

**EFFECT OF SCHOOL FOUNDATION BOARD ON ACADEMIC PERFORMANCE
OF PUPILS IN OLUKO SUB COUNTY PRIMARY SCHOOLS, ARUA**

DISTRICT, WEST NILE REGION UGANDA

BY:

AWANY STEPHEN


BSW/38987/123/DU

**DISSERTATION SUBMITTED TO COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE
REQUIRMENTS FOR THE AWARD OF A BACHELOR'S
DEGREE OF SOCIAL WORK AND SOCIAL
ADMINISTRATION OF KAMPALA
INTERNATIONAL UNIVERSTY**

SEPTEMBER, 2015

DECLARATION

I, AWANY STEPHEN, hereby declare that this research is my original work and it has never been submitted to any institution, University or College for any form of award.

Signature.....

Date.....28/09/2015

APPROVAL

This study entitled the “effects of school foundation board on academic performance of pupils in Oluko sub county primary schools, Arua District, west Nile region Uganda” has been carried out under my supervision and guidance and is ready for submission.

Signature.....

Date.....

Mr. Achoda Dennis

DEDICATION

This piece of work is dedicated to my dad for the big work he has done when paying my tuition fee from first year to third year, my lovely mum for the support and encouragement in my education, my brothers, and my sisters

ACKNOWLEDGEMENT

The task of completing this work was a challenge. I am so grateful to my parents who have contributed a lot in making this work a reality. I convey my earnest appreciation and praises to Allah, for giving me life, grace and wisdom to complete this work alongside my daily schedules.

My sincere thanks go to my supervisor Mr. Achoda Dennis for his professional and academic guidance towards helping me finish this work.

Special thanks go to the entire Department of Social work and social administration for the support they rendered to me during this exercise.

LIST OF ACRONYMS

C.O.U :	Church of Uganda
H.M :	Head Master/Head Mistress
M.O.E.S:	Ministry of Education and Sports
M.S:	Micro Soft
N.S.F.A:	National School Foundation Association
P.L.E:	Primary Leaving Examinations
S.F.B:	School Foundation Board
S.M.C:	School Management Committee
S.P.S.S:	Special package for Social Science
U.N.I.C.E.F:	United Nations International Children's Emergency Fund
U.P.E:	Universal Primary Education

LIST OF TABLES

Table 1: The Supervision Made In the Project of Enrolment and Number of Teachers	16
Table 2: Likert Scale.....	24
Table 3: Showing Sample Size	24
Table 4: Age distribution of the respondents.....	27
Table 5: Respondents distribution according to gender	28
Table 6: Level of education of respondents.....	28
Table 7: Relationship with primary schools	29
Table 8: Marital status of the respondent	30
Table 9: Length of relationship with school	30
Table 10: Response on Role of school Foundation Board.	31
Table 11: Factors affecting Performance level in Schools	32
Table 12: Relationship between School Foundation Board and Academic Performance in Schools.....	33

LIST OF CONTENTS

LIST OF ACRONYMS	vi
LIST OF TABLES	vii
LIST OF CONTENTS	viii
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the Study	1
1.2 Statement of the problem.....	3
1.3 Research Questions.....	3
1.4 Purpose of the study.....	3
1.5 Specific objectives of the study	4
1.6 Scope of the study.....	4
1.7 Limitations of the study	4
1.8 Significance of the study	5
1.9 Definition of Key Terms.....	6
1.10 Theoretical Framework.....	7
1.11 Conceptual Framework.....	7
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.0 Introduction.....	8
2.1 The Roles of school foundation board	8

2.2 The level of academic performance in primary schools	9
Factors that affect level of academic performance in primary schools	9
2.3 The relationship between school foundation boards and academic performance of primary school children.....	20
 CHAPTER THREE	22
METHODOLOGY	22
3.0 Introduction.....	22
3.1 Research design	22
3.2 Population/Sample.....	23
3.2.1 Population	23
3.2.2 Sample	23
3.3 Instruments	23
3.3.1 Questionnaire.....	23
3.3.2 Interview guide	24
3.3.3 Documentary analysis.....	24
Procedure.....	24
3.5 Validity and Reliability.....	25
3.5.1 Validity	25
3.5.2 Reliability	25
3.6 Proposed Data Analysis.....	26
3.7 Ethical Considerations	26
 CHAPTER FOUR	27
RESULTS AND DISCUSSION.....	27
4.0 Introduction.....	27
4.1 Background of information on the respondents.....	27

