

Board of Governors' Contribution and Learners' Academic Performance in Private Secondary Schools in Kyengera Town Council, Wakiso District, Uganda

Bakulumpagi Ismail Abaasi¹; Matovu Musa²;
Nabukeera Madinah³; Ssali Muhammadi Bisaso⁴

¹Post Graduate Student, Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda

²Assoc. Prof. Dr., Department of Educational Psychology, Faculty of Education, Islamic University in Uganda

³Assoc. Prof. Dr., Department of Public Administration, Faculty of Management Studies, Islamic University in Uganda.

⁴Senior Lecturer., Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda

Publication Date: 2025/08/07

Abstract: The general objective was to investigate the relationship between board of governors' contribution and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda. The study was guided by the following specific objectives; i) To find out the relationship between board of governors' financial control and learners' academic performance, ii) To analyze the relationship between board of governors' discipline regulation and learners' academic performance, and iii) To establish the relationship between board of governors' curriculum implementation supervision and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda. A descriptive and correlational research design guided the study with concentration on a quantitative approach. A sample of 98 people including teachers and head teachers was considered. Correlation and descriptive analysis methods were used to scrutinize the primary data collected. The study revealed that board of governors' financial control has a very strong and positive significant association with learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda. In addition, the study revealed that board of governors' discipline regulation has a strong and positive significant association with learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda. Further, the study revealed that board of governors' curriculum implementation supervision has a strong and positive significant association with learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda. The study concludes that board of governors' contribution in terms of financial control, discipline regulation, and curriculum implementation supervision has a positive and statistically significant association with learners' academic performance in that an improvement in the various board of governors' contributions leads to improved learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District. The study recommends that schools should establish clear financial policies and procedures for budgeting, procurement, expenditure, and reporting, and also all financial transactions should be properly documented and audited as this builds trust and ensures that resources are not misused, but instead are directed towards learning materials, infrastructure, and academic programs that support student achievement resultantly enhancing learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District.

Keywords: *Board of Governors' Contribution, Financial Control, Discipline Regulation, Curriculum Implementation Supervision, and Learners' Academic Performance.*

How to Cite: Bakulumpagi Ismail Abaasi; Matovu Musa; Nabukeera Madinah; Ssali Muhammadi Bisaso (2025) Board of Governors' Contribution and Learners' Academic Performance in Private Secondary Schools in Kyengera Town Council, Wakiso District, Uganda. *International Journal of Innovative Science and Research Technology*, 10(7), 3125-3133.
<https://doi.org/10.38124/ijisrt/25jul1919>

I. INTRODUCTION

The study investigates the relationship between board of governors' contribution and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.

A. Historical Background

Globally, learners' academic performance has for long been significantly influenced by school board of governors or school governing bodies due to their immense contribution in the daily management and governance of school operations, which as well as a profound impact on learners' academic outcomes and literacy rates among different countries (Honigh, Ruiter & Thiel, 2020). In the mid-20th Century, governments began to expand public education, making school governance more prominent. In countries like the UK, the Education Act of 1944 formalized roles for school governors in curriculum and staffing. In the United States, local school boards became powerful actors influencing policy, teacher quality, and curriculum. With this, boards began to contribute directly to academic quality by influencing teacher appointments, instructional materials, and discipline policies. Areas with effective school boards of governors saw improved attendance, literacy, and exam success (Michael & Douglas, 2018). In Africa, school governing bodies (boards of governors) have been implemented and formulated empowered with authority over finance, budget planning, teacher recruitment, discipline, performance monitoring, and curriculum support, which have a significant contribution to academic performance such as improved school attendance and completion rates, enhanced accountability of teachers and head teachers, and higher exam pass rates (Kokemwa, Momanyi & Ntabo, 2020).

