guiding of students by BOGs took place only in a few schools. However, if there is to be better academic performance, as found out by Kindiki (2009) BOG members have to be involved in counselling students in areas of career development focusing on students' spirituality and their future careers to their uncertainty. This is because BOG members ensure that government psychologically prepare students to be able to undertake those subjects in the curriculum that guaranteed them brighter and better future.

The study also showed that BOGs had not helped in providing teaching and learning materials. However, if there is to be better academic performance, as observed by Akanksha (2010) Boards of Governors have to provide learning materials and financial or in-kind contributions such as materials and labour to build or maintain the school buildings. This will thus help in improving academic performance of secondary schools. In my opinion teaching materials simplifies work for teachers as it helps in controlling and capturing learners attention hence exploiting learners abilities that is minds. on observation among others

The study further revealed that BOGs mobilised parents to get involved in their children's affairs. This role of BOGs is also recognised by other scholars. Akanksha (2010) states that boards of governors mobilise parents to take part in school programmes. Who participate in school activities, including visiting schools, providing learning materials and financial or in-kind contributions such as materials and labour to build or maintain the school buildings. In most instances, they tend to visit schools when they are invited to attend and/or to discuss specific issues.

The study indicated that BOGs did monitor curriculum implementation supervision in the schools. However, there is need for BOGs to monitor supervision curriculum implementation in the schools. This is because, according to Gakure et al. (2013) inif those bodies included people who could monitor and evaluate what went on in schools, it would be possible to promote academic performance. However, they indicated that some of the members of these important bodies had no knowledge or skills to enable them to understand the dynamics of curriculum implementation supervision, let alone school management. They indicate effective supervision of instruction could improve the quality of teaching and learning in the classroom.

#### **5.1.4 Challenges faced by the Board of Governors in enhancing Academic Performance**

The study established that BOGs faced a number of challenges in enhancing academic performance in the schools. In the first place the study found out that BOGs did not communicate effectively on issues concerning academic performance. This is also a challenge that has been observed by previous scholars. Lomi and Harrison (2012) indicate that the concern of the owner of the institution is to take action to solve problems by providing solutions through different participants bringing in the attention. However, it seems lack of effective communication is a challenge for schools which perform poorly academically. Therefore, there is need for effective communication by BOGs on academic matter if there is to be better performance.

The study found out that BOGs could not monitor teaching and learning to improve academic performance. This was because head teachers ignored BOGs inviting them for meetings when they chose. Besides BOGs lacked control over teachers. Relatedly, Passi et-al (2000) explain

some members of Board of Governors lack experience in school management, thus they cannot monitor teaching. Accordingly there is need for the Board of Governors members to be knowledgeable in order for schools to achieve educational academic achievements.

Further, the study found out that BOGs faced the challenge of providing facilities and structures to improve on academic performance. The challenge which is faced by Boards of Governors in enhancing academic performance was also recognised by other scholars. Sekamwa(1996) observes that it may be genuinely difficult to carry out some of the management policies in the absence of relevant facilities like desks and infrastructure on time. This is because Board of Governors face the challenge of providing the necessary and adequate school needs to enable staff work for pronominal academic performance.

## **5.2 Conclusions**

BOGs had not taken keen interest in what took place in their schools because they showed no sense of their school ownership and had inadequate knowledge in financial management.

BOGs enacted rules and regulations in their schools in Iganga district but they were not involved in the management of discipline of these schools.

Many Board of Governors' members were not confident with interpretation of Government policies on education hence could leave it to the head teachers.

BOGs faced a number of challenges in enhancing academic performance in the schools which include failure to communicate effectively, inability to monitor teaching and learning and provide facilities and structures to improve on academic performance.

### **5.3 Recommendations**

On the basis of the study conclusions, the following recommendations were made:

The Ministry of Education, Science, Technology and Sports should ensure that the Board Of Governor's role of financial control is effectively implemented

BOGs should be invited by head teachers to help in disciplining teachers and students, developing discipline policies, rules and regulations and providing guidance and counselling to students.

The Government/MOESTS should set minimum qualifications for the selection of BOGs for effective interpretation of policies concerning education.

Foundation Bodies should obtain and distribute copies of the education Act 2008 to BOGs to enable them read and understand their roles and responsibilities.

### **5.4 Suggestions for Further Research**

This study focussed only Board of Governors and academic performance of secondary schools. However, further research should be carried out on the criteria for selecting BOGs, the role of school cultures and teachers perception of BOGs, factors affecting performance of BOGs.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRES FOR BOGs AND TEACHERS

**Dear Respondents,**

I am Mukisa Moses Kayuza a Master of Education Student in Kyambogo University (KYU). I am carrying out a research study strictly for academic purposes and your responses will be kept confidential. Do not indicate your name anywhere in this questionnaire

#### SECTION (A) BACKGROUND

*Instructions:* Tick in the space provided the alternative of your choice.

A1 Location of School:

Urban       Semi- Urban       Rural

A2 Your position in the school?

BOG member	Teacher
<input type="checkbox"/>	<input type="checkbox"/>

#### SECTION B: Independent Variable question items

Tick in the appropriate column in the table below according to how you feel about Board of Governors' Contribution on the scale of 1- Strongly disagree (SD), 2- Disagree (D), 3- Agree (A) and 4- Strongly agree (SA).