CHAPTER FIVE	35
SUMMARY, CONCLUSION AND RECOMMENDATION.....	35
5.0 Introduction.....	35
5.1 Summary.....	35
5.1.1 The Role of School Foundation Board	35
5.1.2 The Factors that affect Academic Performance level in Primary Schools in Oluko Sub County.....	36
5.1.3 The Level of Relationship between School Foundation Board and Academic Performance of Children in Primary Schools in Oluko Sub County.....	36
5.2 Conclusion	36
5.3 Recommendation	37
5.4 Areas for further research	37
REFERENCES	39
APPENDICES	41
APPENDIX 1: QUESTIONNAIRE.....	41
APPENDIX 2: UNIVERSITY LETTER.....	44
APPENDIX 3: INTERVIEW GUIDE.....	45
APPENDIX 4: MAP OF ARUA DISTRICT SHOWING OLUKO SUB COUNTY	46

ABSTRACT

The study on The Effect of School Foundation Board (S.F.B) on Academic Performance in Oluko Sub County Primary Schools (2008 – 2010) has come timely to shade light misunderstanding of the role of school foundation boards on primary school. This is because the role of school foundation boards has continued not to be clearly understood by many parents, teachers, opinion leaders and school administration.

The specific objectives of the study were to examine the roles of school foundation boards, to examine the factors that affect the level of academic performance in schools and to establish the relationship between school foundation board and academic performance in schools.

The study employed a descriptive method where qualitative approach was mainly used. The researcher chose purposive, convenient and snow ball sampling techniques for the study. This comprised of teachers, parents, opinion leaders totaling to 60 drawn from 8 parishes within Oluko Sub County. Data collected through interview guide and questionnaires was coded, classified and analyzed using special package for social sciences (SPSS) and Microsoft (MS) excel where data were presented in simple percentages, graphical for easy and comparisons of opinions.

The findings of the study revealed that school foundation board actually has effect on academic performance of children in primary schools. For instance; the school foundation boards develop and implement policies and goals, budgeting, distribution of funds and determine investment needs of the school. It was established knowledge that the role of foundation boards is not well perceived in primary schools in Oluko Sub County. This imply that the Sub County has not done much to sensitize the locals about policy guidelines and programs of role of foundation boards and other stakeholders in running schools in Oluko Sub County.

The researcher highly recommends that the Church, Sub County local authority and District Education department should champion a holistic campaign to sensitize and monitor the role of foundation boards and other stakeholders in managing primary schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter constitutes the general introduction, background to the study, statement of the problem, research objectives and questions, scope of the study, significance of the study, limitations, and assumptions of the study and definition of key terms in the research. According to the church of the province of Uganda (August 2002), there is ever widening gap between the church and education institutions. There have been accusations and counter accusations between church and the school leaderships, each pointing a finger to the other as having been the cause of the existing gap between the church and education institution. In some cases the existence of this gap has been attributed to government's involvement in the management of church founded institutions especially since 1964.

A reading of both these policies and our pastoral letter of August 2002 will reveal to you that the C.O.U takes education seriously and has decided to resume her effective role in all her education institutions of all categories. We therefore call upon the clergy and lay readers in our church at all levels, in a special way to implement these policies and strategies in order for the church to realize the fulfillment of her mission in her educational institutions.

1.1 Background of the Study

According to the constitution of the Republic of Uganda, 1995, Cap 4, 30 all persons have a right to education. This right to education enshrined in the constitution however cannot be achieved independently by the individual citizens. Several stakeholders play a big role in making the right to education achievable. One such stakeholder is the foundation boards; school foundation boards play very important roles in the management and administration of many primary schools in the country. However in many primary schools the roles of these

foundation boards are not clearly spelt and in some cases even if their roles are clearly spelt these roles are not understood by the different stakeholders in the affairs of these primary schools. The researcher found this as a problem that needed to be addressed.