B. Theoretical Background

This was harmonized by Systems Theory introduced by Bertalanffy in 1968. This theory postulates that a school functions as an open system where various parts (administration, teachers, learners, parents, board of governors) interact to achieve goals (Francesco, Cristina & Jaqueline, 2018). According to Kenny and Cirkony (2022) the application of the theory in relation to board of governors' contribution and learners' academic performance is grounded on the assumption that the school board acts as a subsystem responsible for governance, policy, and oversight. The authors assert that effective board decisions on resource allocation, teacher recruitment, and curriculum supervision influence the overall output, including learners' academic performance. On a contrary, dysfunction in school boards of governors including lack of capacity or political interference disrupts the system, leading to poor learners' academic performance outcomes (Kenny & Cirkony, 2022). Thus, the study embraced this theory since it delivers an association between board of governors' contribution and learners' academic performance.

C. Contextual Background

This was carried out among some private secondary schools in Kyengera Town Council, Wakiso District, Uganda investigating the relationship between board of governors' contribution and learners' academic performance. This was focused on because of the limited studies carried out in the town council in respect to board of governors' contribution and learners' academic performance. Furthermore, Wakiso district was focused on based on the inconsistencies in learners' academic performance designated by a decline in students' excellence in final examinations, increased absenteeism rates, poor mastery of subjects' content, poor communication skills among students, and limited engagement in classroom activities among secondary schools in the district (Wakiso District Local Government, 2022).

D. Conceptual Background

Board of governors' contribution refers to the active roles, responsibilities, and inputs made by the board toward the governance, oversight, and strategic development of a school, particularly in enhancing the learning environment, resource management, policy implementation, and academic outcomes of learners. The school board of governors' contribution encompasses the board's collective efforts in areas such as curriculum supervision, financial control, staff recruitment, discipline enforcement, infrastructure development, and community engagement, all of which are directed toward supporting the academic achievement, welfare, and holistic development of learners (George & Sesay, 2024). Learners' academic performance denotes the degree to which students attain established educational goals and learning outcomes in various subjects, as measured through tests, examinations, coursework, completion of educational milestones, and other academic assessments (Tukundane & Arinaitwe, 2024). In this study, board of governors' contribution was abstracted in terms of board of governors' financial control, discipline regulation, and curriculum implementation supervision, well as learners' academic performance was abstracted in examination/test scores and grades, classroom participation, homework and task completion, cognitive and communication skills, and mastery of subject content.

E. Statement of the problem

The Ugandan government in conjunction the Education Ministry has put in place various policies and frameworks to govern the educational system in the country focusing on improving learners' academic performance in the different educational institutions. For instance, the Education Act has been enacted which is the principal legal framework governing education in Uganda which clearly defines the roles and responsibilities of school Boards of Governors (BoGs), empowers BoGs to oversee financial management, staff recruitment, curriculum supervision, and student discipline, and emphasizes the boards' role in ensuring

effective governance and accountability to improve learning outcomes, enabling BoGs to contribute directly to school improvement and academic performance in secondary schools in the various districts (Ministry of Education and Sports, 2018).

Although, regardless of the credible frameworks to improve learners' academic performance based on Board of Governors' contributions, learners' academic performance in various secondary schools in Wakiso district is inconsistent designated by declining students' excellence in final examinations, amplified absenteeism rates, poor mastery of subjects' content, poor communication skills among students, and limited engagement in classroom activities among secondary schools in the district (Wakiso District Local Government, 2022). Evidence indicates a fall in students' performance in UCE examinations from 78.4% in 2019 to 72.6% in 2021 for those who excelled in first grade and second grade in secondary schools in Wakiso district (Wakiso District Local Government, 2022). This consequently has led to students' increased challenges to access career opportunities, increased dropout rates, limited academic progression, and a decline in school reputation. Therefore, it is upon these traits that this study investigated the relationship between board of governors' contribution and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.

F. Study Objectives

➤ General Objective

To investigate the relationship between board of governors' contribution and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.

➤ Specific Objectives

- To find out the relationship between board of governors' financial control and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.
- To analyze the relationship between board of governors' discipline regulation and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.
- To establish the relationship between board of governors' curriculum implementation supervision and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.

