

**FUNCTIONS OF THE FOUNDATION BODIES AND PERFORMANCE OF
GOVERNMENT-AIDED SECONDARY SCHOOLS IN TORORO DISTRICT,
UGANDA**

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DECLARATION

I, Buyi Yobu Ronald, hereby declare that this is my original work, is not plagiarised and has not been submitted any other institution for any award.

Signed.....
BUYI YOBU RONALD

31/08/2025
Date

APPROVAL

I certify that this report has been compiled under my supervision and guidance and I confirm that it's ready for submission for further examination.

Signed..........

Dr. Christine Margaret Okurut Ibore
Supervisor

31/08/2025

Date

DEDICATION

This work is dedicated to my beloved family for their unwavering love, encouragement, and prayers, which have been a constant source of strength throughout this academic journey.

I also dedicate it to the teachers, learners, and education leaders in Tororo District whose commitment to excellence continues to inspire my passion for educational research and development.

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LIST OF ACRONYMS

BRMS	:	Basic Requirements and Minimum Standards
UACE	:	Uganda Advanced Certificate of Education
UCE	:	Uganda Certificate of Education
USE	:	Universal Secondary Education

ABSTRACT

The purpose of this study was to assess how the implementation of foundation body functions contributes to school performance in government-aided secondary schools in Tororo District, Uganda. Particular focus on the roles of culture, knowledge, and supervision. It was guided by three specific objectives: to analyse the effect of board members' knowledge of their responsibilities, to examine the effect of the foundation body's supervision practices and to assess the effect of the foundation body's culture on the performance of Government-aided schools in Tororo District. The study adopted a cross-sectional research design with a mixed-methods approach, combining quantitative surveys and qualitative interviews with school administrators, board members, and foundation body representatives. The results of a multiple regression analysis model explains 57.5% of the variance in school performance, with an R-value of 0.758 and an Adjusted R² of 0.566, indicating that the foundation bodies' functions significantly impact performance outcomes. The analysis reveals that supervision and culture are the most influential predictors of school performance, while knowledge does not show a statistically significant effect. Furthermore, the multiple regression model (R² = 0.575, F = 69.329, p = 0.000) demonstrates that while knowledge has a positive coefficient of 0.211, the effect is not statistically significant (p = 0.163). In contrast, supervision and culture exhibit strong and statistically significant positive effects on school performance, with coefficients of 0.843 and 0.602, respectively (both p = 0.000). The analysis highlights that effective supervision practices and a robust organizational culture lead to substantial improvements in school performance. Furthermore, supervision and culture show strong positive correlations with school performance (r = 0.726 and r = 0.617, respectively), reinforcing their pivotal roles as predictors. The findings highlight the importance of strengthening supervisory practices and fostering a positive, supportive culture within foundation bodies. While board members' knowledge of their roles contributes to school governance, it is the foundation bodies' supervision and cultural practices that have the most significant impact on school performance. The study concludes that foundation bodies play a critical role in improving the quality of education in Uganda. It recommends that the Ministry of Education and Foundation bodies should collaboratively institute regular, structured training and orientation programs for all board members. Further research could explore the impact of these functions in other districts and regions

CHAPTER ONE

INTRODUCTION

Several reports indicate schools in Tororo district are struggling to perform (Omollo, 2023; Kisekka, 2023), there is poor learners' educational attainment (NPC, 2022), poor transition rates as few students are admitted into tertiary institutions on government sponsorship (New Vision, 2021) and schools post poor UCE results (New Vision, 2021). On the other hand, the government underscores the role of foundation bodies in achieving Basic Requirements and Minimum Standards (BRMS) (DES, 2012) and school governance (Education Act, 2008).

The study examined the impact of the Foundation Bodies' role on school performance. Brown et al (2017) posited that the quality and services provided by schools in Uganda were largely influenced by factors such as the management and involvement of their respective foundation bodies.

This chapter presents the background of the study, statement of the problem, general objective of the study, specific objective of the study, research questions, hypotheses of the study, significance of the study, conceptual framework, justification of the study, scope of the study and operational definitions.

1.1 Background to the Study

The background to the study is presented in four perspectives: historical, theoretical, contextual and conceptual background.

According to Mukherjee, (2017) Organization Performance Management started from the private sector to the public sector and now “also in the education industry, from the developed world to the developing countries” (p.44). Babineau, (2017) observes that 1965 Elementary and Secondary Education Act (ESEA) was the first law in the US to “focus specifically on closing the achievement gap between students and also

placed an emphasis on standards-based testing” and it is still “the backbone to modern, federal K-12 education policy”. Kyei et al (2018) observe that “low academic performance is costly for countries and concludes that ensuring that all students meet a minimum standard can lead to substantial long-term gains in economic growth”(p.2). According to Byrnes, (1990) Missionaries built the first schools in Uganda in 1890s and the first government secondary school was established in 1924 and by 1950, there were three government schools, three privately owned and forty-seven managed by religious organizations. Ssebaggala, (2018) argues that in the 1960s and early 1970s schools across the country equaled in academic performance, status, enrollment into tertiary institutions and in the quality of leadership and staff (there was no difference in school performance across the country). However, in the 1970s President Idi Amin forced private and missionary owned schools “to go partly government grant-aided simply because government wanted to control them” (Ssebaggala, 2018), giving birth to government-aided schools which led to loss of their independence and direct government interference which affected their performance. Brown et al (2017) assert that the quality and services provided by a school depend heavily on among others the management and engagement by their respective foundation body.

The study is based on Systems Theory, which was introduced by Ludwig von Bertalanffy in the 1940s and advanced by Ross Ashby in 1956. Systems theory is a transdisciplinary framework for comprehending intricate systems. It analyses the interactions among many components of a system and their collective impact on the system's overall functioning (Lou-Barton & Davis, 2019). Systems theory concentrates on the principles governing the organisation of all types of systems. All systems exhibit six characteristics: wholeness (all components are interrelated and

interdependent), hierarchy (systems are frequently embedded within larger systems, forming a hierarchical structure), self-regulation (systems possess boundaries that delineate internal and external elements), openness, adaptability (systems utilise feedback to sustain stability or adjust to alterations), stability, and flexibility.

School performance is the extent to which the school has posted good results at Uganda National examinations, reduced on repetition rate/or dropout rates maintained high students' enrolment and offered a variety of subjects for students (Nkundabanyanga et al, 2015); in short, the school's flexibility, quality and service delivery. It is how well students excel academically and adheres to local, state, and national regulations (Babineau, 2017). Mukherjee, (2017) defined school performance as "the quantity and quality of outputs, adaptability and participant attitudes such as employee job satisfaction, besides learners' educational success". Fitzgerald, Brignall, Johnston, and Silvestro, (1991) argue that because most performance measurement focuses on quantifiable aspects like cost and productivity and neglect other important dimensions necessary for competitive success, they suggest the following six dimensions of performance measurement including financial, quality, flexibility, resource, utilisation and innovation. Therefore, the study considered school performance in terms of how well the school performed financially, its quality, flexibility, availability of resources, utilization of available resources, and improvement.

A foundation body can be an individual, group, organisation or religious institution (Brown et al, 2017). The foundation body of a school is the group of people who have responsibility for the school's governance and management; the foundation body is responsible for appointing some of the school governors, who are responsible for

overseeing the school's management and ensuring that it is run effectively. The 2008 Education Act defines foundation body as “an individual or group or organization which founds and manages an education institution”. Among the functions of the foundation body is to ensure high school's performance standards (Education Act, 2008; Tororo Archdiocese, 2019; Church of Uganda, 2016; UMSC, 2019).

Government grant-aided school is a school that is jointly managed by the foundation body and Government (Education Act, 2008; Brown et al, 2017; Tororo Archdiocese, 2019; Church of Uganda, 2016; UMSC, 2019).

There is a huge variation in the performance of schools in Uganda (Ssebagala, 2018) with a clear “distinction between higher standard and lower standard schools” (Brown et al, 2017). Unfortunately, government-aided Secondary schools in Tororo belong to lower standard schools characterised by high students' dropout rates and low parents' involvement and teachers' motivation and performance, poor quality and inadequate physical facilities, low students' enrolment, indebtedness, and poor academic performance (Kuloba, 2019; Oketcho et al 2019; New Vision, 2019; Omollo, 2023; New Vision, 2019; Kisekka, 2023; NPC, 2022; New Vision, 2021). For instance, Tororo ranks around 29th nationwide by number of As in 2023. Besides, Tororo Girls (55th) and St. Peter's college (71st) were the only Tororo District Schools in UCE 2023 top 300 National Rankings. Additionally, New Vision, (2019) observes that Manjasi HS which used to boast of over 2000 students was now a mixed school with only 201 students. It is the function of the foundation bodies to ensure high school performance standards (Education Act, 2008; Church of Uganda, 2016; Tororo Archdiocese, 2019; UMSC, 2019). However, there has been a growing fight for supremacy between foundation bodies and the Ministry of Education and Sports (MoES) on a number of policies. For example, foundation body vetoed the removal of

Board members from being signatories to bank accounts (Katusiimeh, 2021) and deployment of head teachers (The Independent, 2022). This conflict invariably affects the overall delivery and performance of education programs; thus, affects schools' performance. It is upon this background that the study seeks to examine the effect of the foundation bodies' performance of their functions on the performance of government-aided secondary schools in Tororo District.

1.3 Statement of the Problem

Namagembe et al (2021) and Kisekka (2023) indicate that the performance of government-aided secondary schools has raised concerns among all education stakeholders in Uganda. Reports show high students' dropout rates, low parents' involvement, low teachers' role performance, low students' enrolment, indebtedness, poor academic performance, and dilapidated school buildings. The government has recruited and posted teachers, retooled teachers, rehabilitated traditional schools, and even increased science teachers' salaries to boost school's performance. Despite all the above efforts to promote learning, retention and quality schools' performance, government-aided secondary schools in Tororo district still struggle to perform. In 2023, Tororo District ranked about 29th nationwide by number of As at UACE, with only Tororo Girls' (55th) and St. Peter's College (71st) featuring in the UCE top 300, while New Vision (2019) noted that Manjasi HS had declined from over 2,000 students to just 201. The 2008 Education Act, 2016 Church of Uganda Education Policy, 2019 Archdiocese of Tororo Education Policy, and The UMSC Education Policy (2014) as amended in (2019) devolve powers in the foundation bodies to play a complimentary role in ensuring efficient and effective delivery, management, monitoring, and evaluation of the performance of the education programs. However, evidence on the ground shows the foundation bodies have

abdicated from their canon responsibility instead to the government. If this continues, the foundation bodies' relevancy may cease and government-aided secondary schools shall continue to underperform. Therefore, the study sought to examine the effect of the foundation bodies' implementation of their functions on the performance of government-aided secondary schools in Tororo District.

1.4 Purpose of Study

The general objective of the study was to establish the effect of the foundation bodies' implementation of their functions on the performance of government-aided secondary schools in Tororo District.

1.5 Objectives of Study

The specific objectives of the study were:

1. To analyse the effect of board members' knowledge of their responsibilities on the performance of Government-aided schools in Tororo District.
2. To examine the effect of the foundation body's supervision practices on the performance of Government-aided schools in Tororo District.
3. To assess the effect of the foundation body's culture on the performance of Government-aided schools in Tororo District.

1.6 Research Questions

1. In which ways do the foundation board members' knowledge of their responsibilities affect the performance of Government-aided schools in Tororo District?
2. How do the foundation body's supervision practices affect the performance of Government-aided schools in Tororo District?
3. To what extent does the enforcement of the foundation body's culture affect the performance of Government-aided schools in Tororo District?

1.7 Research Hypotheses

The study tested the following null hypotheses:

H01: There was no statistically significant effect of board members' knowledge of their responsibilities on the performance of Government-aided schools in Tororo District.

H02: There was no statistically significant effect of the foundation body's supervision practices on the performance of Government-aided schools in Tororo District.

H03: There was no statistically significant effect of the foundation body's culture on the performance of Government-aided schools in Tororo District.

1.8 Conceptual Framework

The study's Conceptual Framework shows a linear relationship between Foundation Bodies' Role, the independent variable and School Performance, the dependent variable. It was illustrated in Figure 1.1 below.

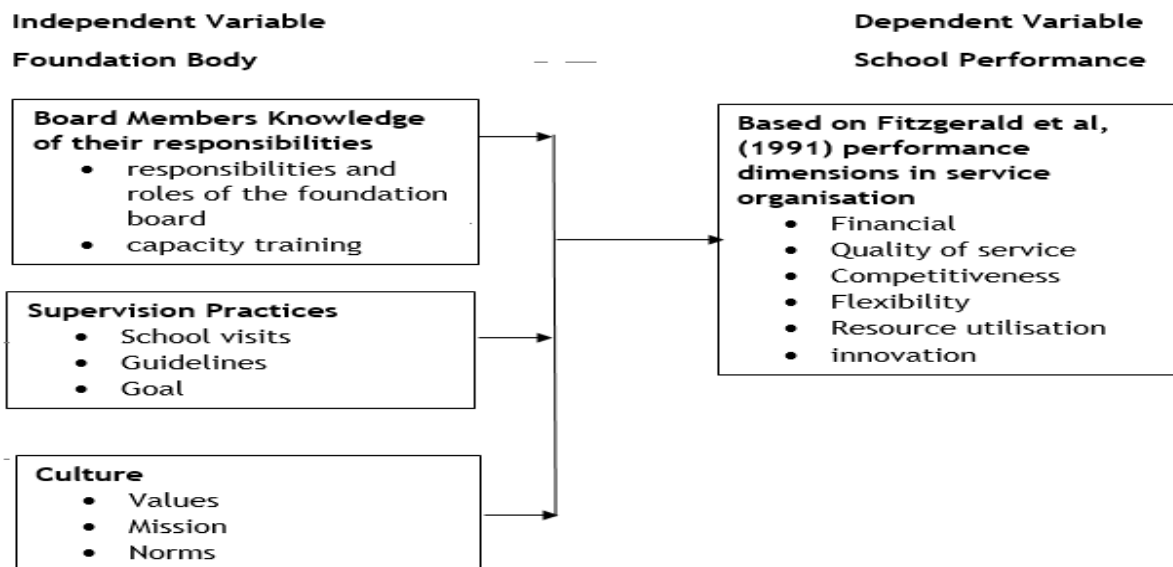


Figure 1.1: Conceptual Framework

Source: Developed by the researcher based on ideas from Hanushek's, (1979) Education production functions Theory

Figure 1:1 shows the relationship between the foundation body and school performance as a crucial aspect in education systems. It assumes that the Foundation Body initially provides resources and establishes policies (inputs). Then Schools receive and integrate these inputs, adapting them to their specific contexts. After the Schools implement the resources and policies, providing feedback on their effectiveness. Then the impact on school performance was measured through various indicators (outputs). Lastly, results from the output stage are used to evaluate and refine the foundation body's support mechanisms, creating a cycle of continuous improvement. This framework helped in understanding how the foundation body's support influences school performance through a systems-based approach, emphasizing the interconnected nature of inputs, processes, outputs, and feedback.