The role of school foundation boards is to develop and implement policies and goals, budgeting, fundraising and disbursing funds, Mancuso (2002). Members of school foundation can range from nine to fifteen; there is actually no ideal number. Each school foundation will decide the number that works best to suit its situation. School foundation board members should be committed members so that they can set a positive and credible example in their work.

A school foundation board needs to determine the needs of the school, such as education programs, finances and the external environment such as demographic characters and economic conditions. The school board should also involve parents and the entire community in the activities they undertake, National School Foundation Association (2014).

On the other hand the academic performance of primary school children in many schools seem to be affected in one way or the other by the roles played by the school foundation boards. In many schools where school foundation boards appear to be active and relating well with the different stakeholders, the academic performance of primary school children seem to be good. The reverse seems to be true in the schools where the roles of the school foundation boards seem not to be clearly understood and are not relating well with the different stakeholders.

Historically Oluko Sub County falls under Ayivu County and in Arua district and was established in 1943 and it is made up of nine parishes; these parishes are Anipi, Ambeko, Bunyu, Ombokoro, Onzivu, Nyio, Turu, Yabiavoko and Wandu. In Oluko Sub County there

are eight primary schools; these schools are Ragem, Muni, Ambeko, Alua, Ombokoro, Binze, Ania and Riki primary schools, (Arua District Planning Statistics, 2002).

On the other hand it appears that there is a connection between the influence of school foundation boards and the academic performance of primary school children in many primary schools. The researcher found this as an interesting issue that needed to be addressed; this subsequently gave rise to the research problem for the study undertaken.

1.2 Statement of the problem

The role of school foundation boards has continued not to be clearly understood by many parents, teachers and school administrators in many primary schools. They are seen as people who interfere with the day to day operations of the primary schools in many cases. On the other hand in other schools these roles seem to be clearly understood and the relationship between school foundation boards, parents, teachers and school administrators seem to be that of a team. The researcher believed this could affect the level of academic performance of the primary school children in the affected schools where such misunderstandings exist.

1.3 Research Questions

1. What are the roles of school foundation boards in primary schools?
2. What are the factors that affect the level of academic performance of primary school children in Oluko Sub County?
3. What is the level of relationship between school foundation boards and academic performance of primary school children in Oluko Sub County?

1.4 Purpose of the study

The general purpose of the study was to investigate the effects of school foundation boards on the academic performance of primary school children in Oluko Sub County.

1.5 Specific objectives of the study

1. To examine the roles of school foundation board in primary schools.
2. To examine the factors that affects the academic performance level of primary school children in Oluko Sub County.
3. To establish the level of relationship between school foundation boards and academic performance of primary school children in Oluko Sub County.

1.6 Scope of the study

The study was undertaken in Oluko Sub County; Oluko Sub County is located in Ayivu County and in Arua District which falls within the West Nile region.

The study focused on establishing the effect of foundation board on the academic performance of primary school children in Oluko Sub County. The study also established the level of relationship between the two variables.

The study period was confined to five years covering the time period from 2005 to 2010.

1.7 Limitations of the study

The researcher faced some limitations in carrying out the planned study. One such limitation was the time period considered for the study. The time period limited the extent of the study and subsequently the study only reflects the findings within the time frame chosen.

Second limitation the researcher faced was the geographical limitation chosen for the study. The study undertaken was only limited to the geographical area chosen thus limiting the area for collecting data.

The third limitation the researcher faced was that the research only targeted primary schools. Therefore this limited the application of the findings to other educational organizations and institutions.

Lastly the research methodology used for the study limited the findings of the research just to the particular methods used. Particular research methods used for specific studies yield results accordingly and therefore the researcher discovered that the findings of the research were limited to the methodology adopted.

1.8 Significance of the study

The study undertaken helped to fill a gap in establishing the relationship between school foundation boards and academic performance of primary school children. This is especially true because the researcher believes that there has not been any specific study undertaken to try to establish this relationship.

The researcher believes that the study is helpful to the government and school management in formulating policies and improving others so as to improve management and operations of primary schools and other educational institutions that have similar methods of operations.