G. Study Hypotheses

- H_{a1} : Board of governors' financial control has a significant relationship with learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.
- H_{a2} : Board of governors' discipline regulation has a significant relationship with learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.
- H_{a3} : Board of governors' curriculum implementation supervision has a significant relationship with learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.

H. Conceptual Framework

A conceptual framework on association between Board of Governors' Contribution and Learners' Academic Performance.

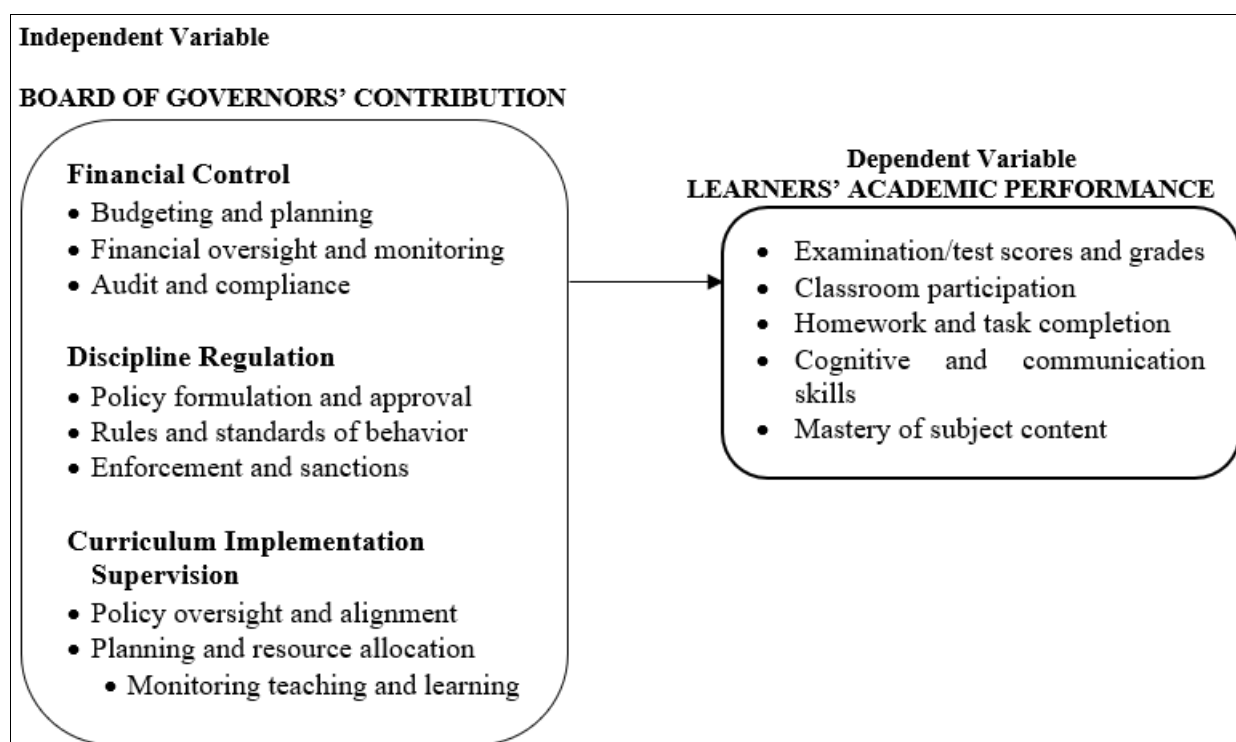


Fig 1 Conceptual Framework

II. LITERATURE REVIEW

➤ *Board of Governors' Contribution and Learners' Academic Performance*

The school board of governors significantly influences learners' academic performance through its governance, oversight, and support roles within schools. Their contribution shapes the environment in which teaching and learning occur, directly and indirectly affecting academic outcomes (Jacinto, 2021). According to Luschei and Jeong (2021) board of governors ensure transparent and accountable management of school resources, including finances and staffing, which reduces mismanagement, ensuring resources reach teaching and learning needs, leading to enhanced student outcomes. Additionally, the board of governors enhances curriculum implementation and quality of teaching by overseeing instructional quality, supervising adherence to the national curriculum, and monitoring teaching standards, which helps to improve the delivery of lessons, directly benefiting learners' academic success (Luschei & Jeong, 2021).