1.9 Scope of Study

This was conceptualized in terms of geographical scope, content scope, and time scope.

1.9.1 Geographical Scope

The study was carried out among government-aided secondary schools in Tororo District. Reports indicated that Tororo District faces high student dropout rates, low parent involvement, poor teacher performance, dilapidated school buildings, low student enrolment, indebtedness, poor academic performance, and low educational attainment among learners (Omollo, 2023; Kisekka, 2023; Oketcho, Ssempala, Ujeyo, & Atibuni, 2019; Kuloba, 2019; New Vision, 2019; New Vision, 2021; NPC, 2022). In 2023, Tororo District ranked about 29th nationwide by number of As at UACE, with only Tororo Girls' (55th) and St. Peter's College (71st) featuring in the UCE top 300, while New Vision (2019) noted that Manjasi HS had declined from over

2,000 students to just 201. In summary, the performance of schools in the district was very poor. Located in Eastern Uganda, Tororo borders the Republic of Kenya to the east, Bugiri District to the west, Butaleja to the north, Busia to the south, and Mbale to the northeast.

1.9.2 Content Scope

The study was limited to examining the effect of the foundation bodies' role on the performance of government-aided secondary schools in Tororo District, Uganda. It focused on the foundation bodies' board members' knowledge and performance of their responsibilities, supervision practices, and the principles, norms, and beliefs guiding their actions. According to Doringin (2022), the foundation bodies' role was significant because they are "almost the only decision-maker" (p. 37) and "essential in guiding and leading schools to achieve their vision, mission, and objectives" (p. 33). The GEM Report (2018) notes that local and religious leaders act as a link between the community and schools in Uganda. The dimensions of school performance used in this study were based on Fitzgerald et al (1991) *Performance Measurement in Service Business*, which include financial performance, quality of service, competitiveness, flexibility, resource utilization, and innovation. This framework was relevant because the production function for schools assesses policy alternatives, as well as the effectiveness and efficiency of publicly provided services, with education being a key area (Hanushek, 2020).

1.9.3 Time Scope

The study was limited to the period between 2022 and 2024. This timeframe was chosen because the researcher believes it was long enough to allow for a meaningful comparison of school performance.

1.10 Significance of the Study

The study was a requirement for the award of a Master's degree from Uganda Christian University. It may inform policymakers and implementers at the Ministry of Education on how to engage foundation bodies to improve school performance. Additionally, the study may provide insights into how to enhance the performance of foundation bodies in order to increase the effectiveness of the schools under their foundation.

1.11 Justification of the Study

The study was conducted at a time when the performance of public schools was under scrutiny (Ssebagala, 2018). Ssebagala (2018) observes that, unlike today, schools across the country in the 1960s and early 1970s performed comparably in terms of academics, status, admission to institutions of higher learning, and leadership quality, which calls for a total overhaul of the public education sector in Uganda. While studies indicate that schools' performance has been poor, there was limited empirical research on how the foundation bodies' role affects the performance of government-aided secondary schools in Uganda.

1.12 Definition of Key Terms and Concepts

This part dealt with the operational definition of key terms as used in the study:

school performance was how well the school performs financially, its quality, how flexible it was, availability of resources, utilisation of available resources and improvement.

Foundation body was an individual, group, organisation or religious institution who founds and manages an education institution.

Government grant aided school was “a school not founded by the Government but which receives statutory grants in the form of aid from Government and was jointly managed by the foundation body and Government” (Education Act, 2008; Brown et al, 2017).

Supervision: Supervision involves overseeing the day-to-day operations of schools to ensure effective implementation of educational policies and programs.

Monitoring: Monitoring involves systematic data collection to track progress and identify areas for improvement.

Evaluation: Evaluation assesses the overall effectiveness of educational programs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature concerning the school environment in terms of physical facilities, school safety and security, social inclusiveness and learners' attendance. The literature was reviewed from journals, textbooks, publications, internet sources, and official reports related to the school environment. It has been reviewed according to the study objectives. The chapter also includes the conceptual review and the definitions of the variables in the study according to professional scholars.

2.2 Theoretical Review

Systems theory is an interdisciplinary framework that views complex entities as wholes made up of interconnected parts. Systems theory has evolved significantly since its early conceptualizations by Ludwig von Bertalanffy in the 20th century. It emphasizes understanding phenomena through the interactions and relationships between parts rather than just the parts themselves (Mele et al , 2010; Friedman & Allen, 2014). In management, systems theory is used to analyze organizations as systems interacting with their environments. This perspective helps in understanding organizational dynamics and improving decision-making processes. Systems theory aids in model building, hypothesis testing, practical decision-making, effective evaluation, and improved communication within educational institutions (Mwangeka, 2020). Systems theory in education offers a holistic approach to understanding the interconnectedness of various components within an educational system.

2.3 Conceptual Review

Nkundabanyanga et al (2015) define school performance in terms of quality as “the extent to which the school has provided high-performing students, offered consistent, reliable performance and improved conformance to Uganda National examinations regulations/requirements”, delivery as “the ability of the school to provide fast learners, meet syllabus completion deadlines and reduce on repetition rate/or dropout rates”, and flexibility as “the ability of the school to make rapid changes in the design of syllabus, adjust capacity in form of facilities quickly, make rapid volume (in form of, e.g. student numbers) changes, offer a large number of teaching service features, offer a large degree of product variety (e.g. subjects on offer) and adjust product mix (in form of, e.g. sciences and arts subjects)”.

The measurement of school performance is the most difficult topic because it is a multidimensional construct, which is dependent on a range of factors. There are several measures that can be used in the measurement of school performance; however, the most widely use include the Balanced scorecard, the performance pyramid, integrated performance measurement and performance measurement in service businesses. According to Mukherjee, (2017), Kaplan and Norton’s, (1992) balanced scorecard and Fitzgerald et al , (1991) performance measurement in service businesses are the most appropriate ones to measure school performance where the financial measures alone are not sufficient to give a complete picture of performance.

Kaplan and Norton’s, (1992) balanced scorecard focuses on the strategic agenda of the organization; set of measurements to monitor performance against objectives; a

mix of financial and non-financial data items- Financial, Customer, Internal Process, and Learning & Growth; and, a portfolio of initiatives designed to impact performance of the objectives. Whereas Fitzgerald et al, (1991) performance measurement in service businesses proposes six dimensions that can be used to measure school performance: “Financial (propriety); Quality of service (number of student or parents complaints per week/month/year); Competitiveness (number of students passing in Division one and matriculation into tertiary institutions); Flexibility (drop outs, transitions etc); Resource utilization (including utilization of tools and equipments, buildings and classrooms etc) and innovation (number of innovative changes made during the year).

Education Act, (2008) and Brown et al (2017) defines foundation body as an “individual or group or organization which founds and manages an education institution”. The responsibilities of the foundation body include ensuring proper school management; promotion of religious, cultural and moral values and attitudes in schools of their foundation; policy formulation; education advocacy; resources mobilisation; implementation, monitoring and evaluation of education and services; and designing, development, and implementation, monitoring and reviewing of the curriculum (Education Act, 2008; Church of Uganda, 2016; UMSC, 2019; Tororo Archdiocese, 2019). However, GEM Report, (2018) observes that there is little participation of stakeholders in schools in Usganda “allowing for informal and personality based networks to become dominant” coupled with a “lack of response to school requests for key inputs leads to resignations and compromises on quality”.

2.3 Foundation Bodies’ Role and School Performance

The empirical review was guided by the three key themes forming the basis for specific objectives that guided the study.

2.3.1 The board members' knowledge of their responsibilities and the performance of Government-aided schools

Pearson, (2015) argues that every board member wears three hats: governance, volunteer and participant hats that define his roles. The most important for Board members is to balance their board roles to be effective. This is because the most paramount pillar of Board effectiveness is the individual board members' quality, focus and dedication to the school (Lawrence, 2018; Cossin & Caballero, 2014).

Unfortunately, studies have shown that most members of the school board do not understand their roles while others were ineffective due to lack of full mandate of managing the affairs of the school (Mugabe, 2019); thus leading to school's poor performance. This, therefore, calls for clarity of each board members' role in generating productive conditions for improving school performance through individualised training (DBE, South Africa, 2018).

However, much as school boards are aware of their roles and responsibilities, their efforts are thwarted by the government policies and political interferences (Pakade & Chilenga-Butao, 2021; Ssebagala, 2018). Although, board members role performance especially participant governance ensures "good governance for higher quality education" (Mythili, 2019).

Overall, less orderliness, less focus on school performance, lack of mutual respect, concentration on own agendas other than policy issues, poor interpersonal relationship with the school administration, and less community collaboration and coordination of board members formed the characteristics of poor performing schools and vice versa (TASB, 2023; Polk, 2017; GreatSchools Staff, 2023).

2.3.2 The foundation body's supervision practices on the performance of Government-aided schools

Among the roles and responsibilities of the foundation body are to ensure effective supervision practices on the performance of Government-aided schools (Education Act, 2008; Church of Uganda, 2016; Tororo Archdiocese, 2019; UMSC, 2019).

However, this mandate is hampered by foundation bodies' lack of supervision, monitoring and evaluation skills, experience, and qualification/training (Kiryowa, 2022; Namagembe et al, 2021). Besides, the foundation bodies were not autonomous in decision making but instead depend the local and central government, which invariably affects delivery of education services in government-aided schools (Mugabe, 2019) especially in the USE schools. Yet it ought to be observed that the school's performance in Uganda depends heavily on management and engagement by their respective foundation body (Brown et al, 2017). Additionally, Mugagga et al (2018) criticises Diocesan educational leadership in supervising its schools for ineffectiveness.

It is an acknowledged fact that effective supervision by the foundation body contribute significantly to improving the performance of Government-aided schools, leading to better educational outcomes for students and yet there limited studies to establish this causal relationship.

2.3.3 The foundation body's culture on the performance of Government-aided schools

Kizza et al (2023) decry of the threat to the preservation of the religious identity in faith-based founded schools due to the "growing secularisation of society and the trends towards the establishment of a single religion". This brings up the question of whether the loss of the religious identity has affected the performance of these

schools. Consequently, Mugagga et al (2013), call “for rejuvenation of denominational values in the management of schools founded and owned by the Church”. In their study, Mugagga et al (2018) disdainfully noted that though the practice was different from Church’s denominational education philosophy.

It is argued that foundation bodies’ core values such as integrity, empathy, resilience, authenticity, gratitude, and lifelong learning guide individuals toward becoming people of value (Koehler, 2023). These values impact how educators approach teaching, student interactions, and overall school climate.

In a nutshell, the foundation of Government-aided schools rests on a complex interplay of values, beliefs, norms, and cultural context. Norms related to education include attendance, punctuality, respect for teachers, and academic honesty. Besides, rewards and punishments mechanisms like, good grades may lead to praise, reinforce adherence to educational norms. By understanding and aligning with these principles, educators can foster a conducive learning environment and enhance educational outcomes. But this is an area which has received less attention.

2.4 Summary of Literature Review

A quick scan of related literature reveals that much as studies appreciate the role of foundation bodies in the education programmes success, there was a dearth of studies on how the foundation body role performance affects the overall school performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the research design, study population, sample size, sampling techniques, data collection instruments, data quality control methods, data analysis techniques that were used in carrying out this study and ethical considerations, have been presented.

3.2 Research Design

This study adopted a cross-sectional research design because it allows for the collection of data from different categories of respondents at a single point in time, providing a snapshot of the relationship between the functions of Foundation Bodies and the performance of government-aided secondary schools. This design was cost-effective, time-efficient, and suitable for studies that aim to describe characteristics, relationships, and differences among variables without manipulating the study environment (Setia, 2016). Moreover, cross-sectional designs are particularly useful in educational research where the objective was to gather diverse stakeholder perspectives—such as those of Board members, head teachers, and deputy head teachers—within a limited timeframe (Creswell & Creswell, 2018). Its use in this study enabled the analysis of multiple variables simultaneously, thereby supporting a comprehensive understanding of governance functions and their influence on school performance in Tororo District. The study employed a mixed-methods approach, combining both qualitative and quantitative methods. According to Creswell (2014), a mixed methodologies approach provides a deeper understanding of the issue or subject than either approach alone. While the study

primarily focused on quantitative data, it also included qualitative information gathered through in-depth interviews and document reviews.

3.3 Study Population

The target population consisted of 294 board members selected from twenty-one (21) government-aided secondary schools in Tororo District, as well as three (3) secretaries from foundation bodies for Education. The study included 297 respondents. Including all Board members, head teachers and deputy head teachers in the study population was essential because they play key roles in translating Foundation Body functions into school governance and performance outcomes. Other Board members participate in decision-making and oversight, head teachers operationalize governance directives through instructional leadership and resource management, while deputy head teachers provide close supervision of academic programs and student welfare. Their combined perspectives offer a more balanced and triangulated understanding of how Foundation Body decisions affect the performance of government-aided secondary schools in Tororo District, thereby enhancing the validity and comprehensiveness of the study findings. Secondary schools in Tororo District were chosen due to alarming reports of their poor performance. For instance in 2023, Tororo District ranked about 29th nationwide by number of As at UACE, with only Tororo Girls' (55th) and St. Peter's College (71st) featuring in the UCE top 300, while New Vision (2019) noted that Manjasi HS had declined from over 2,000 students to just 201. Out of the 21 government-funded secondary schools, ten (10) are founded by the Church of Uganda, six (6) by the community, and five (5) by the Catholic Church (UNSER-Schools, 2023).

3.4 Sample Size

A sample is a set of cases, participants, events, or records consisting of a portion of the target population, carefully selected to represent the population (Cooper & Schindler, 2008). A total sample size of 164, comprising 167 board members and three (3) Foundation Body Education Secretaries / Coordinators, was selected from a total population of 297 across 20 schools. The sample size was determined using Yamane's (1973) sample selection approach. The 20 schools were selected proportionately as follows: Church of Uganda (CoU) - 9, Community - 6, and Catholic - 5. The target population, sample size, and sampling techniques are presented in Table 3.1.

Table 3.1: Target Population, Sample Size, and Sampling Techniques

Respondent	Popn	Sample Size	Sampling technique	Instrument
Foundation Body Education Secretaries / coordinators	3	2	Purposeful sampling	Interview guide
Foundation Board Members	105	95	random sampling	Questionnaire
Other Board members	147	32	random sampling	Questionnaire
Head Teachers	21	17	random sampling	Questionnaire
Deputy Head Teachers	21	18	random sampling	Questionnaire
Total	297	164		

Source: (UNSER-Schools, 2023)

3.5 Sampling Techniques

The researcher used Purposeful Sampling and simple random sampling techniques to select the required sample.

3.5.1 Purposeful Sampling

Three (3) Foundation Body Secretaries for Education were purposefully selected for the study. The participants were purposefully chosen because they are responsible for seconding board members and are charged with oversight roles over the boards and schools under their jurisdiction.