B1	Board of Governors Financial Contribution	1	2	3	4
		SD	D	A	SA
B1.1	The board of governors allocate funds				
B1.2	The board of governors has ensured that finances are not lost				
B1.3	The board of governors is involved in budget preparation ensuring proper allocation of resources				
B1.4	Board of governors has ensured transparency in the use of funds hence good teaching and learning environment in the school				
B1.5	The board members are knowledgeable in financial management enhancing academic performance through proper financing				
B1.6	Board of governors helps in mobilising finances				
B1.7	BOG financial management affects academic performance of their schools				

B1.7 In summary, what is your assessment of the Board of Governors Financial Contribution?

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B2	Board of Governors Discipline Contribution	1	2	3	4
		SD	D	A	SA
B2.1	The board of governors help in disciplining teachers and students				
B2.2	The board helped in developing the discipline policy of the school				
B2.3	There are rules and regulations enacted by the BOG				
B2.4	The board has put mechanisms for preventing indiscipline in the school				
B2.5	Every member of the school community observes culture for the school decided by the BOG				
B2.6	There are values that the board of governors has put in place which are followed by all members of the school community				
B2.7	The of governors influence the discipline of teachers in the school				
B2.8	The way BOG handles discipline in the schools affects academic performance of the school.				

B1.8 How does the BOG's way of management of discipline affect academic performance of the school.

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B3	Board of Governors' supervision of Curriculum implementation	1	2	3	4
		SD	D	A	SA
B3.1	Board of governors members have shown interest in curricula development				
B3.2	BOGs members are involved in providing guidance and counselling students as a curriculum implementation supervision measure				
B3.3	BOGs have helped in providing teaching and learning materials				
B3.4	The Board of Governors mobilise parents to get involved in their children's affairs				
B3.5	The BOG monitors curriculum implementation supervision in the school				

B3.6 Precisely, in your own opinions what is the Board of Governors' supervision of curriculum implementation?

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B4	Challenges on Academic performance of secondary schools faced by Board of Governors				
B4.1	The BOGs communicates effectively issue concerning academic performance				
B4.2	The BOGs monitor teaching and learning to better academic performances				
B4.3	BOG motivate staff for academic performances				
B4.4	The BOGs are involved in providing administrative support to enhance academic performances				
B4.5	The BOG have helped in providing facilities and structures to improve on academic performance				
B4.6	Time management has been improved by Board of Governors in school to enhance academic performance.				

B1.7 In summary, what are the challenges to the Board of Governors in enhancing academic performance of schools?

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**SECTION C: DEPENDENT VARIABLE QUESTION ITEMS**

Tick in the appropriate column in the table below according to how you feel about Academic performance in secondary schools on the scale of 1- Strongly disagree (SD), 2- Disagree (D),3- Agree (A) and 4- Strongly agree (SA).

C1	Academic Performance	1	2	3	4
		SD	D	A	SA
C1.1	Students achieve good grades in UNEB examinations				
C1.2	Students UNEB results have been improving over time				
C1.3	The students UNEB results are satisfactory				
C1.4	The students’ speech language proficiency is superior				
C1.5	Student’s communication abilities are good				
C1.6	Students have exhibit technical skills				

C1.11 In summary, what is your opinion about the academic performance of your school?

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**APPENDIX II: INTERVIEW GUIDE FOR BOGs, HEADTEACHERS AND STUDENT REPRESENTATIVES**

1. To what extent has the Board of Governors’ allocation of funds enhanced academic excellence in the school?
2. To what extent has the Board of Governors ensured that finances are not lost for the academic progress?

3. To what extent is the Board of Governors involved in budget preparation?
4. To what extent has the promotion of transparency by Board of Governors in the use of funds created a good teaching and learning environment in the school?
5. In what ways is the Board of Governors involved in the budgeting process?
6. What has the BOG done to mobilise finances for academic progress of the school?
7. To what extent has the Board of Governors help in disciplining errant teachers and students?
8. What discipline policy has the Board of Governors helped in developing for the school?
9. What has been the importance of rules and regulations enacted by the BOG in promoting academic performance?
10. What mechanisms has the Board of Governors put in place to prevent indiscipline in the school?
11. In what ways have the values established by the Board of Governors' enhanced academic progress?
12. What is the importance of the Board of Governors influencing the discipline of teachers in the school on academic performance?
13. In what ways has the Board of Governors' members shown interest in curricula development?
14. What has been the influence of BOGs members' involvement in providing guidance and counselling students?
15. To what extent has the BOGs helped in promoting reading habits of students?
16. How important has been the Board of Governors mobilisation of parents to get involved in their children's affairs?

17. In what ways does the BOG monitor curriculum implementation supervision in the school?
18. What extent does effective communication among all stakeholders by the BOG enhances Academic improvement?
19. Does the consideration of staff request by BOG improve on Academic performance?
20. What is the importance of BOGs provision of teaching & learning materials to academic performance?

APPENDIXV: DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION BY  
 THE SMALL SAMPLE TECHNIQUE FOR SELECTION OF SAMPLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

*Note.* — *N* is population size.

*S* is sample size.

By Robert V. Krejcie&Daryle W. Morgan (1970).