School boards of governors provide leadership and governance by setting policies, overseeing school management, and ensuring that the school operates efficiently. Effective governance creates a clear vision and mission focused on academic excellence. It ensures that school leadership (head teachers and administrators) are held accountable for learners' performance (Michael & Douglas, 2018). The authors assert that school boards of governors that enforce regular staff meetings, strategic planning, and monitoring help align school activities with academic goals, resulting in improved teaching and learning processes that influence and improvement in learners' academic performance (Michael & Douglas, 2018).

According to Tukundane and Arinaitwe (2024) the board of governors is responsible for financial management and resource allocation which has an influence on learners' academic performance. The board of governors is responsible for approving and overseeing school budgets, ensuring that funds are allocated towards essential academic resources such as textbooks, learning materials, and infrastructure. The authors also assert that proper financial management by the board of governors guarantees that the school has adequate learning facilities, well-maintained classrooms, and teaching aids, which are critical for effective instruction and learner engagement. Schools with active boards of governors are more likely to have sufficient textbooks and functional laboratories, which directly enhance learners' understanding and academic outcomes (Tukundane & Arinaitwe, 2024). Additionally, George and Sesay (2024) assert that boards of governors participate in recruiting qualified teachers and support staff, and oversee staff discipline and motivation. Recruiting competent and motivated teachers improves the quality of instruction. Moreso, board of governors' involvement in teacher welfare and professional development boosts staff morale, which translates into better teaching and learning performance. Board of governors that implement teacher recognition programs and facilitate training

opportunities tend to retain skilled teachers who contribute positively to learners' academic success.

The board of governors is effectively engaged in curriculum supervision and academic monitoring which significantly influences learners' academic performance. The school boards ensure the schools adhere to national curriculum standards and regularly monitor teaching and learning activities. Active supervision helps identify gaps in curriculum delivery or learning challenges early, allowing timely interventions such as remedial classes or learner support programs. For instance, boards of governors that review examination results and attendance records collaborate with teachers to improve instruction strategies, leading to better learner academic performance outcomes (Jacinto, 2021). According to Heystek and Emekako (2020) the board of governors enforces discipline policies, ensuring a safe, orderly, and supportive environment conducive to learning. A disciplined environment minimizes distractions, reduces absenteeism, and fosters respect between learners and staff, creating optimal conditions for academic focus. The authors assert that schools with strong discipline enforced by the board of governors have fewer behavioral problems, higher attendance rates, and improved concentration among learners, which positively affects academic achievement (Heystek & Emekako, 2020).

The school board of governors' contribution is critical in shaping the school environment, resources, teaching quality, and community involvement, all of which combine to influence learners' academic performance positively. When boards perform their roles effectively, schools tend to have better academic results, improved learner retention, and a culture of continuous improvement (Kokemwa et al., 2020). The authors posit that school board of governors facilitate infrastructure development and maintenance which may have a positive impact on learners' academic performance. Boards of governors mobilize resources and oversee the construction and upkeep of school facilities, including classrooms, libraries, and sanitation. Adequate and well-maintained infrastructure support effective teaching and learning by providing learners with comfortable and resource-rich environments. Good sanitation facilities and well-lit classrooms reduce health-related absenteeism, while libraries and labs enhance research and practical learning, contributing to improved learners' academic performance (Kokemwa et al., 2020).

School board of governors ensures efficient allocation of resources such as teaching and learning aids which play an influential role in learners' academic performance. The board of governors is responsible for budgeting and approving expenditures to ensure that school funds are directed toward priority areas that support teaching and learning. When funds are efficiently allocated to essential areas such as purchasing textbooks, teaching aids, and learning materials, students have better access to resources that enhance understanding and knowledge retention (Chesseret, Boit & Kiprop, 2024). The authors assert that schools with strong financial control buy adequate textbooks, which improves learners' ability to

revise and prepare for exams, leading to better learners' academic performance outcomes (Chesseret et al., 2024).