3.5.2 Simple Random Sampling

The researcher used a simple random sample, where each individual in the population had an equal probability of being selected (Creswell, 2014). In this procedure, the researcher obtained a list of board members from the head teacher, then assigned a sequential number to each subject in the sampling frame. Finally, individuals were selected using an online random number generator for sample selection.

3.6 Data Collection Methods and Instruments

The researcher used both quantitative and qualitative methods to collect data, including questionnaires, documentation review, and interviews. The data collected were triangulated for analysis and interpretation.

3.6.1 Questionnaire Method

The researcher used a questionnaire to collect quantitative data. In this method, the researcher set closed-ended questions for the respondents to answer. This method was chosen because it was cost-effective and convenient, as it allows the researcher to distribute the questionnaires and collect them later within a short period.

3.6.2 Qualitative Methods

For qualitative data, the researcher used interviews to collect the data.

3.6.2.1 Interview Method

Unstructured and open-ended questions were posed to the respondents in a face-to-face session. This method was used to elicit views and opinions from the participants about the role of the Foundation Body and school performance.

3.7 Instruments for Data Collection

The research used two data collection instruments: a questionnaire and an interview guide.

3.7.1 Questionnaire

The researcher designed a self-administered questionnaire with closed-ended questions to collect primary data from board members. The questionnaire was chosen to allow the researcher to gather vast amounts of information from many respondents in a short time and at a low cost (Bowling, 2005). The instrument consisted of an introduction explaining the purpose of the study, followed by section 1 covering demographic data of respondents. Section 2 included three items on Board Member's Knowledge of Responsibilities; Section 3 had 4 items on : Foundation Body's Supervision Practices; Section 4 contained 4 items on Foundation Body's Culture; and Section 5 featured 4 items on Impact on School Performance. Items were measured using a five-point Likert scale.

3.7.2 Interview Guide

An interview guide was used to collect data from the foundation bodies' secretaries for education. The responses from the interviews supplemented the quantitative data. The use of this tool and method allowed the researcher to probe participants in case of unclear responses and gather in-depth information. The interview guide contained semi-structured questions to guide the researcher during the face-to-face interviews. Two foundation body's secretaries for education from the three Foundation Body of the government-aided secondary schools in Tororo District were interviewed because they were few in number and had flexible schedules. Interviews provided the opportunity for broader explanations of questions, allowing the researcher to correct misconceptions and offer clarity (Amin, 2005). The interview sessions lasted about 30 minutes to 1 hour and were conducted at the respective places of work. Audio recording was used with consent from the respondents, and the responses were transcribed afterward.

3.8. Validity and Reliability of Quantitative Instruments

The study aimed to ensure the validity and reliability of both qualitative and quantitative data collection instruments.

3.8.1 Validity and Reliability of Quantitative Data

The study aimed to establish both validity—the degree to which a concept was accurately measured—and reliability—the degree to which a research tool consistently produces the same results when used repeatedly in the same circumstances (Heale & Twycross, 2015)—for the quantitative study.

3.8.1.1 Validity of Instrument

The validity of the instrument refers to its ability to measure what it was intended to measure (Creswell, 2014). To ensure the validity of the questionnaire and interview guide, they were developed with the assistance of experts in the field of study. The instruments were then subjected to the independent judgment of three experts to ensure construct validity. These experts were selected to independently assess the relevance of the items in the questionnaire to the research objectives by categorizing them as relevant (R) or irrelevant (IR).

Table 3.2: The Content Validity Index (CVI)

	Content Validity Index (CVI)		
	Items	Valid	Percentage
School Performance	7	7	1.0
Board Member's Knowledge	4	3	0.8
Foundation's Supervision	4	4	1.0
Foundation's Culture	5	4	0.8
Overall	20	18	0.9

Source: Primary data, 2024

Table 2.2 above reveals that the CVI was 0.9, therefore above 0.7 recommended by Amin (2005). Thus, the tool was deemed appropriate and valid for data collection.

3.8.1.2 Reliability of Instruments

According to Ahuja (2000), reliability refers to the overall consistency of a measure. A measure was considered to have high reliability if it produced similar results under the same conditions. In this study, reliability was established by pre-testing the instruments in two schools in Mbale District, where 4 head teachers and deputies, and 15 board members were given a similar set of questionnaires. Data were entered using SPSS version 20 to generate the Cronbach alpha coefficient, which was used to determine reliability.

Table 3.3: The Cronbach's Alpha coefficient

Scale	Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
School Performance	.892	.894	7
Board Member's Knowledge	.595	.605	3
Foundation's Supervision	.736	.743	4
Foundation's Culture	.493	.560	4
Overall	.907	.912	18

Source: Primary data, 2024

According to table 3.3 above, the overall Cronbach Alpha coefficient was .907, which was greater than 0.7 and thus was considered appropriate. Ahuja (2000), argues that the research instrument was reliable, acceptable and worth being used for data collection if found above 0.7.

3.8.2 Validity and Reliability of Qualitative Data

According to Creswell (2014), validity in qualitative research refers to how accurate the results are from the perspective of the researcher, the participant, or the readers of an account, whereas reliability is the consistency of the approach across different researchers and projects. Therefore, the researcher ensured that the findings were:

- **Trusted and credible:** As per Lincoln et al (2011), credibility is the degree to which data gathering and analysis can be believed in, trusted, and taken as true. The researcher ensured credibility and trust by crosschecking and verifying the information gathered through interviews.
- **Dependable:** This was achieved through detailed reporting of every step taken to complete the study. The researcher shared the tools with experts in the field, and adjustments were made according to their recommendations.
- **Unbiased and conforming:** This refers to the extent to which the respondents shape the findings of the study, rather than the researcher's interests (Kivunja & Kuyini, 2017). The researcher ensured that the study findings reflected the shared individual experiences of participants, not personal biases, to minimize influence.
- **Transferability:** This refers to the extent to which the findings of a study can be generalized (Lincoln, Lynham, & Guba, 2011). The researcher provided information about herself (as a research tool), the research context, processes, and sample, enabling the reader to assess how the findings might apply to their own context.

3.9 Procedure for Data Collection

Before beginning data collection, the researcher took several preparatory steps to ensure a smooth process. First, the researcher sought formal approval from the district officials and head teachers in Tororo District, using an official letter of introduction from Uganda Christian University. This letter served to inform the relevant authorities of the study's purpose and scope, ensuring that the research was conducted in accordance with local regulations and that the school managements were aware of the study.

Once approval was granted, the researcher introduced himself to the respondents, which included board members, head teachers, deputy head teachers, and foundation bodies' secretaries for education. During this introductory meeting, the researcher explained the objectives of the study, emphasizing the importance of their participation. Informed consent was then obtained from each participant, ensuring they were fully aware of the study's purpose, their voluntary participation, and their rights to confidentiality and anonymity.

Furthermore, the researcher clarified the data collection methods, specifying the tools and instruments to be used. The respondents were also informed that participation was entirely voluntary, and they had the option to withdraw at any stage without consequences. This approach helped to build trust and transparency, fostering cooperation from the participants.

With approval secured and informed consent obtained, the researcher proceeded with the actual data collection process. To ensure representative sampling, simple random sampling was employed for board members, utilizing a computer-generated random number list. This technique ensured that each individual had an equal probability of selection, which is crucial for minimizing bias in the study.

For foundation bodies' secretaries for education, purposive sampling was employed. This method allowed the researcher to select individuals based on specific characteristics or roles that were relevant to the study, ensuring that the sample accurately represented key stakeholders involved in school governance and performance. The goal was to gather in-depth insights from those directly responsible for school oversight.

Data collection involved both quantitative and qualitative methods. A self-administered questionnaire was distributed to board members, with a time

frame of 3-5 days for completion. This questionnaire was designed to collect information on various aspects of school performance, board member roles, governance practices, and the foundation bodies' influence. The researcher ensured that the questionnaire was pre-tested for clarity and reliability before it was distributed.

In addition to the questionnaires, the researcher conducted face-to-face interviews with the foundation bodies' secretaries for education. These semi-structured interviews allowed the researcher to probe deeper into the participants' experiences and perceptions regarding the foundation bodies' role in school governance. The interviews were audio-recorded with the participants' consent to ensure accurate transcription and analysis. Each interview lasted between 30 minutes to one hour, and the sessions were scheduled at times convenient for the participants to minimize disruption to their work.

Following the completion of data collection, the researcher began the data analysis phase, adhering to a clear and structured approach for both quantitative and qualitative data.

For quantitative data, the responses from the questionnaires were coded and entered into SPSS software version 20 for cleaning and analysis. The data were checked for any errors or inconsistencies, and appropriate corrections were made. Descriptive statistics, including frequencies, percentages, and means, were used to summarize the responses and present the findings in a comprehensible manner. These statistics provided an overall picture of the respondents' views on school performance and the foundation bodies' roles.

To assess the relationships between the independent variables (foundation bodies' roles) and the dependent variable (school performance), the researcher employed

inferential statistics. Specifically, Pearson product-moment correlation and multiple regression analysis were conducted. These techniques enabled the researcher to identify the strength, direction, and significance of the relationships, offering insights into how foundation bodies' activities affect school performance.

For qualitative data, the researcher used thematic analysis to analyze the interview transcripts. The process of thematic analysis involved several stages: first, the researcher familiarized themselves with the data by reading through the transcripts multiple times. Then, they coded the data to identify key themes and patterns. Next, the researcher generated themes based on recurring ideas, reviewed these themes for consistency, and defined and named them to ensure clarity. Finally, the researcher wrote up the findings, incorporating direct quotes from the participants to substantiate the themes. The qualitative analysis provided deeper insights into the participants' perspectives, complementing and enriching the quantitative data. The final stage of the study involved reporting the findings. The results of the quantitative analysis were presented in clear, concise tables and figures, which summarized the key patterns identified. The qualitative findings were organized around the central themes that emerged from the interviews, with illustrative quotes used to highlight key points.

3.10 Data Analysis

The analysis of the data was conducted in line with the specific objectives of the study.

3.10.1 Quantitative Data Analysis

The study involved the collection of quantitative data. Data collection tools and items were coded, entered using SPSS software, and cleaned for errors. Frequency distribution tables were generated for data presentation. The data were analyzed

using descriptive statistics, including frequencies, percentages, and means. To ascertain the effect of the foundation bodies' role on school performance, the study used inferential statistics. A Pearson product-moment correlation coefficient, simple, and multiple regressions were employed to determine the effect and direction of the relationship between the independent variable and the dependent variable.

3.10.2 Qualitative Data Analysis

Qualitative data from interviews with the school head teachers were analyzed using conventional thematic analysis techniques. The researcher closely examined the data to identify common themes—topics, ideas, and patterns of meaning that emerged repeatedly. This process involved familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up the findings. The findings were then analyzed and discussed. Conclusions were drawn from the observations based on the thematic data analysis. According to Amin (2005), the strength of qualitative data lies in researching people in their natural setting, emphasizing interpretations and meanings, and achieving a deeper understanding of the respondents' knowledge of the study.

3.11 Ethical Considerations

The researcher observed ethical issues during data collection and reporting by ensuring the following:

- Avoidance of bias: Opinions suggesting bias based on gender, sexual orientation, racial or ethnic group, disability, or the use of specific research language sensitive to stereotyped labels and the knowledge participation of people in the study were avoided.

- **Informed consent:** Informed consent was obtained from the respondents before administering the tools to ensure that they were willing to provide relevant information. A consent form detailing the purpose, nature, and benefits of the study was given to the respondents, and they were required to sign it before participating. The questionnaire also included an introductory section requesting the respondent's cooperation to provide information.
- **Plagiarism check:** A plagiarism test was conducted to determine the level of originality of the study under investigation.
- **Confidentiality:** Confidentiality was maintained by using pseudonyms to identify schools. The identity of respondents was not revealed.
- **Respondents' rights:** Respondents were guaranteed the right to withhold information, the liberty to access results, the right to privacy, the right to ask questions when necessary, and the right to withdraw from the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents and analyzes the findings from the study, focusing on the data collected from the participants. It begins with an overview of the questionnaire return rate and provides detailed demographic information of the participants. Following this, the chapter presents the findings related to the foundation body's functions and their impact on secondary school performance, including areas such as the board's role, supervision practices, and their alignment with school strategic goals. Additionally, the chapter explores the extent to which the foundation body's functions contribute to academic achievement, student engagement, teacher morale, and school infrastructure.

4.1 Survey Response rate

Table 4.1 presented below outlines the number of questionnaires distributed to participants, the actual sample of responses received, and the corresponding return rate for teachers in the study. This table provides a clear overview of the response rate, indicating the total number of questionnaires sent out and the proportion of completed responses gathered, which is essential for understanding the representativeness of the sample in relation to the broader population of board members and school administrators involved in the study.

Table 4.1: Return Rate of the Questionnaires

Participants	Questionnaires Distributed	Actual Sample	Return Rate (%)
Teachers	167	162	97

Source: Primary data, 2024

Table 4.1 shows a return rate of 97%, which indicates a high level of response and data reliability. A return rate this high typically suggests that the sample is highly representative of the population from which it was drawn, enhancing the credibility

and robustness of the dataset for analysis. High response rates are critical in research as they minimize potential biases associated with non-response, thus strengthening the validity of the findings. The substantial participation rate also reflects positively on the survey design, the relevance of the study to the participants, and the effectiveness of the distribution and follow-up strategies used to encourage responses. Additionally, the significant response rate implies that teachers are engaged and interested in sharing their perspectives on the foundation body's functions and its impact on school performance. Overall, the 97% return rate highlights a successful data collection process, ensuring that the study's findings would provide a more accurate and reliable understanding of how foundation body functions influence school performance in Tororo District.

4.2 Biographical Information of the Respondents

School's foundation

Table 4.2 provided gives insights into the distribution of Foundation Body represented by board members in the sample. This table illustrates the different types of foundation bodies, such as COU, Community, and Catholic, and their respective representation within the sample. Understanding this distribution is crucial as it highlights the diversity of governance structures within the sample, which may influence how board members perceive their roles and responsibilities, as well as the impact of foundation body functions on school performance.

Table 4.2: responses on the school's foundation

		Frequency	Valid Percent	Cumulative Percent	Mean	Std. Dev
Valid	COU	62	38.3	38.3		
	Community	50	30.9	69.1		
	Catholic	50	30.9	100.0		
	Total	162	100.0		1.93	0.831

Source: Primary data, 2024

Table 4.2 shows a fairly balanced distribution of board members across the three foundation bodies: 38.3% of respondents belong to the Church of Uganda (CoU), 30.9% belong to community-based foundation bodies, and 30.9% belong to Catholic-based foundation bodies. This suggests a diverse representation within the board, with no single foundation body overwhelmingly dominating the composition. The mean value of 1.93 indicates that the majority of participants are associated with one of the primary foundation bodies, such as CoU or Catholic-based groups. A lower mean score (close to 1) would typically suggest a dominant group, and this likely aligns with the CoU or Catholic foundation bodies. The standard deviation of 0.831 indicates relatively low variability, suggesting that the distribution of foundation body affiliations is consistent, with only minor differences among participants.