The study has helped to boost the knowledge of the researcher in the management and operations of not only primary schools in Oluko Sub County but in other areas in general.

Finally the researcher believes the findings and recommendations of the study are very useful to future researchers, institutions and students. These findings and recommendations could be a data base for these groups mentioned for further research and field works.

1.9 Definition of Key Terms

1. **Academic Performance** – according to the researcher is the extent to which pupils and the schools in general have achieved their educational goals. It is an outcome of education; it is mostly measured through examinations and continuous assessments.
2. **Children** – according to the researcher children are those human beings that fall in between the stages of birth and puberty. In the case of the research undertaken children are those that are in primary schools in Oluko Sub County.
3. **Constitution** – according to this research report the constitution is the supreme law of Uganda. The constitution of Uganda is a document that contains the entire all the major laws of the land. It defines what to do and not to do in the country.
4. **Private Schools** – are schools started and run by individuals and entities apart from the government. According to the research private schools are those that are owned and run by people or entities other than the government but operate within the laws and regulations of the country.
5. **Primary Schools** – these according to the researcher are schools that offer education to all the children considered for this study. Primary schools here refer to those that fall under the Universal Primary Education (U.P.E).
6. **Universal Primary Schools** – according to the researcher these are schools that operate and receive support from the government under the program of free education for all.
7. **Foundation Board** - according to the researcher is the organ that guides in the management of the primary schools. Foundation boards help the school administration to ensure that activities of these schools are run as required of the laws

on the land. The school foundation board is the ultimate governing body of a school; it makes sure that the school is run relating to not only the contemporary needs but what the law of the country specifies.

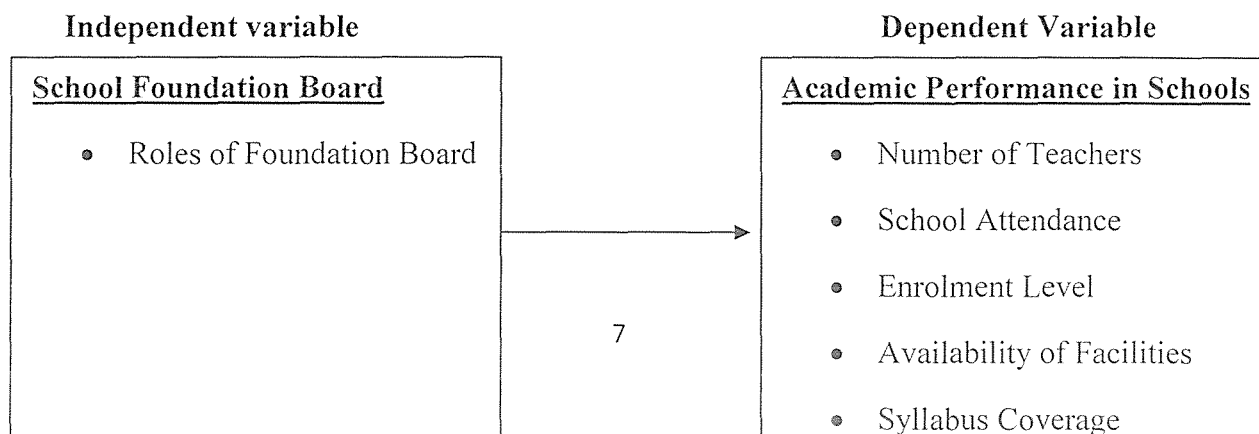
1.10 Theoretical Framework

This research was based on the Piaget's theory of cognitive development; this is a comprehensive theory about the nature and development of human intelligence (1936). This theory is also known as development stage theory, it deals with the nature of knowledge and how human beings come gradually to acquire, construct and use it. The researcher used this theory because the performance of children in schools is a process that is gradual and in stages that involve different stake holders such as the school foundation board, teachers and others factors. The theory is also concerned with children and therefore suffices the topic investigated.

1.11 Conceptual Framework

The study was guided by the conceptualization that academic performance of children in primary schools in Oluko Sub County is dependent on the school foundation boards. The major element of the school foundation board investigated was the roles of school foundation board on the independent variable side. On the other hand the element of the dependent variable are number of teachers, school attendance by teachers and pupils, enrolment levels in schools, availability of teaching facilities and the coverage of syllabus in the schools.