The financial control exercised by school boards of governors is critical in creating the conditions necessary for effective teaching and learning. Proper management of school finances ensures that resources are available, infrastructure is maintained, teachers are motivated, and learners have access to materials, that collectively contributes to an improved learners' academic performance (Kwame, Okeyo & Kwarteng, 2024). The authors assert that the boards of governors oversee the use of funds for building and maintaining classrooms, libraries, laboratories, and sanitation facilities. Good physical infrastructure creates a conducive learning environment. Classrooms that are well-built, ventilated, and spacious reduce distractions and health risks, enabling learners to concentrate better and attend school regularly. Properly maintained sanitation facilities reduce absenteeism caused by illness, directly improving learners' participation and academic performance (Kwame et al., 2024).

According to Huaisheng, Manu, Mensah, Mingyue and Odoro (2019) discipline regulations set and enforced by school boards of governors play a critical role in fostering a safe, orderly, and motivating school environment. This environment allows learners to focus on their studies, attend regularly, and develop personal responsibility, that contribute positively to an improved learners' academic performance. The authors assert that school boards of governors establish and enforce discipline policies that regulate student behavior, attendance, and classroom conduct. A disciplined environment minimizes disruptions, ensuring that teaching and learning can proceed smoothly without interruptions. When learners respect rules and teachers' authority, classroom time is maximized for academic activities, leading to improved learners' understanding and academic performance (Huaisheng et al., 2019).

III. METHODOLOGY

A. Research Design

A descriptive and correlational survey design was used to guide the study with concentration on a quantitative approach. A correlational research design describes variables as they exist naturally and determines the relationship between them without manipulating any variables (Kassu, 2019). Therefore, this survey design allowed to determine whether and how strongly pairs of variables are related such as board of governors' contribution and learners' academic performance for this study. The quantitative approach enabled in collecting and analyzing numerical data to understand patterns, test hypotheses, and make objective, generalizable conclusions.

B. Target Population and Sample Size

A population of 8 private secondary schools was targeted in Kyengera Town Council, Wakiso District, Uganda was considered (Wakiso District Local Government, 2022). However, due to the limited time, only 3 private secondary schools were considered. A sample of 98 people constituting

teachers and head teachers was selected in private secondary schools in Kyengera Town Council, Wakiso District to provide the data which was utilized to generate answers to study objectives.

C. Sampling Procedure

Both purposive and simple random sampling techniques were used to select people to participate in the study. Purposive sampling involved the researcher picking people who are most relevant to the research questions focusing on knowledgeability and experience which was used to select head teachers. Simple random sampling was used in choosing teachers from private secondary schools to take part in the study. Simple random sampling provided everyone in a population an equal and independent chance to be selected into the sample (Elfil & Negida, 2017).

D. Data Collection Methods

➤ Questionnaire Survey Method

A questionnaire survey method is a structured and efficient way to collect data from many people in a standardized format using a set of structured written questions (Mathiyazhagan, 2018). The questionnaire survey method enabled the researcher to collect data from many respondents in a short period which data can be analyzed statistically to find trends, correlations, and patterns. Therefore, this method enabled the researcher to obtain descriptive and inferential statistics, so as to test hypotheses.

E. Data Collection Instruments

➤ Structured Questionnaire

A structured questionnaire is a type of data collection tool that consists of a predetermined, standardized set of closed-ended questions arranged in a fixed order designed to collect consistent and quantifiable data from multiple respondents (Acheung, 2019). The study utilized structured questionnaires to generate numerical data from respondents containing closed-ended questions and predefined responses. The structured questionnaires were utilized to produce data that is easy to code and analyze statistically using tools for descriptive and inferential statistics like SPSS.