Position

Table 4.3 presents the responses regarding the respondents' positions within the foundation bodies. This table outlines the various roles held by board members, such as Board Members, Head Teachers, Deputy Head Teachers, and Teachers, and the corresponding frequencies and percentages of respondents in each category. Analyzing these roles provides a clearer understanding of the perspectives shared by individuals with different responsibilities, helping to contextualize their views on the functions of the foundation body and its influence on school performance.

Table 4.3: responses on the respondents' position

			Position			Mean	SD
Valid	Foundation	Board	Freq.	Valid Percent	Cumulative Percent		
	Members		95	58.6	58.6		
	Head Teacher		17	10.5	69.1		
	Deputy Head Teacher		18	11.1	80.2		
	Other Board Members		32	19.8	100.0		
	Total		162	100.0		1.92	1.221

Source: Primary data, 2024

Table 4.3 reveals that 58.6% of respondents are Board Members, the largest group in the sample. Smaller proportions hold roles such as Head Teachers (10.5%), Deputy Head Teachers (11.1%), and Teachers' representatives on the board (19.8%). This distribution suggests that most respondents are in governance roles, with a smaller proportion directly involved in the day-to-day management of the school. The mean score of 1.92 reflects that the majority of participants are either Board Members or Head Teachers. The higher standard deviation of 1.221 indicates greater variability in the specific roles held within the board, with respondents occupying different positions such as Chairperson, Vice-Chairperson, or Treasurer. This variability highlights a diverse range of responsibilities among the respondents.

Years of Experience on the Board of Governors

Table 4.4 presents the distribution of respondents' years of experience serving on the Board of Governors of government-aided secondary schools in Tororo District. This section aims to provide insight into the level of experience held by the board members, which could influence their understanding of the roles and responsibilities within the school governance structure. Experience on the board is a critical factor as it may affect the decision-making processes, effectiveness in fulfilling roles, and overall contribution to the school's performance. The table categorizes respondents based on their years of experience, ranging from those with little to no experience to those with more than 10 years of service. Understanding this distribution helps in analyzing how the experience of board members correlates with their ability to impact school performance and align with the objectives of the foundation body.

Table 4.4: responses on the respondents' years of experience on the board

		Years of Experience on the Board of Governors				
		Freq.	Valid %	Cum. %	Mean	SD
Valid	0-2 years	27	16.7	16.7		
	3-5 years	76	46.9	63.6		
	6-10 years	46	28.4	92.0		
	Above 10 years	13	8.0	100.0		
	Total	162	100.0		2.28	0.836

Source: Primary data, 2024

Table 4.4 indicates that 46.9% of respondents have served on the Board for 3-5 years, making it the largest group, followed by 28.4% who have 6-10 years of experience, 16.7% with 0-2 years, and 8.0% who have more than 10 years of experience. This suggests that the majority of respondents possess moderate experience, with nearly half having been on the board for 3-5 years, which reflects a stable level of governance experience. The smaller proportion of individuals with over 10 years of service indicates a mix of both newer and more experienced board members. The mean score of 2.28 aligns with the majority of participants having between 3 and 5 years of experience on the Board, indicating moderate experience. The standard deviation of 0.836 suggests a relatively even distribution across the different experience categories, with some respondents being newer to the board and others having longer tenures.

4.3 Presentation of findings on School performance (DV)

Foundation body's functions influence on the academic performance

Table 4.5 provides an analysis of how respondents perceive the influence of the foundation body's functions on the academic performance of government-aided secondary schools in Tororo District. The table seeks to capture the respondents' views on the various roles and responsibilities of the foundation body, specifically examining the extent to which these functions impact academic outcomes. This analysis would help to understand whether the foundation body's activities are

perceived as effective in enhancing academic performance. The results provide valuable insights into the perceived relationship between the foundation body’s involvement and the academic success of the schools in the district.

Table 4.5: Foundation body’s functions influence on the academic performance
How have the foundation body’s functions influenced the academic performance of secondary schools?

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	SD
Valid	Moderately Declined	4	2.5	2.5	2.5		
	No Change	18	11.1	11.1	13.6		
	Moderately Improved	94	58.0	58.0	71.6		
	Significantly Improved	46	28.4	28.4	100.0		
	Total	162	100.0	100.0		4.12	.694

Source: Primary data, 2024

The findings in the table 4.5 indicate that 58.0% of respondents believe the foundation body’s functions have moderately improved academic performance, while 28.4% feel that these functions have significantly improved academic performance. A smaller proportion, 11.1%, report no change in academic performance, and only 2.5% believe the functions have moderately declined academic performance. The mean score of 4.12 suggests that, on average, respondents view the foundation body’s functions as having a positive impact on academic performance, with a tendency toward moderate to significant improvement. The standard deviation of 0.694 indicates that while most respondents perceive a positive effect, there is some variation in the extent of the perceived improvement.

The functions of the foundation body and their impact on school performance

Table 4.6 examines the specific functions of the foundation body that respondents perceive to have the greatest impact on the performance of government-aided secondary schools in Tororo District. This table highlights the key areas where the

foundation body’s actions are believed to influence school outcomes most significantly. Respondents were asked to identify the functions of the foundation body that they consider to have the most substantial effect on various aspects of school performance, such as academic achievement, resource allocation, staff development, and community engagement. The responses are categorized according to the different functions, including financial support, policy development, strategic planning, and others. The findings from this table provide a deeper understanding of which foundation body functions are viewed as most critical in enhancing the performance and overall effectiveness of secondary schools in the district. This analysis is essential for evaluating the foundation body’s role in shaping school success and identifying areas that may need further attention or improvement.

Table 4.6: The functions of the foundation body

		SBF Frequencies			Responses	Percent	of
				N	Percent	Cases	
Board Functions ^a	Financial Support and Resource Allocation			79	21.1%	48.8%	
	Policy Development and Implementation			89	23.7%	54.9%	
	Strategic Planning and Oversight			61	16.3%	37.7%	
	Staff Development and Training			29	7.7%	17.9%	
	Facility Management and Maintenance			52	13.9%	32.1%	
	Community Engagement and Support			65	17.3%	40.1%	
Total				375	100.0%	231.5%	

a. Dichotomy group tabulated at value 1.

Source: Primary data, 2024

The findings presented in Table 4.6 indicate that Policy Development and Implementation is regarded as the most influential function by respondents, with over half (54.9%) perceiving it as having the greatest impact on school performance. This suggests that clear and effective policies provide a crucial framework that shapes and guides various other functions, from resource allocation to community

engagement and staff development. It highlights the critical role that governance and strategic decision-making at the policy level play in driving academic improvements.

Financial Support and Resource Allocation also emerges as a key function, with nearly half (48.8%) of respondents emphasizing its importance. This finding underscores a widespread agreement that adequate funding is essential for the operational success and overall improvement of school performance, particularly in environments where schools may face resource constraints.

Although Community Engagement and Support (40.1%) and Strategic Planning and Oversight (37.7%) received substantial attention, these results further emphasize the importance of both internal and external collaboration. Schools that maintain strong connections with their communities and engage in effective planning and monitoring are likely to experience positive impacts on both academic and non-academic outcomes.

Interestingly, Facility Management, Maintenance, Staff Development, and Training received lower percentages, though they are still recognized as important components of the school environment. This suggests that while these functions are necessary, respondents view them as secondary to the broader governance and resource allocation functions when it comes to influencing school performance.

In conclusion, the data suggests that foundation bodies play a pivotal role in shaping the performance of government-aided secondary schools in Tororo District through several key functions. The most significant functions identified are Policy Development, Implementation, Financial Support, and Resource Allocation, followed by Community Engagement and Strategic Planning. While Facility Management and Staff Development are important, they are considered less critical

in comparison to the broader governance and resource-related functions. These insights provide valuable guidance for policymakers, foundation bodies, and school leaders looking to enhance the performance of their schools.

The foundation body’s implementation of its functions and school performance

Table 4.7 evaluates the effectiveness of the foundation body in various key areas of school performance, as assessed by respondents. This table presents an analysis of how respondents perceive the foundation body’s role in influencing several critical aspects of school success, including academic achievement, student engagement, teacher morale and professional development, resource allocation, and school infrastructure. Respondents were asked to rate the foundation body’s effectiveness in each of these areas, using a scale ranging from "very effective" to "very ineffective". The purpose of this table is to provide a comprehensive view of the foundation body’s perceived impact across different dimensions of school performance, highlighting strengths and potential areas for improvement. The results from this analysis help to understand how well the foundation body is fulfilling its responsibilities and supporting schools in achieving their strategic goals.

Table 4.7: The foundation body’s implementation of its functions and school performance

Item	Ineffective	Neutral	Effective	Very Effective	Mean	SD
Academic Achievement	16 (9.9%)	18 (11.2%)	73 (45.3%)	54 (33.5%)	4.12	0.922
Student Engagement	17 (10.6%)	34 (21.1%)	68 (42.2%)	42 (26.1%)	3.97	0.935
Teacher Morale and Professional Development	22 (13.6%)	40 (24.7%)	74 (45.7%)	26 (16.0%)	3.84	0.910
Resource Allocation	9 (5.6%)	23 (14.2%)	94 (58.0%)	36 (22.2%)	3.64	0.768
School Infrastructure	18 (11.3%)	43 (26.9%)	66 (41.3%)	33 (20.6%)	3.71	0.756

Source: Primary data, 2024

Legend for mean interpretation

Scale	Range
Very Effective	4.4 - 5
Effective	3.5 - 4.4
Neutral	2.5 - 3.4
Ineffective	1.5 - 2.4
Very Ineffective	1.0 - 1.4

Table 4.7 reveals that the foundation body's influence on academic achievement is generally viewed positively, with a mean score of 4.12. This suggests that most respondents perceive the foundation body's impact as effective to very effective. However, 45.3% of respondents rated the impact as neutral, while 33.5% considered it effective, and 9.9% deemed it very ineffective, indicating a varied but generally strong perception of the foundation body's role in academic achievement. The standard deviation of 0.922 reflects moderate variability in responses.

Regarding student engagement, the foundation body's impact is also seen positively but to a slightly lesser extent, with a mean of 3.97. A significant portion (42.2%) of respondents was neutral, while 26.1% rated the actions as effective and 10.6% as very ineffective. The standard deviation of 0.935 highlights variation in perceptions, pointing to differing opinions on the foundation body's contribution to student engagement.

In terms of teacher morale and professional development, the foundation body's influence is viewed more negatively, with a mean score of 3.84. Over 45% of respondents rated the impact as neutral, and 24.7% found it ineffective. The standard deviation of 0.910 indicates moderate disagreement, reflecting mixed views on the foundation body's effectiveness in this area.

For resource allocation, the mean score of 3.64 suggests that respondents generally perceive the foundation body's efforts as neutral or slightly effective. A majority (58.0%) rated the impact as neutral, and 22.2% considered it effective. The standard

deviation of 0.768 points to some consistency in these responses, though there remains variation in how respondents perceive the foundation body's allocation of resources.

Finally, the foundation body's influence on school infrastructure is perceived more negatively compared to other areas, with a mean score of 3.71. 41.3% of respondents rated the impact as neutral, and 26.9% viewed it as ineffective. The standard deviation of 0.756 suggests moderate variation, with most respondents perceiving the foundation body's impact on infrastructure as neutral or ineffective.

Overall, the foundation body is seen as most effective in influencing academic achievement (mean = 4.12) and student engagement (mean = 3.97). However, its impact on teacher morale and professional development, resource allocation, and school infrastructure is generally perceived as more neutral or less effective. The high percentages of neutral ratings in areas like resource allocation and school infrastructure indicate that improvements may be needed in these functions. The moderate standard deviations across all areas point to varied perceptions of the foundation body's impact.

Foundation body functions and the overall school's strategic goals

Table 4.8 presents data on how respondents perceive the extent to which the implementation of foundation body functions contributes to the overall strategic goals of government-aided secondary schools in Tororo District. This table explores respondents' views on whether the foundation body's functions, such as financial management, policy development, staff training, and strategic planning, align with and support the long-term objectives and vision of the schools. Respondents were asked to assess the contribution of these functions on a scale ranging from "to a great extent" to "to a small extent". The findings provide valuable insights into how well

the foundation body’s efforts are perceived to be integrated into the broader strategic framework of school development, and whether these efforts are seen as pivotal in helping schools achieve their academic and operational goals. This analysis informs the discussion on the alignment between the foundation body’s functions and the strategic priorities of the schools in the district.

Table 4.8: Foundation body functions and the overall school’s strategic goals
To what extent does the implementation of foundation body functions contribute to the overall strategic goals of the secondary schools?

		Freq.	%	Valid %	Cumulative Percent	Mean	SD
Valid	Not at All	37	22.8	23.0	23.0		
	To a Small Extent	67	41.4	41.6	64.6		
	To a Moderate Extent	57	35.2	35.4	100.0		
	Total	161	99.4	100.0			
Missing	System	1	.6				
Total		162	100			3.12	.756

Source: Primary data, 2024

Legend for interpretation of Means

Scale	Range
To a Great Extent	4.5 - 5
To a Moderate Extent	3.5-4.4
To a Small Extent	2.5 - 3.4
Not at All	1.6 - 2.4
Not Sure	1.0 - 1.5

The table 4.8 reveals a mean score of 3.12, indicating that, on the whole, respondents perceive the foundation body’s functions to contribute moderately to the strategic goals of the secondary schools. This suggests that, while some positive influence is recognized, many respondents do not fully believe that the foundation body’s activities are closely aligned with the schools’ broader strategic objectives. A significant portion of respondents (41.4%) feel that the contribution is minimal, indicating that they see the foundation body’s functions as somewhat beneficial but not sufficiently impactful in advancing the schools' strategic goals. In contrast, 35.2% report a moderate contribution, signalling a more favourable view among this group, suggesting that a notable proportion believe the foundation body is somewhat

aligned with the strategic objectives. A smaller group (22.8%) feels that the foundation body's functions contribute not at all, reflecting a sense of disconnection or dissatisfaction with the foundation body's influence on the school's strategic direction. The standard deviation of 0.756 indicates relatively low variability in responses, showing that while there is some disagreement, most respondents view the contribution as ranging from moderate to small. This suggests a consensus, albeit one that is more reserved than overwhelmingly positive. Although the majority recognize the foundation body's contribution to the strategic goals of the schools, the overall sentiment is moderate. The findings highlight that there is room for improvement in strengthening the foundation body's alignment with the schools' strategic vision.

Interview findings reveal that indicators such as academic achievement, moral and spiritual development, and student enrolment levels characterize school performance. Academic results are systematically reported, as reflected in the statement,

We just come out [and] all the schools... give the office a report of their results, (Interviewee 1, 17 December 2024).

In addition, moral and spiritual development is emphasized through values such as discipline and integrity. One interviewee remarked,

The church... strengthens the principles... telling you, do a good job, be a person of integrity, and enhance discipline (Interviewee 1, 17 December 2024).