Figure1: Relationship between School Foundation Board and Academic Performance of Children.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter explores related literature which the researcher found relevant to the research study undertaken. These literatures are on studies that have been undertaken in the past on similar or related studies. It aims at finding how other studies undertaken in the past are related or different from the study undertaken.

2.1 The Roles of school foundation board

A school foundation board is comprised of members that are usually elected by the residents of the school area or district. In some places they can be elected by executives of places that may include towns, cities or counties. According to the Education Act, 2008, school foundation boards have several roles and responsibilities. One such responsibility is to participate in ensuring proper management of schools of their foundation.

The second important responsibility of a foundation board is to ensure that religious, cultural and moral values and attitudes in the schools of their foundation are promoted. Teachers act as counselors, mentors and role models to children. On the other hand parents better understand their children and therefore bring in valuable quality to the educational experience; similarly parents can influence their children's behavior in time management, study habits, personal safety, religious values and general welfare, Cotton and Wikelund, (2001).

School foundation boards also participate in policy formulations in the different schools they function in. This is one of the core responsibilities of a school foundation board. School foundations boards need to take legal considerations when taking decisions in relation to

policy issues. Ideal school foundation boards are educationally focused and tend to avoid risks in relation to involving schools in legal action, Darden (2008).

Another important responsibility of a school foundation board is to participate in resource mobilization for educational purposes.

School foundation boards participate in designing, developing and implementing, monitoring and also reviewing of school curriculum. Board members are informed people and experts who can help influence the activities of schools or organizations they represent. This role could be advisory in nature; outsiders can be enlisted on school boards as advisors. Such people are in most cases trusted friends or colleagues such as lawyers, accountants, investment advisors, auditors, to mention a few, Letts, Christine (2005)

Another important role played by the school foundation board is to participate in education advocacy. Participation of school foundation bodies proves to be of great importance to the success of academic performance in primary schools. Parents as members of school foundation bodies get involved with their children's educational process through attending school functions, participating in the school decision making processes, motivating their children in academic and social issues wisely and generally modeling good behavior for their children. Such actions by the parents represent valuable resources for the schools thus leading to better academic performance of the children, Gideon Muriungi, (2010).

2.2 The level of academic performance in primary schools

Factors that affect level of academic performance in primary schools

There are numerous factors that affect the level of academic performance in primary schools.

These factors are discussed below:

Number of teachers

The number of teachers in a school is a very important issue which must be seen as a priority by the stakeholders, because it is the steering wheel of the school at large. When a school has an adequate number of teachers to the number of pupils, for example the ratio recommended by the government is 1:65; teaching and learning will take place in such a school very well. On the other hand when the number of teachers is not enough this will cause a lot of problems such as one teacher teaching many subjects and takes many periods in a day where by the universal primary education program will not be efficient in schools. This can lead to poor academic performance; it is therefore important that government employs equivalent number of teachers to the number of pupils in every school so that both teaching and learning is effective and efficient leading to good results.

Additionally, as there are some new subjects introduced in the curriculum of recent as literacy and numeracy which needs special trained teachers for infants, from primary one to three and art and technology CAPE for classes four to seven, so there should be equivalent number of teachers to pupils so that everything runs on well.

Further, the area of specialization should be taken into consideration, that is to say the number of teachers who have special training in particular subjects should be left to handle those specific areas so that what they teach will be understood by the learners at the given period otherwise when the number of teachers in a school is not enough some head teachers force other teachers to teach any subject in primary schools, saying that a teacher in a primary school does not specialize but teaches any subject. However due to lack of knowledge these teachers are not able to perform in the subject areas they are forced to teach. This leads to poor academic performance of pupils in a school. This is further supported by the research “The effect of teacher’s qualification on student’s performance in mathematics”; the study

stresses that the quality of education and performance of students is determined by quality and specialization of teachers, Ikere (2014).