F. Data Analysis

Correlation and descriptive analysis methods were used by the researcher to scrutinize quantitative data collected. Descriptive analysis was used to summarize, organize, and present data in a meaningful way using statistical techniques such as percentages, frequencies, and tables in respect to the respondents' demographics bio-data. To investigate the relationship between board of governors' contribution and learners' academic performance, Spearman's rank correlation analysis was used to measure the significance, magnitude, and direction of monotonic relationships between two ranked (ordinal) variables that do not necessarily meet the assumption of parametric tests. Spearman's Rank Correlation is ideal for measuring the relationship between two variables, appropriate when data are ordinal (ranked) or non-normally distributed (Jerrold, 2016).

G. Ethical Consideration

The researcher obtained an introductory letter from the university as a requirement for attaining authorization from school administrators in various secondary schools to carry out the survey in their school premises before undertaking the study.

- The researcher ensured that participation was voluntary, with the option to withdraw at any time without consequences.
- The researcher also fully informed study participants about the purpose, procedures, and benefits of the research.
- Additionally, the researcher ensured that respondents' personal information was handled with confidentiality and

not disclosed without permission, and also ensured that participants' identity was not linked to their responses maintaining anonymity.

IV. STUDY FINDINGS

This section highlights the descriptive analysis on the respondents' demographics and findings on study objectives presented using correlation analysis.

A. Findings on the Demographic Distribution of Respondents

This study evaluated the demographic distribution of respondents and findings are offered in Table 1;

Table 1: Demographic Distribution of Respondents

Demographics			
Classification	Items	Frequency	Percent
Sex	Male	56	57.1
	Female	42	42.9
	Total	98	100.0
Age Groups	25-35 years	27	27.6
	36-45 years	42	42.8
	46-55 years	21	21.4
	Above 55 years	8	8.2
	Total	98	100.0
Academic Qualification	Diploma	23	23.5
	Bachelors	61	62.2
	Masters	14	14.3
	Total	98	100.0
Marital Status	Married	63	64.3
	Single	35	35.7
	Total	98	100.0
Experience	1-2 years	10	10.2
	3-5 years	26	26.5
	6-10 years	44	44.9
	Above 10 years	18	18.4
	Total	98	100.0

Source: Primary data, 2025

Table 1 indicates results on demographic distribution of respondents in private secondary schools in Kyengera Town Council, Wakiso District. The results revealed that out of the 98 respondents, 56 (57.7%) were male and 42 (42.3%) were female. The results still revealed that of the 98 respondents, 27 (27.6%) were aged between 25-35 years, 42 (42.8%) were between 36-45 years, 21 (21.4%) were between 46-55 years, and 8 (8.2%) were above 55 years.

In addition, the study revealed that out of 98 respondents, 23 (23.5%) had attained a diploma level of qualification, 61 (62.2%) had attained a bachelors' level of qualification, and 14 (14.3%) had attained a masters' level of qualification. In accordance to marital statuses, the study revealed that out of 98 respondents, 63 (64.3%) were married and 35 (35.7%) were single.

Furthermore, the findings revealed that out of 98 respondents, 10 (10.2 %) had a teaching experience of 1-2 years at the respective schools, 26 (26.5%) had a teaching experience of 3-5 years at the respective schools, 44 (44.9%) had a teaching experience of 6-10 years at the respective schools, and 18 (18.4%) had a teaching experience of above 10 years at the respective schools.

B. Findings on the Objectives of the Study

Findings are provided in respect to specific objectives of the study.

➤ *Relationship between Board of Governors' Financial Control and Learners' Academic Performance in Private Secondary Schools in Kyengera Town Council, Wakiso District*

This study tried to find out the relationship between board of governors' financial control and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda using correlation analysis and results shown in Table 2.