Meanwhile, increasing enrolment rates, such as the recovery of Kisoko High School to nearly 1,000 students, further illustrate the positive trajectory of some institutions.

Then kisoko High School, those schools some years back, had had issues. The enrolment went down the performance went down. But as I talk ... they are about to enrol 1000 almost...even appeared in on papers (Interviewee 2, 8 January 2025).

Success stories include transformative governance and active community engagement. Schools like St. Paul's College exemplify improvement, as one interviewee shared,

St. Paul's College... everything is shooting up (Interviewee 1, 17 December 2024).

The involvement of board members in visiting schools and engaging parents has also been *pivotal, with one participant noting,*

Doctor... made sure that the board members... visit the school [Manjasi HS]... [This] has really impacted positive results in our school (Interviewee 2, 8 January 2025).

4.4 Presentation of findings on the specific objectives

4.4.1: In which ways do the foundation board members' knowledge of their responsibilities affect the performance of Government-aided schools in Tororo District?

Table 4.9 illustrates how well respondents understand the responsibilities and roles of the Board of Governors in government-aided secondary schools in Tororo District. This table presents an analysis of respondents' self-assessment regarding their knowledge and understanding of their duties as board members. Respondents were asked to rate their level of understanding, ranging from "very well" to "not at all." The purpose of this table is to gauge the effectiveness of training and resources provided to board members, as well as to explore how well board members

comprehend their roles in overseeing and guiding school performance. The results from this table offer insights into whether board members feel adequately equipped to fulfil their responsibilities and contribute to the strategic direction of the schools, which in turn may impact school governance and overall performance.

Table 4.9: Respondents’ understanding of the responsibilities and roles of the Board of Governors

How well do you understand the responsibilities and roles of the board of Governors?		Freq.	Percent	Valid Percent	Cumulative Percent	Mean	SD
Valid	Not at all	1	.6	.6	.6		
	Poorly	3	1.9	1.9	2.5		
	Adequately	35	21.6	21.6	24.1		
	Well	58	35.8	35.8	59.9		
	Very well	65	40.1	40.1	100.0		
	Total	162	100.0	100.0		4.45	1.123

Source: Primary data, 2024

Table 4.9 indicates that 40.1% of respondents have a very good understanding of their roles, making it the largest group, while 35.8% report a good understanding. A further 21.6% describe their understanding as adequate, and a small proportion, 1.9%; feel they understand their roles poorly, with only 0.6% stating they do not understand their responsibilities at all. The mean score of 4.45 suggests a generally high level of understanding among respondents. The standard deviation of 1.123 indicates that there is some variability in how well respondents understand their roles, though the mean, being close to 4.5, suggests that most respondents feel confident about their understanding. In total, 75.9% of respondents report a strong understanding of their responsibilities, indicating a positive trend in the board members’ knowledge of their governance roles, which may contribute to the effective functioning of the Board.

Frequency of Training or Updates

Table 4.10 reflects the frequency with which respondents receive training or updates on their responsibilities as board members of government-aided secondary schools in Tororo District. This table examines how often board members are provided with the necessary training or information to stay informed about their roles and responsibilities. Respondents were asked to indicate the frequency of training or updates they receive, with options ranging from "regularly" to "never." The data presented in this table help to assess whether board members are adequately supported in their professional development, which is crucial for ensuring they can effectively govern and contribute to the strategic direction of the schools. The findings offer insight into whether the current training practices meet the needs of board members and contribute to their understanding and execution of their responsibilities.

Table 4.10: Responses on the Frequency of Training or Updates

How frequently do you receive training or updates on your responsibilities as a board member?

		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	SD
Valid	Never	3	1.9	1.9	1.9		
	Rarely	15	9.3	9.3	11.1		
	Occasionally	67	41.4	41.4	52.5		
	Regularly	77	47.5	47.5	100.0		
	Total	162	100.0	100.0		4.13	0.857

Source: Primary data, 2024

Table 4.10 shows that 47.5% of respondents report receiving training regularly, making it the largest group, while 41.4% receive training occasionally. A smaller portion, 9.3%, reports receiving training rarely, and 1.9% of respondents indicate that they never receive any training. The mean score of 4.13 suggests that, on average, respondents receive training or updates fairly frequently. The standard deviation of 0.857 indicates relatively low variability in the responses, suggesting a consistent perception among most respondents. The majority of respondents (88.9%)

receive training or updates either regularly or occasionally, indicating that the foundation body is actively providing board members with the necessary training and information. However, the small proportion (1.9%) who report never receiving training highlights an area for potential improvement, ensuring that all members have consistent access to training opportunities.

Sufficiency of Training and Resources

Table 4.11 reflects the respondents' perceptions regarding the sufficiency of the current training and resources provided to board members for understanding and performing their roles. This table presents an analysis of how board members feel about the adequacy of the training and resources they receive to effectively carry out their responsibilities. Respondents were asked to evaluate whether they believe the current resources and training are sufficient, with options ranging from "yes, completely" to "no, not at all". The findings from this table provide valuable insights into whether the support mechanisms in place for board members are perceived as adequate or if there are gaps that may hinder their ability to perform their duties effectively. This analysis is essential for assessing the quality of governance within schools and identifying areas where further support or improvements may be needed.

Table 4.11: Respondents' perceptions of the current training and resources provided to board members

Do you feel that the current training and resources provided are sufficient for understanding and performing your role?		Freq.	%	Valid Percent	Cumulative Percent	Mean	SD
Valid	No, not at all	7	4.3	4.3	4.3		
	No, not really	26	16.0	16.0	20.4		
	Neutral	6	3.7	3.7	24.1		
	Yes, somewhat	76	46.9	46.9	71.0		
	Yes, Completely	47	29.0	29.0	100.0		
	Total	162	100.0	100.0		3.35	0.725

Source: Primary data, 2024

Table 4.11 shows that 46.9% of respondents feel that the training and resources provided are somewhat sufficient, while 29.0% believe they are completely sufficient. Additionally, 16.0% report that the training and resources are not really sufficient, and 4.3% feel they are not sufficient at all. A small proportion (3.7%) remain neutral on this question. The mean score of 3.35 suggests that, on average, respondents consider the training and resources to be somewhat sufficient, though not entirely adequate for most individuals. The standard deviation of 0.725 indicates relatively low variability in the responses. Most respondents feel that the training and resources are either somewhat sufficient (46.9%) or completely sufficient (29.0%), with fewer expressing dissatisfaction. However, a notable minority (16.0%) feel that the training and resources are insufficient for their needs. This suggests that while the training and resources are generally perceived as beneficial, there is still potential for improvement, particularly for those who feel they are inadequate. The interviews reveal that board members play a crucial role in governance and oversight, emphasizing leadership, policy implementation, and ensuring the alignment of practices with institutional goals. One interviewee stated,

Their awkward job is good governance, leadership and overseeing, and I specifically [emphasize] the word overseeing, the management of the institutions (Interviewee 1, 17 December 2024).

Furthermore, new members are oriented through induction programs, which serve to clarify responsibilities and ensure that they are well-equipped to perform their duties. As another participant noted,

It is through that induction that they are oriented on their responsibilities (Interviewee 1, 17 December 2024).

The support mechanisms for board members include continuous sensitization and periodic follow-ups. These ensure that members understand their roles and address challenges effectively. As one respondent explained,

"We also do follow-ups... [and] some kind of renewal or touring responsibility(Interviewee 1, 17 December 2024).

Additionally, the facilitation of benchmarking opportunities allows board members to learn from other high-performing dioceses, as highlighted by the recommendation for

some tours for benchmarking in... dioceses which are performing maybe better (Interviewee 2, 8 January 2025).

However, governance faces significant challenges, including role conflicts, knowledge gaps, and financial constraints. Misunderstandings of roles often lead to tensions, as highlighted by the observation that

conflict of interest can come from... [both] the school administration... [and] the board (Interviewee 1, 17 December 2024).

Furthermore, the lack of adequate knowledge among some members was identified as a major hurdle:

The biggest challenge [is] some of our board members [lack] knowledge... until they are given orientation (Interviewee 2, 8 January 2025).

Financial constraints further exacerbate these issues, with limited resources affecting essential operations. For instance, one participant lamented,

...they require some money...Sometimes it increases—a very big challenge... Where do I get money to buy this? (Interviewee 2, 8 January 2025).

H01: There is no statistically significant effect of board members' knowledge of their responsibilities on the performance of Government-aided schools in Tororo District.

The study aimed to investigate whether there is a statistically significant relationship between board members' knowledge of their responsibilities and the performance of government-aided schools in Tororo District. To analyze the data, a Pearson correlation was applied to assess the relationship between board members' understanding of their responsibilities and the performance of the schools, which was measured through various indicators such as academic results and resource management. Results are presented in table 4:12 below

Table 4.12: Pearson's Correlation coefficient of board members' knowledge of their responsibilities and School Performance

Correlations		Knowledge
School Performance	Pearson Correlation	.522**
	Sig. (2-tailed)	.000
	N	158

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

Source: Primary data, 2024

The Pearson correlation coefficient was found to be 0.522, indicating a moderate positive relationship between the knowledge of board members and school performance. Furthermore, the p-value of 0.000, which is highly significant at the 0.01 level, suggests that the observed correlation is statistically reliable and not due to random chance. This result leads to the rejection of the null hypothesis, confirming that board members' knowledge of their roles has a significant impact on school performance.

A simple linear regression was used to explore the relationship between board members' knowledge of their responsibilities and the performance of government-aided schools in Tororo District. In this analysis, school performance was

treated as the dependent variable, while the knowledge of board members about their responsibilities served as the independent variable. The following regression table provides a summary of the model fit, ANOVA results, and regression coefficients, offering insights into the extent to which board members' knowledge influences the performance of schools in the district.

Table 4:13. A Simple Linear Regression of board members' knowledge of their responsibilities and School Performance

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Change in F	df1	df2	Sig. F Change	
1	.522 ^a	.272	.268	3.95512	.272	58.367	1	156	.000	

a. Predictors: (Constant), Knowledge
 b. Dependent Variable: School Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	913.035	1	913.035	58.367	.000 ^b
	Residual	2440.307	156	15.643		
	Total	3353.342	157			

a. Dependent Variable: P
 b. Predictors: (Constant), Knowledge

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error				Zero-order	Partial	Partial	Tolerance	VIF
1	(Constant)	13.336	1.748		7.631	.000					
	Knowledge	1.164	.152	.522	7.640	.000	.522	.522	.52	1.000	1.000

a. Dependent Variable: School Performance

Source: Primary data, 2024

The regression analysis reveals that board members' knowledge of their responsibilities significantly influences the performance of government-aided schools in Tororo District. The model explains 27.2% of the variance in school performance ($R^2 = 0.272$), with an Adjusted R^2 of 0.268, indicating a moderate fit. The analysis shows that a one-unit increase in knowledge is associated with a 1.164-unit improvement in school performance, with a significant t-value of 7.640 and a p-value of 0.000. The ANOVA results indicate that the model is statistically

significant, with an F-statistic of 58.367 ($p = 0.000$). The residuals show that a substantial portion of variance remains unexplained, but the regression model is still meaningful in predicting school performance. There are no signs of multicollinearity, as evidenced by the Tolerance and VIF values both being 1.000. Overall, the findings support the conclusion that board members' knowledge significantly impacts school performance, hence rejecting the null (H_0), and highlighting the importance of enhancing board members' understanding to improve school governance and educational outcomes.

4.4.2 How do the foundation body's supervision practices affect the performance of Government-aided schools in Tororo District?

Frequency of Supervisory Visits by the Foundation Body

Table 4.14 reflects how often the foundation body conducts supervisory visits to government-aided secondary schools in Tororo District. This table explores the frequency with which the foundation body engages in oversight activities at the schools, which is a key component of its role in supporting school performance. Respondents were asked to indicate how often supervisory visits occur, with options ranging from "monthly" to "not applicable". The results of this table help assess the level of involvement the foundation body has in directly monitoring and guiding the operations of schools, and how this oversight may influence school management and performance. Understanding the frequency of these visits is important for evaluating the foundation body's effectiveness in maintaining a hands-on approach to school governance and support.

Table 4:14. Frequency of the foundation body’s supervisory visits to schools**How often does the foundation body conduct supervisory visits to your school?**

		Freq.	%	Valid Percent	Cumulative Percent	Mean	SD
Valid	Not applicable	1	.6	.6	.6		
	Less frequently	29	17.9	17.9	18.5		
	Annually	43	26.5	26.5	45.1		
	Quarterly	60	37.0	37.0	82.1		
	Monthly	29	17.9	17.9	100.0		
	Total	162	100.0	100.0		3.80	1.152

Source: Primary data, 2024

Table 4.14 shows that 37.0% of respondents report that supervisory visits are conducted quarterly, which is the most common response. Additionally, 26.5% report that visits occur annually, 17.9% report monthly visits, and another 17.9% report visits occurring less frequently. A small proportion (0.6%) of respondents indicate that supervisory visits are not applicable to their school. The mean score of 3.80 suggests that, on average, respondents receive supervisory visits at least quarterly, with quarterly visits being the most prevalent. The standard deviation of 1.152 indicates moderate variability in the responses. While many respondents report receiving supervisory visits quarterly, there is notable variation in the frequency, with some indicating monthly, annually, or less frequent visits. The majority of respondents (74%) report receiving supervisory visits at least annually, with quarterly visits being the most common. This variability suggests that the frequency of supervisory visits may differ across schools, indicating diverse implementation of supervisory practices by the foundation body.

Effectiveness of Supervision Practices

Table 4.15 reflects how respondents rate the overall effectiveness of the foundation body’s supervision practices in government-aided secondary schools in Tororo District. This table examines respondents' perceptions of how well the foundation body’s supervisory activities contribute to the governance and performance of the

schools. Respondents were asked to assess the effectiveness of the supervision practices, with options ranging from "very effective" to "very ineffective". The findings provide valuable insights into whether the foundation body's oversight is perceived as successful in supporting school improvement, addressing challenges, and ensuring that schools meet their academic and operational goals. This analysis is crucial for understanding the role of the foundation body in school governance and identifying areas where supervision may need to be strengthened or adjusted for greater impact.

Table 4:15. Effectiveness of the foundation body's supervision practices

How would you rate the overall effectiveness of the foundation body's supervision practices?		Freq.	%	Valid Percent	Cumulative Percent	Mean	SD
Valid	Ineffective	21	13.0	13.0	13.0		
	Neutral	25	15.4	15.4	28.4		
	Effective	83	51.2	51.2	79.6		
	Very Effective	33	20.4	20.4	100.0		
	Total	162	100.0	100.0		3.54	1.004

Source: Primary data, 2024

Table 4.15 reveals that 51.2% of respondents rate the foundation body's supervision practices as effective, making it the most common response. Additionally, 20.4% rate the practices as very effective, while 13.0% view them as ineffective, and 15.4% of respondents hold a neutral stance, neither agreeing nor disagreeing with the effectiveness of the supervision. The mean score of 3.54 suggests that, on average, respondents perceive the foundation body's supervision practices as effective. The standard deviation of 1.004 indicates moderate variability in the responses. While the majority of respondents rate the supervision practices as effective or better, there is a notable portion (13.0%) who find them ineffective, and 15.4% remain neutral. This indicates that, although the majority have a positive view of the

supervision practices, there is still room for improvement, and additional efforts may be required to meet the expectations of all stakeholders.