Table 2: Correlation Analysis on the Board of Governors' Financial Control and Learners' Academic Performance in Private Secondary Schools in Kyengera Town Council, Wakiso District

		Financial Control	Learners' Academic Performance
Financial Control	Spearman's Correlation Coefficient	1.000	.726**
	Sig. (2-tailed)	.	.000
	N	98	98
Learners' Academic Performance	Spearman's Correlation Coefficient	.726**	1.000
	Sig. (2-tailed)	.000	.
	N	98	98

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

Source: Primary data, 2025

Table 2 revealed that board of governors' financial control has a very strong and positive significant association with learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda ($r = 0.726$, $N = 98$, $P\text{-value} = 0.000$). The findings imply that an improvement in board of governors' financial control greatly and significantly results into improved learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.

➤ *Relationship between Board of Governors' Discipline Regulation and Learners' Academic Performance in Private Secondary Schools in Kyengera Town Council, Wakiso District*

This study also tried to analyze the relationship between board of governors' discipline regulation and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda using correlation analysis and results provided in Table 3.

Table 3: Correlation Analysis on the Board of Governors' Discipline Regulation and Learners' Academic Performance in Private Secondary Schools in Kyengera Town Council, Wakiso District

		Discipline Regulation	Learners' Academic Performance
Discipline Regulation	Spearman's Correlation Coefficient	1.000	.576**
	Sig. (2-tailed)	.	.000
	N	98	98
Learners' Academic Performance	Spearman's Correlation Coefficient	.576**	1.000
	Sig. (2-tailed)	.000	.
	N	98	98

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

Source: Primary data, 2025

Table 3 revealed that board of governors' discipline regulation has a strong and positive significant association with learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda ($r = 0.576$, $N = 98$, $P\text{-value} = 0.000$). The findings imply that an improvement in board of governors' discipline regulation prominently and significantly results into improved learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.

➤ *Relationship between Board of Governors' Curriculum Implementation Supervision and Learners' Academic Performance in Private Secondary Schools in Kyengera Town Council, Wakiso District*

This study also tried to establish the relationship between board of governors' curriculum implementation supervision and learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda using correlation analysis and results shown in Table 4.

Table 4: Correlation Analysis on the Board of Governors' Curriculum Implementation Supervision and Learners' Academic Performance in Private Secondary Schools in Kyengera Town Council, Wakiso District

		Curriculum Implementation Supervision	Learners' Academic Performance
Curriculum Implementation Supervision	Spearman's Correlation Coefficient	1.000	.662**
	Sig. (2-tailed)	.	.000
	N	98	98
Learners' Academic Performance	Spearman's Correlation Coefficient	.662**	1.000
	Sig. (2-tailed)	.000	.
	N	98	98
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary data, 2025

Table 4 revealed that board of governors' curriculum implementation supervision has a strong and positive significant association with learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda ($r = 0.662$, $N = 98$, $P\text{-value} = 0.000$). The findings imply that an improvement in board of governors' curriculum implementation supervision substantively and significantly results into improved learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District, Uganda.

V. CONCLUSION

It is concluded that board of governors' contribution in terms of financial control, discipline regulation, and curriculum implementation supervision has a positive and significant association with learners' academic performance such that an improvement in various board of governors' contributions leads to an improved learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District.

RECOMMENDATIONS

The study recommends that schools should establish clear financial policies and procedures for budgeting, procurement, expenditure, and reporting, and also all financial transactions should be properly documented and audited as this builds trust and ensures that resources are not misused, but instead are directed towards learning materials, infrastructure, and academic programs that support student achievement resultantly enhancing learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District.

The study also recommends that schools should develop a clear, gender-sensitive, and inclusive discipline policy that defines acceptable behavior, consequences for misconduct, and processes for handling cases fairly which creates a stable learning environment where students can focus on academics without fear or disruption as this would significantly result into improved learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District.

The study further suggests that schools' administrators should ensure the schools have well-structured scheme of work, lesson plans, and termly teaching schedules aligned with the national curriculum which ensures complete and timely coverage of subjects, allowing learners to grasp concepts effectively before exams which would positively influence learners' academic performance in private secondary schools in Kyengera Town Council, Wakiso District.