Clarity of Supervision Guidelines

Table 4.16 presents how respondents perceive the clarity and comprehensiveness of the guidelines or expectations set by the foundation body for supervision practices in government-aided secondary schools in Tororo District. This table examines the extent to which the foundation body communicates clear and comprehensive guidelines to board members and school leadership regarding their roles in the supervision process. Respondents were asked to rate the clarity of these guidelines, with options ranging from "very clear and comprehensive" to "not provided". The results offer insights into whether the foundation body's expectations for supervision are well defined and understood by the respondents, which is essential for effective school oversight and governance. Understanding this perception help identify any gaps in communication or areas where the foundation body's supervisory framework may need to be strengthened to improve school performance and governance.

Table 4:16. Clarity and comprehensiveness of the foundation body's supervision guidelines

How clear and comprehensive are the guidelines or expectations set by the foundation body for supervision practices?		Freq.	%	Valid %	Cumulative Percent	Mean	SD
Valid	Not Provided	1	.6	.6	.6		
	Not Clear	1	.6	.6	1.2		
	Somewhat Clear	41	25.3	25.3	26.5		
	Clear and Comprehensive	53	32.7	32.7	59.3		
	Very Clear and Comprehensive	66	40.7	40.7	100.0		
	Total	162	100.0	100.0		3.79	0.915

Source: Primary data, 2024

Table 4.16 shows that 40.7% of respondents rate the foundation body's guidelines for supervision practices as very clear and comprehensive, the highest response rate, while 32.7% describe them as clear and comprehensive, and 25.3% consider them

somewhat clear. A small proportion (1.2%) perceive the guidelines as either unclear or not provided. The mean score of 3.79 suggests that, on average, respondents believe the guidelines for supervision practices are clear and comprehensive. The standard deviation of 0.915 indicates relatively low variability in responses, with most respondents rating the guidelines as clear to very clear. A significant majority (73.4%) find the guidelines either clear and comprehensive (32.7%) or very clear and comprehensive (40.7%). Only a small fraction (1.2%) view the guidelines as unclear or not provided. The mean score of 3.79 reinforces the idea that most respondents perceive the guidelines to be sufficiently clear and comprehensive. However, the 1.2% who find the guidelines unclear or not provided suggest that there may be a need for improved communication or clarification of expectations.

Alignment of Supervision Practices with School Improvement Goals

Table 4.17 outlines respondents' perceptions of the alignment between the foundation body's supervision practices and the goals of improving school performance in government-aided secondary schools in Tororo District. This table explores how well the foundation body's supervisory practices are perceived to align with the broader objectives of enhancing academic outcomes, operational effectiveness, and overall school improvement. Respondents were asked to assess the extent to which they believe the foundation body's supervision practices contribute to achieving these goals, with options ranging from "fully aligned" to "not aligned." The findings from this table provide valuable insights into whether the foundation body's supervision is perceived as directly supporting the strategic goals of the schools, or whether there are gaps in alignment that may affect school performance. This analysis is important for understanding the foundation body's role

in promoting school improvement and ensuring that supervision practices are focused on achieving meaningful educational outcomes.

Table 4:17. Alignment of the foundation body’s supervision practices with school performance improvement goals

To what extent do you believe the foundation body’s supervision practices are aligned with the goals of improving school performance?

		Freq.	%	Valid %	Cumulative Percent	Mean	SD
Valid	Not Sure	6	3.7	3.7	3.7		
	Not Aligned	3	1.9	1.9	5.6		
	Partially Aligned	42	25.9	25.9	31.5		
	Mostly Aligned	74	45.7	45.7	77.2		
	Fully Aligned	37	22.8	22.8	100.0		
	Total	162	100.0	100.0		4.12	0.854

Source: Primary data, 2024

Table 4.17 reveals that 45.7% of respondents believe the foundation body’s supervision practices are mostly aligned with the goals of improving school performance, 25.9% rate them as partially aligned, and 22.8% view them as fully aligned. A small proportion, 3.7%, are unsure about the alignment, while 1.9% perceive the practices as not aligned. The mean score of 4.12 suggests that, on average, respondents feel that the supervision practices are largely aligned with the objectives of enhancing school performance. The standard deviation of 0.854 indicates relatively low variability in the responses, meaning that most respondents share a similar view on the alignment of the practices. A significant majority (68.5%) regard the foundation body’s supervision practices as aligned with school performance goals, with 45.7% perceiving them as mostly aligned and 22.8% as fully aligned. Only a small minority (5.6%) either perceive the practices as not aligned or are unsure. The mean score of 4.12 further emphasizes the general consensus that the supervision practices align well with the goal of improving school performance, though there remains room for improvement, particularly for the 3.7% who are unsure and the 1.9% who find the practices not aligned.

The interviews reveal that supervision practices are structured and methodical, involving routine visits, and feedback mechanisms. The use of standardized tools ensures thorough assessments, as one respondent explained,

We have a tool... from the Ministry of Education inspectorate that we also use
(Interviewee 2, 8 January 2025).

Challenges, however, include logistical difficulties, particularly regarding transportation in wide diocesan areas.

Transport becomes a challenge... because this [diocese] is very wide,"
(Interviewee 2, 8 January 2025).

Emerging trends, such as policy shifts and cultural changes, affect governance and supervision. For example, the removal of board chairpersons as signatories to school accounts has posed challenges to oversight, as highlighted by one interviewee:

That policy... affected the Board of Governors (Interviewee 2, 8 January 2025).

Much as the foundation bodies have come up with some measures like insisting on Chairperson of the Board's approval of expenditures, an interviewee observed it depended on the head teacher's goodwill.

...head teacher should first come to you for approval...that is purely on goodwill, because the banker will not say, "do not withdraw without approval"... (Interviewee 1, 17 December 2024).

Additionally, faith-based schools have resisted certain government policies, such as early sexual education, which was deemed inconsistent with their moral values.

Our members of the board ensured that it doesn't penetrate in our schools
(Interviewee 2, 8 January 2025).

Recommendations for improvement emphasize enhanced training, resource mobilization, and community involvement. Continuous education for board members remains a priority, with persistent sensitization programs ensuring consistency.

We carry on persistent trainings and sensitizations, especially for the new members (Interviewee 2, 8 January 2025).

Another added,

...routine meetings...made the reminders and the new policy updates (Interviewee 1, 17 December 2024)

Efforts to address logistical constraints, such as purchasing vehicles, were also mentioned:

We are raising funds... buying a vehicle so that we solve this challenge of transport (Interviewee 2, 8 January 2025).

H02: There is no statistically significant effect of the foundation body's supervision practices on the performance of Government-aided schools in Tororo District.

The study aimed to investigate whether there is a statistically significant relationship between foundation body's supervision practices and the performance of government-aided schools in Tororo District. To analyze the data, a Pearson correlation was applied to assess the relationship between foundation body's supervision practices and the performance of the schools, which was measured through various indicators such as academic results and resource management. Results are presented in table 4:18 below

Table 4:18. Pearson’s Correlation coefficient of foundation body’s supervision practices and School Performance

Correlations		Supervision
School Performance	Pearson Correlation	.726**
	Sig. (2-tailed)	.000
	N	158

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

Source: Primary data, 2024

The Pearson correlation analysis indicates a strong positive relationship between the foundation body’s supervision practices and school performance, with a correlation coefficient of 0.726. This suggests that as the quality of supervision increases, the performance of schools tends to improve. The p-value of 0.000 is significant at the 0.01 level, indicating that the observed correlation is statistically significant and not due to random chance. Therefore, the null hypothesis (H02) is rejected, and it can be concluded that the foundation body’s supervision practices have a significant effect on the performance of government-aided schools in Tororo District.

A simple linear regression was used to examine the relationship between the foundation body’s supervision practices and the performance of government-aided schools in Tororo District. In this analysis, school performance was treated as the dependent variable, while the foundation’s supervision practices were considered the independent variable. The following regression table provides a detailed presentation of the model fit, ANOVA results, and regression coefficients, which collectively assess the extent to which the foundation body’s supervision practices influence the performance of schools in the district.

Table 4:19. A Simple Linear Regression of foundation Body's supervision practices and School Performance

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Change in F	df1	df2	Sig. F Change	
1	.726 ^a	.528	.525	3.18652	.528	174.251	1	156	.000	

a. Predictors: (Constant), Foundation's Supervision

b. Dependent Variable: School Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1769.331	1	1769.331	174.251	.000 ^b
	Residual	1584.011	156	10.154		
	Total	3353.342	157			

a. Dependent Variable: P

b. Predictors: (Constant), Supervision

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Partial	Tolerance	VIF
1	(Constant)	7.981	1.423		5.607	.000					
	Supervision	1.211	.092	.726	13.200	.000	.726	.726	.726	1.000	1.000

a. Dependent Variable: P

Source: Primary data, 2024

The regression analysis examining the effect of the foundation body's supervision practices on school performance in Tororo District reveals a significant positive relationship. The model explains 52.8% of the variance in school performance ($R^2 = 0.528$), with an Adjusted R^2 of 0.525, indicating a strong fit. The F-statistic of 174.251 ($p = 0.000$) confirms that the model is statistically significant. The analysis shows that a one-unit increase in supervision is associated with a 1.211-unit improvement in school performance ($B = 1.211$), with a Standardized Beta

coefficient of 0.726, indicating a strong effect. The t-value of 13.200 ($p = 0.000$) further supports the significance of the foundation body's supervision practices.

The findings highlight that effective supervision practices by the foundation body are strongly associated with improved school performance, hence rejecting the null (H_02), and suggesting that enhancing supervision could contribute to better educational outcomes in government-aided schools in Tororo District.

4.4.3 To what extent does the enforcement of the foundation body's culture affect the performance of Government-aided schools in Tororo District? Culture of the Foundation Body

Table 4.20 explores the respondents' perceptions of the overall culture of the foundation body in government-aided secondary schools in Tororo District. This table examines how board members and school leadership perceive the working environment, values, and organizational culture within the foundation body. Respondents were asked to describe the foundation body's culture using options such as "collaborative and supportive," "hierarchical and formal," "innovative and flexible," "traditional and conservative," and "other." The findings from this table provide insights into whether the culture of the foundation body is seen as conducive to effective school governance, innovation, and improvement, or if it presents challenges that may hinder school development. Understanding the foundation body's culture is essential for evaluating its role in shaping the environment in which schools operate and its influence on the performance and morale of school staff and board members.

Table 4:20. Respondents' perceptions of the overall culture of the foundation body

How would you describe the overall culture of the foundation body?		Freq.	%	Valid %	Cum. %	Mean	SD
Valid	Traditional and Conservative	22	13.6	13.6	13.6		
	Innovative and Flexible	40	24.7	24.7	38.3		
	Hierarchical and Formal	38	23.5	23.5	61.7		
	Collaborative and Supportive	62	38.3	38.3	100.0		
	Total	162	100.0	100.0		3.82	0.932

Source: Primary data, 2024

Table 4.20 shows that 38.3% of respondents perceive the foundation body’s culture as collaborative and supportive, 24.7% view it as innovative and flexible, 23.5% describe it as hierarchical and formal, and 13.6% characterize it as traditional and conservative. The mean score of 3.82 suggests that, on average, respondents predominantly perceive the culture as collaborative and supportive, which corresponds with the highest percentage of responses. The standard deviation of 0.932 indicates moderate variability in the responses, implying that while a significant proportion of respondents share a similar view of the culture, there is a notable diversity in perceptions. While the majority of respondents (38.3%) view the culture as collaborative and supportive, other perspectives also exist, with 24.7% perceiving it as innovative and flexible, and 23.5% describing it as hierarchical and formal. Only a small group (13.6%) regards the culture as traditional and conservative. The mean score of 3.82 reinforces that the foundation body is primarily seen as having a collaborative and supportive culture, but the standard deviation highlights that there are differing views on the nature of this culture.

Communication of Values and Mission

Table 4.21 explores how clearly the values and mission of the foundation body are communicated to its members in government-aided secondary schools in Tororo District. This table examines respondents' perceptions of the effectiveness and

clarity with which the foundation body conveys its core values and strategic mission. Respondents were asked to assess the clarity of these communications, with options ranging from "very clearly" to "not communicated". The results provide insights into whether the foundation body effectively communicates its guiding principles and objectives to its members, which is crucial for ensuring alignment with school goals and fostering a shared vision. Understanding this aspect of communication help identify areas where the foundation body may need to improve its messaging to ensure that all members are fully informed and engaged in the collective mission of enhancing school performance.

Table 4:21. Clarity of communication of the values and mission of the foundation body to its members

How clearly are the values and mission of the foundation body communicated to its members?						
		Frequency	Percent	Valid Percent	Cumulative Percent	
						Mean SD
Valid	Clearly	114	70.4	70.4	70.4	
	Very Clearly	48	29.6	29.6	100.0	
	Total	162	100.0	100.0		3.86 1.078

Source: Primary data, 2024

Table 4.21 shows that 70.4% of respondents believe the values and mission of the foundation body are communicated clearly, while 29.6% feel they are communicated very clearly. The mean score of 3.86 indicates that, on average, respondents perceive the communication of the foundation body’s values and mission as clear. The standard deviation of 1.078 suggests a moderate level of variability, indicating that while most respondents find the communication clear, some may feel that it could be improved. A significant majority (70.4%) perceive the communication as clear, with an additional 29.6% believing it is very clear. The mean score further supports the view that the foundation body’s values and mission are generally communicated effectively, although the standard deviation reveals some variation in

responses, suggesting room for improvement in clarity. Overall, the data indicates that the foundation body is largely successful in communicating its values and mission, though there is some variance in respondents' perceptions.

Engagement in Activities Reinforcing Culture

Table 4.22 explores how frequently the foundation body engages in activities or initiatives aimed at reinforcing its culture in government-aided secondary schools in Tororo District. This table examines respondents' perceptions of how often the foundation body organizes or participates in events, programs, or actions that help promote and strengthen its organizational culture. Respondents were asked to rate the frequency of such activities, with options ranging from "regularly" to "never". The findings from this table provide insights into the foundation body's efforts to cultivate a specific organizational culture, whether it is seen as proactive in fostering a supportive, innovative, or collaborative environment, or if these initiatives are infrequent or lacking. Understanding this frequency is essential for evaluating the foundation body's commitment to shaping its internal culture and its potential impact on school performance and governance.

Table 4:22. Frequency of the foundation body's engagement in culture reinforcing activities or initiatives

How often does the foundation body engage in activities or initiatives that reinforce its culture?		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	SD
Valid	Rarely	32	19.8	19.8	19.8		
	Occasionally	73	45.1	45.1	64.8		
	Regularly	57	35.2	35.2	100.0		
	Total	162	100.0	100.0		4.30	0.458

Source: Primary data, 2024

Table 4.22 reveals that 45.1% of respondents believe the foundation body engages in culture-reinforcing activities occasionally, 35.2% feel these activities occur regularly, and 19.8% consider such activities to happen rarely. The mean score of

4.30 indicates that, on average, respondents perceive these activities as occurring occasionally. The standard deviation of 0.458 suggests that responses are fairly consistent and closely grouped around the mean, indicating a general consensus among respondents regarding the frequency of these activities. The majority (45.1%) view these activities as occasional, while 35.2% think they occur regularly. Only 19.8% believe they are infrequent. The mean score further supports the perception that culture-reinforcing activities are relatively frequent, though not always consistent. The low standard deviation indicates that the respondents' views on the frequency of these activities are largely aligned, with only minor differences in their assessments. Overall, the data suggests that while culture-reinforcing activities take place regularly, there is potential for more frequent implementation of such initiatives.

Impact of Culture on Innovation

Table 4.23 analyses respondents' perceptions regarding whether the foundation body's culture supports or hinders innovation and improvement in secondary schools in Tororo District. This table explores how respondents view the foundation body's cultural environment in terms of its impact on fostering innovation, creativity, and progress within schools. Respondents were asked to assess whether the foundation body's culture "strongly supports," "supports," "is neutral," "hinders," or "strongly hinders" innovation and improvement. The findings provide insights into whether the foundation body's organizational culture is perceived as conducive to implementing new ideas and driving positive changes in school practices or whether it presents obstacles to growth and modernization. Understanding the impact of the foundation body's culture on innovation is crucial for identifying areas where cultural shifts may

be needed to enhance the schools' overall performance and adaptability to evolving educational needs.

Table 4:23. The foundation body's cultural environment impact on innovation and school performance

To what extent do you feel that the foundation body's culture supports or hinders innovation and improvement in secondary schools?

		Freq.	%	Valid %	Cumulative %	Mean	SD
Valid	Hinders	6	3.7	3.7	3.7		
	Neutral	28	17.3	17.3	21.0		
	Supports	93	57.4	57.4	78.4		
	Strongly Supports	35	21.6	21.6	100.0		
	Total	162	100.0	100.0		3.15	0.727

Source: Primary data, 2024

Table 4.23 indicates that 57.4% of respondents perceive the foundation body's culture as supportive of innovation and improvement, while 21.6% strongly believe it fosters such efforts. A smaller proportion, 17.3%, expressed a neutral stance on the matter. Only 3.7% of respondents feel that the culture of the foundation body inhibits innovation and improvement. The mean score of 3.15 suggests that, on average, respondents view the culture as promoting innovation and improvement, though not to an overwhelming extent. With a standard deviation of 0.727, the data reflects a relatively consistent set of responses, although there is moderate variation in the perceptions of the respondents. The majority opinion (57.4%) aligns with the belief that the foundation body's culture encourages innovation, with an additional 21.6% strongly supporting this view. However, a small minority (3.7%) believes the culture acts as a barrier to progress. The mean score further emphasizes a generally positive perception, while the standard deviation highlights some diversity in individual viewpoints.

Findings from interviews reveal that Church values are deeply integrated into the school environment, promoting integrity, discipline, and godliness. Visible symbols

such as portraits, flags, and speaking compounds adorned with Bible verses reinforce these values.

Once we enter the compound and... see Bible quotations... you know this is an Anglican school (Interviewee 2, 8 January 2025).

Moreover, cultural activities, such as celebrating patron saints, help instill spiritual discipline.

Each school... must always celebrate their patron saint day (Interviewee 1, 17 December 2024).

The future outlook underscores the importance of sustainability, collaboration, and adaptation to societal changes. Long-term goals include strengthening leadership and fostering partnerships to align educational and moral objectives.

We identify School Board of Governor members... and take them through our... routine of training to ensure continuity (Interviewee 2, 8 January 2025).

Furthermore, proactive engagement with emerging trends will ensure that cultural influences do not undermine the integrity of faith-based education.

Whatever happens in a school, the owners must know... [ensuring] that cultural things do not interfere with our schools (Interviewee 2, 8 January 2025).

H03: There is no statistically significant effect of the foundation body's culture on the performance of Government-aided schools in Tororo District.

The study aimed to investigate whether there is a statistically significant relationship between foundation body's culture and the performance of government-aided schools in Tororo District. To analyze the data, a Pearson correlation was applied to assess the relationship between foundation body's culture

and the performance of the schools, which was measured through various indicators such as academic results and resource management. Results are presented in table 4:24 below

Table 4:24. Pearson’s Correlation coefficient of foundation body’s Culture and School Performance

		Correlations
School Performance	Pearson Correlation	Culture .617**
	Sig. (2-tailed)	.000
	N	158

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

Source: Primary data, 2024

The Pearson correlation analysis shows a moderate positive relationship between the foundation body’s culture and school performance, with a correlation coefficient of 0.617. This indicates that as the foundation body’s culture improves, school performance tends to increase as well. The p-value of 0.000 is significant at the 0.01 level, suggesting that the correlation is statistically significant and not due to random chance. Therefore, the null hypothesis (H_0) is rejected, and it can be concluded that the foundation body’s culture has a statistically significant effect on the performance of government-aided schools in Tororo District.

A simple linear regression was used to examine the relationship between the foundation body’s culture and the performance of government-aided schools in Tororo District. The regression model was designed to assess the extent to which the foundation’s culture influences school performance, treating school performance as the dependent variable and the foundation's culture as the independent variable. The following regression table presents the model fit, ANOVA results, and regression coefficients, which collectively provide a statistical understanding of the effect of the foundation's culture on school performance.

Table 4.25: A Simple Linear Regression of foundation Body's Culture and School Performance

Model Summary ^b										
Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate	Change R Square	Change Statistics F	df 1	df 2	Sig. F Change	
1	.617 ^a	.380	.376	3.65003	.380	95.701	1	156	.000	

a. Predictors: (Constant), Foundation's Culture

b. Dependent Variable: School Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1274.995	1	1274.995	95.701	.000 ^b
	Residual	2078.347	156	13.323		
	Total	3353.342	157			

a. Dependent Variable: School Performance

b. Predictors: (Constant), Foundation's Culture

Coefficients ^a												
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error				Zero-order	Partial	Partial	Tolerance	VIF	
1	(Constant)	4.326	2.282		1.896	.060						
	Culture	1.449	.148	.617	9.783	.000	.617	.617	.61	1.000	1.000	1.000

a. Dependent Variable: School Performance

Source: Primary data, 2024

The regression analysis examining the effect of the foundation body's culture on school performance in Tororo District demonstrates that the foundation body's culture explains 38.0% of the variance in school performance ($R^2 = 0.380$), with an Adjusted R^2 of 0.376, indicating a strong fit for the model. The Standard Error of the Estimate is 3.65003, which reflects the average deviation of observed school performance from the predicted values. The model's R Square Change of 0.380, coupled with an F Change of 95.701 (with degrees of freedom 1 and 156), results in a p-value of 0.000, confirming that the model is statistically significant. The ANOVA

results further reinforce the model's significance, with the Sum of Squares for Regression at 1274.995 and the Mean Square for Regression of 1274.995. The F-statistic of 95.701 ($p = 0.000$) provides strong evidence that the foundation body's culture is a significant predictor of school performance. The residuals, represented by a Residual Sum of Squares of 2078.347, indicate that some variation in school performance remains unexplained by the model. The coefficients indicate that for every one-unit increase in the foundation body's culture, school performance is expected to improve by 1.449 units ($B = 1.449$). This relationship is statistically significant, as reflected by a t-value of 9.783 and a p-value of 0.000. The Standardized Beta coefficient of 0.617 further supports the conclusion that the foundation body's culture has a moderate to strong positive effect on school performance. Additionally, the Zero-order Correlation of 0.617 indicates a strong relationship between culture and performance, and the Collinearity Statistics show no evidence of multicollinearity, with both Tolerance and VIF values at 1.000. In conclusion, the analysis indicates that the foundation body's culture has a significant and positive effect on school performance, explaining a substantial portion of the variance in educational outcomes.

4.4.4 The general objective: to examine the effect of the foundation bodies' implementation of their functions on the performance of government-aided secondary schools in Tororo District

Multiple regression analysis was employed in to examine the effects of the foundation bodies' implementation of their functions—namely, culture, knowledge, and supervision—on the performance of government-aided secondary schools in Tororo District. The researcher wanted to assess how multiple independent variables collectively influence a dependent variable, in this case, school performance. The results are presented in table 4:26 below.

Table 4:26. A Multiple Linear Regression of Foundation Body's Effectiveness and School Performance

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Change in F	df1	df2	Sig. F Change	
1	.758 ^a	.575	.566	3.04364	.575	69.329	3	154	.000	

a. Predictors: (Constant), Culture, Knowledge, Supervision

b. Dependent Variable: P

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1926.729	3	642.243	69.329	.000 ^b
	Residual	1426.613	154	9.264		
	Total	3353.342	157			

a. Dependent Variable: P

b. Predictors: (Constant), Culture, Knowledge, Supervision

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error				Zero-order	Partial	Partial	Tolerance	VIF
1	(Constant)	2.023	1.985		1.019	.310					
	Knowledge	.211	.150	.095	1.403	.163	.522	.112	.074	.608	1.645
	Supervision	.843	.130	.506	6.465	.000	.726	.462	.340	.451	2.215
	Culture	.602	.160	.256	3.768	.000	.617	.291	.198	.598	1.671

a. Dependent Variable: P

Source: Primary data, 2024

The model reveals a strong positive relationship between the predictors (culture, knowledge, and supervision) and school performance, with an R value of 0.758. This indicates that the foundation's functions explain 57.5% of the variance in school performance, as shown by the R Square value. The Adjusted R Square value of 0.566 suggests that, after accounting for the number of predictors, the model still provides

a good fit for the data. The model's significance is confirmed by the F statistic of 69.329 ($p = 0.000$), indicating that the combination of culture, knowledge, and supervision has a statistically significant effect on school performance.

The ANOVA results further validate the model's robustness, as the Sum of Squares for Regression of 1926.729 and the Mean Square of 642.243 demonstrate that the predictors significantly explain the variance in school performance. The model has a significant F-statistic, indicating that the effects of culture, knowledge, and supervision on performance are unlikely to be due to chance.

Regarding the individual effects of the predictors, the analysis shows that knowledge has a positive, albeit not statistically significant, relationship with school performance. With a coefficient of 0.211, it indicates that a one-unit increase in knowledge is associated with a 0.211-unit increase in performance. However, the p-value of 0.163 suggests that this relationship is not strong enough to be considered significant at the 0.05 level. On the other hand, supervision has a statistically significant and strong positive effect on performance, with a coefficient of 0.843. The p-value of 0.000 indicates that improvements in the foundation's supervision practices lead to a significant increase in school performance. Similarly, culture also demonstrates a positive and statistically significant effect, with a coefficient of 0.602. This suggests that fostering a stronger organizational culture is associated with improved school performance, and the p-value of 0.000 confirms this relationship.

In terms of correlations, supervision and culture show strong positive correlations with school performance (0.726 and 0.617, respectively), reinforcing their importance as predictors. Knowledge, while positively correlated with performance (0.522), has a weaker correlation, indicating its lesser impact. The Collinearity

Statistics indicate that multicollinearity is not a concern, as the VIF values for all predictors are well below 3, ensuring that the individual effects of each predictor are measured accurately without interference from high correlations between them. In conclusion, the multiple regression analysis demonstrates that the foundation bodies' functions, particularly supervision and culture, have a significant positive impact on the performance of government-aided secondary schools in Tororo District. Although knowledge is positively related to performance, its effect is not statistically significant when considered alongside supervision and culture. These findings highlight the importance of strengthening supervisory practices and cultivating a positive organizational culture within the foundation bodies to improve school performance.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter presents a discussion of the findings based on the objectives of the study, to analyse the effect of board members' knowledge of their responsibilities on school performance, to examine the effect of foundation body's supervision practices on school performance, and to assess the effect of the foundation body's culture on school performance. In this chapter, we analyzed the results in relation to the existing literature and theoretical frameworks, highlighting areas of consistency and divergence. The discussions were be organized around each of the specific objectives, with an emphasis on how these factors contribute to the overall performance of the government-aided secondary schools in Tororo District.

5.1: In which ways do the foundation board members' knowledge of their responsibilities affect the performance of Government-aided schools in Tororo District?

The study affirms a positive relationship between the board members' understanding of their responsibilities and school performance. This aligns with Pearson (2015), who emphasized the importance of role clarity for effective governance. The findings also echo Lawrence (2018), who argued that board member competence significantly influences institutional success. These parallels suggest that when foundation board members are knowledgeable, their ability to contribute to school governance improves, supporting the broader literature that links good governance with improved educational outcomes.

Moreover, the significance of induction and continuous training, as highlighted in the findings, supports the assertions of Mythili (2019) and the DBE (2018), who stress the role of professional development in enhancing board effectiveness. The study

extends these arguments by illustrating how training consistency, delivery methods, and accessibility shape board member performance—a nuance that earlier studies may not have fully explored.

However, consistent with Mugabe (2019) and Pakade et al. (2021), this study also reveals gaps in knowledge and training sufficiency, indicating that while training opportunities exist, disparities in content and delivery reduce their impact. This nuance underscores the systemic challenge noted in the literature, where external factors such as political interference and resource constraints hinder effective governance.

The findings further validate the Systems Theory perspective advanced by Mele et al. (2010), which views the school as a complex system whose performance depends on the coordination and effectiveness of its subsystems. Here, the board’s knowledge serves as a critical subsystem that, if underdeveloped, can disrupt the overall governance structure and school outcomes.

5.2 How do the foundation body’s supervision practices affect the performance of Government-aided schools in Tororo District?

The findings indicate that supervisory practices by the foundation body positively affect school performance, consistent with literature by Brown et al. (2017) and Mugabe (2019), who argue that regular and structured oversight enhances institutional accountability and improvement. The alignment between supervision activities and school goals supports the idea that governance practices must be goal-oriented to be effective—a notion rooted in Systems Theory.

Furthermore, the presence of clear supervision guidelines and their perceived clarity among respondents reinforce the importance of structured governance frameworks, as previously emphasized in the Education Act (2008) and studies by Namagembe et

al. (2021). These guidelines appear to facilitate coherence and accountability, key tenets in both policy literature and theoretical models.

However, this study also confirms the challenges identified by Kiryowa (2022) and Mugagga et al. (2018) regarding the uneven application of supervisory practices. Variability in the frequency of visits and differing perceptions of effectiveness indicate systemic inconsistencies, possibly arising from logistical or resource-based constraints. These challenges mirror the fragmented supervisory approaches found in other developing education systems, as highlighted in the reviewed literature.