REFERENCES

- [1]. Acheung, A. K. (2019). Structured Questionnaires. Dordrecht: Springer. Retrieved from https://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5_2888
- [2]. Chesseret, F., Boit, J., & Kiprop, C. (2024). Effectiveness of School Boards in Setting Strategic Direction and Its Effect on Students' Achievement in Selected Counties of the North Rift, Kenya. *Journal on Creative Education*, 15(1), 677-691.
- [3]. Elfil, M. & Negida, A. (2017). Sampling Methods in Clinical Research: An Educational Review. *Journal of Academic Emergency Medicine*, 5(1), 52-69.
- [4]. Francesco, P., Cristina, M., & Jaqueline, P. (2018). A Brief Review of Systems Theories and Their Managerial Applications. *Service Science*, 2(1), 126-135.
- [5]. George, T. P. & Sesay, A. (2024). The Role of Board of Governors in Improving School Performance in Senior Secondary Schools in Western Rural Area District, Sierra Leone. *ISRG Journal of Education, Humanities and Literature*, 24(1), 77-87.
- [6]. Heystek, J. & Emekako, R. (2020). Leadership and Motivation for Improved Academic Performance in Schools in Low Socio-Economic Context. *International Journal of Educational Management*, 34(9), 1403-1415.
- [7]. Honingh, M., Ruiter, M., & Thiel, S. V. (2020). Are School Boards and Educational Quality Related? Results of an International Literature Review. *Educational Review*, 72(2), 157-172.

- [8]. Huaisheng, Z., Manu, B. D., Mensah, I. A., Mingyue, F., & Oduro, D. (2019). Exploring the Effect of School Management Functions on Student's Academic Performance: A Dilemma from Public Senior High School in Ghana. *Journal of Arts and Humanities*, 8(6), 33-45.
- [9]. Jacinto, A. R. (2021). *Urban School Board Members' Perceptions of Their Roles in Improving Student Achievement*. Texas: Walden University.
- [10]. Jerrold, H. (2016). *Encyclopidia of Biostatistics: Spearman's Rank Correlation*. Berkshire: Open University Press.
- [11]. Kassu, J. S. (2019). *Research Design and Methodology*. London, United Kingdom: IntechOpen Limited.
- [12]. Kenny, J. D. & Cirkony, C. (2022). Using Systems Perspectives to Develop Underlying Principles for Educational Reform. *Australian Journal of Teacher Education*, 47(1), 80-98.
- [13]. Kokemwa, K. O., Momanyi, M., & Ntabo, J. A. (2020). Influence of the Board of Management Involvement of the Community on Students' Academic Performance in Public Secondary Schools in Nyamira County, Kenya. *Journal of Education and Practice*, 11(23), 6-13.
- [14]. Kwame, O. O. A., Okeyo, W., & Kwarteng, C. O. (2024). Effect of School Leadership on Academic Performance of Public Senior High Schools in Ghana. *International Journal of Research and Innovation in Social Science*, 8(3), 290-303.
- [15]. Luschei, T. F. & Jeong, D. W. (2021). School Governance and Student Achievement: Cross-National Evidence from the 2015 PISA. *Educational Administration Quarterly*, 57(3), 331-371.
- [16]. Mathiyazhagan, T. (2018). *Survey Research Method*. New Delhi: National Institute of Family & Welfare.
- [17]. Michael, F. & Douglas, I. (2018). *The Impact of School Board Governance on Academic Achievement in Diverse States*. Chicago: The University of Wisconsin-Milwaukee.
- [18]. Ministry of Education and Sports. (2018). *Education System in Uganda: Policies and Regulations*. Kampala: Government of the Republic of Uganda.
- [19]. Tukundane, W. & Arinaitwe, J. (2024). Board of Governors and Students' Academic Performance in Secondary Schools: A Case Study of Selected Schools in Mbarara District. *Metropolitan Journal of Social and Educational Research*, 3(11), 81-92.
- [20]. Wakiso District Local Government. (2022). *Wakiso District Local Government Education Performance Report 2021*. Kampala, Uganda: Wakiso District Local Government.