The strong correlation between effective supervision and improved school performance reinforces the argument that foundation bodies must prioritize standardized and frequent oversight mechanisms. As Systems Theory suggests, performance outcomes are improved when each component—in this case, supervisory practices—operates with clear roles, reliable feedback, and adaptive mechanisms.

5.3 To what extent does the enforcement of the foundation body’s culture affect the performance of Government-aided schools in Tororo District?

The study highlights that the culture promoted by the foundation body significantly influences school performance. The findings that emphasize collaboration, innovation, and value alignment mirror the views of Koehler (2023), who asserts that a value-driven organizational culture fosters a positive climate and enhances staff engagement. Similarly, the literature by Cossin et al. (2014) and Mugagga et al. (2013, 2018) supports the view that denominational values—when consistently enforced—improve both governance and educational outcomes.

The emphasis on culture-reinforcing activities such as religious celebrations and value-based communication illustrates how institutional culture can tangibly shape

school environments. This confirms prior findings by Kizza et al. (2023), who warn against the erosion of foundational values due to secular influences. The current study builds on this by suggesting that although such activities are in place, their occasional nature may reduce their potential impact, highlighting the need for consistency and institutional reinforcement.

The findings also underscore the importance of clarity in value communication, echoing the principles of Systems Theory, which asserts that shared goals and coherent communication foster systemic harmony. When foundation bodies clearly articulate their vision and values, schools are better positioned to align their practices and policies accordingly.

Nevertheless, as noted in the literature, particularly by Mugagga et al. (2018), inconsistency in cultural application across schools may weaken its overall effect. The findings support this caution, suggesting that while many respondents see the culture as supportive, others perceive it as rigid or unclear—indicative of a lack of standardization or shared understanding across the system.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

This chapter begins by summarizing the key results and their implications concerning the overarching objective of the study: to examine the effect of the foundation bodies' implementation of their functions on the performance of government-aided secondary schools in Tororo District. The conclusions are derived from statistical analyses, including correlation and multiple regression models, which assessed the influence of factors such as knowledge, supervision, and culture on school performance. The chapter also offers practical recommendations based on the study's findings to guide policymakers, education stakeholders, and foundation bodies in enhancing the performance of government-aided schools. Additionally, limitations encountered during the study inform suggestions of areas for further research.

6.1: Conclusion

The conclusion is presented in accordance with the objectives that guided the study.

6.1.1: The board members' knowledge of their responsibilities and the performance of Government-aided schools

The results show that board members' knowledge of their responsibilities has a significant and positive effect on the performance of government-aided secondary schools in Tororo District. These findings reinforce the applicability of Systems Theory in explaining how governance structures and institutional performance are interlinked. The evidence underscores that well-informed board members play a pivotal role in fostering effective governance, which in turn supports improved educational outcomes and stronger institutional systems in the district.

6.1.2 The foundation body's supervision practices and the performance of Government-aided schools

The results underline the critical role of supervision by foundation bodies in enhancing the performance of government-aided schools in Tororo District. Respondents generally expressed positive perceptions of existing supervision practices, though variations in their frequency and effectiveness were observed. The findings also reveal that logistical constraints and communication gaps are persistent factors influencing the overall quality of oversight. The strong statistical association between supervision practices and school performance affirms that consistent and well-executed supervision is integral to sustaining high standards in the district's education system.

6.1.3 The foundation body's culture and the performance of Government-aided schools

The findings demonstrate that the foundation body's culture plays a significant role in shaping the performance of government-aided secondary schools in Tororo District. Although generally perceived as collaborative and supportive, its application and communication show notable inconsistencies. The positive correlation between culture and performance affirms that a well-established and consistently applied institutional culture is integral to effective school governance and improved educational outcomes, as supported by both theoretical perspectives and empirical evidence.

6.2: Recommendations

The recommendations are presented in accordance with the objectives of the study.

6.2.1: The board members' knowledge of their responsibilities and the performance of Government-aided schools

The Ministry of Education and foundation bodies should institute regular, structured training and orientation programs for all board members, focusing on their legal mandates, governance best practices, and performance monitoring skills to strengthen their contribution to school performance.

6.2.2: The foundation body's supervision practices and the performance of Government-aided schools

Foundation bodies should standardize supervision schedules, allocate adequate resources for supervisory activities, and strengthen communication channels to ensure consistent, timely, and effective oversight across all government-aided schools in the district.

6.2.3 The foundation body's culture and the performance of Government-aided schools

Foundation bodies should develop and implement clear cultural guidelines, promote regular cultural engagement activities, and integrate value-based leadership practices to ensure consistent application of shared values that reinforce positive governance and performance outcomes.

6.3: Areas for further research

Basing on the findings and study limitations, the researcher would propose the followings studies to enhance our understanding of the influence of the foundation bodies on school performance

- ✓ Study the effects of foundation body practices across different districts or types of schools (e.g., rural vs. urban).

- ✓ Explore the impact of innovative governance models on the performance of government-aided schools.
- ✓ Assess the role of technology in improving supervision practices and communication of foundation body values.
- ✓ Examine the influence of the relationship between teachers and school boards on performance outcomes.

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Appendix I: Questionnaire: Board Members

Dear Respondent,

I am a student at Uganda Christian University undertaking research on the topic “*Foundation Bodies and Performance of Government-Aided Secondary Schools in Tororo District*”. The information I am seeking is for academic purposes. Participation is entirely out of your will, volition, and necessary for the success of this work. I request you to respond with truthfulness, honesty, and patriotism for the success of the research. The information provided be treated with maximum confidentiality.

Signed:

.....
Buyi Yobu Ronald

8. To what extent do you believe the foundation body's supervision practices are aligned with the goals of improving school performance?

- a) Fully Aligned
- b) Mostly Aligned
- c) Partially Aligned
- d) Not Aligned
- e) Not Sure

Section 4: Foundation Body's Culture

9. How would you describe the overall culture of the foundation body?

- a) Collaborative and Supportive
- b) Hierarchical and Formal
- c) Innovative and Flexible
- d) Traditional and Conservative
- e) Other (please specify): _____

10. How clearly are the values and mission of the foundation body communicated to its members?

- a) Very Clearly
- b) Clearly
- c) Somewhat Clearly
- d) Not Clearly
- e) Not Communicated

11. How often does the foundation body engage in activities or initiatives that reinforce its culture?

- a) Regularly (e.g., monthly or quarterly)
- b) Occasionally (e.g., annually)
- c) Rarely
- d) Never
- e) Not Sure

12. To what extent do you feel that the foundation body's culture supports or hinders innovation and improvement in secondary schools?

- a) Strongly Supports
- b) Supports
- c) Neutral
- d) Hinders
- e) Strongly Hinders

Section 5: Impact on School Performance

13. How have the foundation body's functions influenced the academic performance of secondary schools?

- a) Significantly Improved
- b) Moderately Improved
- c) No Change
- d) Moderately Declined
- e) Significantly Declined

14. Which specific functions of the foundation body have had the greatest impact on school performance? (Select all that apply)

- a) Financial Support and Resource Allocation
- b) Policy Development and Implementation
- c) Strategic Planning and Oversight
- d) Staff Development and Training
- e) Facility Management and Maintenance
- f) Community Engagement and Support
- g) Other (please specify): _____

15. How effectively does the foundation body's implementation of its functions address the following aspects of school performance?

18.1 Academic Achievement

- a) Very Effective
- b) Effective
- c) Neutral

- d) Ineffective
- e) Very Ineffective

18.2 Student Engagement

- a) Very Effective
- b) Effective
- c) Neutral
- d) Ineffective
- e) Very Ineffective

18.3 Teacher Morale and Professional Development

- a) Very Effective
- b) Effective
- c) Neutral
- d) Ineffective
- e) Very Ineffective

18.4 Resource Allocation

- a) Very Effective
- b) Effective
- c) Neutral
- d) Ineffective
- e) Very Ineffective

18.5 School Infrastructure

- a) Very Effective
- b) Effective
- c) Neutral
- d) Ineffective
- e) Very Ineffective

16. To what extent does the implementation of foundation body functions contribute to the overall strategic goals of the secondary schools?

- a) To a Great Extent
- b) To a Moderate Extent
- c) To a Small Extent
- d) Not at All
- e) Not Sure

Appendix II: Interview Guide: Education Secretary

Designation of Interviewee.....

Date of Interview.....

Place of Interview.....

Duration of Interview.....

Introduction

1. Opening Remarks

- Briefly introduce yourself and explain the purpose of the interview.
- Outline the areas you will cover and the expected duration of the interview.

2. Context Setting

- Could you provide a brief overview of your role and responsibilities as the Education Secretary?

A. Understanding Board Members' Responsibilities

1. Roles and Responsibilities

- What are the core responsibilities of board members in secondary schools within the diocese / Local Government / Muslim District?
- How are these responsibilities communicated to new board members?

2. Training and Development

- What kind of training or orientation is provided to board members regarding their roles?
- How frequently are board members updated on their responsibilities and best practices?

Impact on School Performance

1. Performance Metrics

- How does the diocese / Local Government / Muslim Council measure the performance of secondary schools?
- Are there specific performance indicators that are directly linked to the effectiveness of board members?

2. Observations and Case Studies

- Can you share any examples where board members' knowledge (or lack thereof) of their responsibilities significantly impacted school performance?
- Are there any success stories where effective board governance led to notable improvements in school performance?

3. Challenges and Issues

- What are the common challenges faced by board members in fulfilling their responsibilities?
- How do these challenges affect the overall performance of secondary schools?

Support and Improvement

1. Support Systems

- What support mechanisms are in place to help board members better understand and perform their roles?
- How does the diocese address situations where board members are struggling with their responsibilities?

2. Recommendations

- What improvements or changes would you recommend to enhance board members' understanding of their responsibilities?

- Are there any best practices or resources you would suggest to board members to better support their roles?

Outlook

1. Trends and Developments

- Are there any emerging trends or changes in education policy that might affect the roles and responsibilities of board members?
- How is the diocese preparing to address these changes?

2. Long-Term Goals

- What are the long-term goals for improving the effectiveness of board members in secondary schools?
- How do you envision the role of board members evolving in the future?

Conclusion

1. Final Thoughts

- Do you have any additional insights or comments on the topic of board members' responsibilities and school performance?
- Is there anything else you would like to share that we haven't covered?

B. Supervision Practices

1. Role of the Education Committee

- What are the main functions of the Education Committee in relation to secondary schools?
- How is the committee structured, and who are its key members?

2. Supervision Framework

- Can you describe the supervision practices and processes used by the Diocesan Education Committee?
- How often does the committee conduct supervision or evaluation of secondary schools?

3. Standards and Criteria

- What standards or criteria does the committee use to assess school performance?
- How are these standards communicated to the schools?

Impact on School Performance

1. Performance Metrics

- How does the committee measure the impact of its supervision practices on school performance?
- Are there specific performance indicators that are linked to the committee's supervision?

2. Observations and Outcomes

- Can you provide examples of how the committee's supervision practices have positively impacted school performance?
- Conversely, have there been instances where supervision practices identified areas of concern or led to challenges?

3. Feedback Mechanism

- How does the committee gather feedback from schools about the supervision process?
- How is this feedback used to refine or improve supervision practices?

Challenges and Solutions

1. Challenges Encountered

- What are some common challenges faced by the committee in its supervision role?
- How do these challenges affect the performance of secondary schools?

2. Addressing Issues

- What strategies or actions has the committee implemented to address these challenges?
- Are there any recent changes or improvements in supervision practices that have been particularly effective?

Support and Development

1. Support Provided to Schools

- How does the committee support schools in responding to its supervision findings?
- Are there any specific resources or programs available to help schools improve based on the committee's recommendations?

2. Professional Development

- Does the committee offer training or professional development for school leaders and staff based on supervision findings?
- How is this training integrated into the broader improvement strategies for schools?

Outlook

1. Trends and Adaptations

- Are there any emerging trends or changes in education policy that might affect the committee's supervision practices?
- How is the committee planning to adapt its practices in response to these trends?

2. Long-Term Goals

- What are the long-term goals for the Diocesan Education Committee in terms of enhancing its supervision practices?
- How does the committee envision its role evolving in the future?

Conclusion

1. Final Thoughts

- Do you have any additional insights or comments on the topic of supervision practices and their effect on school performance?
- Is there anything else you would like to add that we haven't discussed?

C. Foundation Body's Culture and Educational Influence

1. Church / Local Government / Muslim's Culture

- How would you describe the core values and culture of the Church / Local Government / Muslim as they relate to education?
- In what ways does the church/ local government / MDC's culture influence the operation of secondary schools within the diocese?

2. Integration of Values

- How are the church/ local government / MDC's values and cultural principles integrated into the curriculum and school environment?
- Are there specific programs or activities that reflect the church/ local government / MDC's culture in the schools?

Impact on School Performance

1. Performance Indicators

- What metrics or indicators are used to assess the performance of secondary schools in the diocese / local government / MDC?
- How do you determine if the church / local government / MDC's culture is having a positive or negative effect on these metrics?

2. Positive Effects

- Can you provide examples where the church / local government / MDC's culture has positively impacted the performance of secondary schools?
- How have the values of the church/ local government / MDC contributed to student achievement, staff morale, or community involvement?

3. Challenges and Issues

- Are there any challenges or issues that arise from integrating the church/ local government / MDC's culture into school life?
- How do these challenges affect the overall performance of secondary schools?

Support and Adaptation

1. Support Mechanisms

- What support does the diocese/ local government / MDC offer to schools in maintaining alignment with the church/ local government / MDC's culture while striving for academic excellence?
- How are schools encouraged to balance church/ local government / MDC values with educational needs and standards?

2. Adaptation Strategies

- Have there been any adaptations or changes in how the church/ local government / MDC's culture is applied in schools to better support performance?
- How does the diocese/ local government / MDC address feedback from schools regarding the integration of church culture?

Outlook

1. Evolving Cultural Influences

- Are there any trends or changes in society that might affect how the church/ local government / MDC's culture influences secondary schools?
- How is the diocese/ local government / MDC preparing to address these changes?

2. Long-Term Goals

- What are the long-term goals for enhancing the positive impact of the church/ local government / MDC's culture on secondary schools?
- How do you envision the role of church/ local government / MDC culture evolving in the future of secondary education?

Conclusion

1. Final Thoughts

- Do you have any additional insights or comments on the relationship between the church/ local government / MDC's culture and school performance?
- Is there anything else you would like to share that we haven't covered?

Thank You

- Thank the interviewee for their time and valuable insights.
- Discuss any follow-up steps or additional information that might be needed.

Appendix III: Letter to the Field



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. BU-11 JOSEPH RONALD

Of Registration Number; RM22/MUC/MED/008 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree MEDAP

He/ she is required to carry out an academic research on the topic FUNCTIONS OF THE FOUNDATION BODIES AND PERFORMANCE OF GOVERNMENT-AIDED SECONDARY SCHOOLS IN TORORO DISTRICT

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

28 FEB 2024

Mr. Akampurira Timothy
Academic Registrar