The number of teachers in a school can also be determined by the motivation given to them by the government. This motivation can be in the form of prompt payment of salary and the community accommodating the teachers and keeping them safe. Without proper motivation to teachers they can lose interest in teaching the learners; all this is because poor attention is paid to the problems faced by teachers leading to poor academic performance of pupils in a school. The above discussions can be supported by a study undertaken by Albert Park, titled “Do Teachers Affect Learning in Developing Countries? Evidence from Matched Student – Teacher Data from China”. This study found out that teachers have very strong influence on the academic performance of children, Albert Park, (2002).

School Attendance by pupils and teachers

Another major factor that affects the academic performance of pupils in primary schools is school attendance by pupils and the teachers. Attendance of teachers in primary schools can be determined by quality or absence of staff housing. If accommodation is poor lacking in a school, teachers can absent themselves from duty any time as some of the teachers could be operating from their homes which could be far from the schools. As a result of this the performance of the teachers in regard to delivering services is affected and similarly this affects the academic performance of the pupils. It is therefore important that adequate staff housing be provided for teachers if academic performance of pupils is to be better. This will ensure that teacher’s time is adequately and effectively utilized for helping the learners thus leading to improved academic performance. This is supported by a study undertaken by Mary Cunningham and Graham MacDonald, “Housing as a Platform for Improving Education

Outcomes among Low – Income Children”. The study found out that housing is very important in ensuring that attendance by teachers is improved, Mary & Graham (2012).

Attendance of teachers and pupils can further be affected by sicknesses, which could be abrupt or chronic such as sugar diabetes, hypertension, and asthma, to mention only a few. Some of these sickness may take long for the affected persons to recover after treatment; this leads to the affected teacher or pupil being absent from school for a long time depending on the time taken for recovery. It is therefore important that attention should be paid to the health of teachers and pupils to ensure the attendance is kept minimal so as not to compromise with the level of academic performance of the pupils in primary schools.

Further still teachers can also miss school attendance intentionally due to irregularities in salary payments by the government. This has affected many teachers of late in many schools leading to teachers reserving their services. This negatively affects the academic performance of pupils as little is learnt by the pupils. Worst still teachers who miss salaries can seek other alternative employments for livelihood. It is therefore important that government addresses the issue of salary payment to teachers as this is a key factor that affects the morale of teachers thus determining the level of academic performance of pupils in primary schools. This argument is supported by a study titled “Teacher Motivation and Incentives in Nigeria”, undertaken by M.A Adelabu, (2005).

Furthermore, lack of supervision by the inspectorate and other stakeholders in primary schools can also make teachers reluctant thereby absenting themselves from schools. This is especially true because the teachers know that there is no follow up of their work. The longer such laxities continue, the poorer the coverage of the curriculum will be; this leads to poor academic performance of pupils in primary schools. It is therefore important that all the stakeholders involved in the supervision and appraisal of teachers do their work diligently

which will definitely lead to improved academic performance of pupils in schools. A study undertaken in 2012 titled “The Impact of Head teachers’ Supervision of Teachers on Students Academic Performance” confirmed the importance of teacher supervision by head teachers on the academic performance of students.

On the other hand the attendance of pupils in primary schools can be affected by hunger. Many primary school children come to school without eating breakfast; others only eat one meal in a day. This affects the pupils’ ability to learn as they cannot concentrate on learning, leading to poor academic performance. Parents need to be told and counseled on the importance of meals for their children and how the relationship between good feeding and learning is. Parents and teachers need to work hand in hand to see that pupils are looked after well.

Child labour is another chronic factor that affects attendance of pupils in many primary schools. For example many parents have become drunkards living the burden of providing for the family in the hands of women and children. This can lead to high school drop outs and decline in academic performance in many primary schools; this is especially true in rural areas and areas that are far from towns. A paper titled “The Relationship between Work, School Performance and School Attendance of Primary School Children in Turkey”, Presented at the European Conference on Educational Research University of Geneva, revealed that there is a significant difference in the school performance and school attendance of working and non working children. This means that attendance of working children is lower than non working children, Cennet, Erol (2006).

The surrounding environment can also affect pupil’s attendance in primary schools. For example where there are video halls, betting places and disco halls nearby, the attention of pupils are drawn to such facilities away from going to schools. Such facilities make the

pupils' absent themselves from schools at will thus leading to poor academic performance in the primary schools the pupils attend. It is therefore important that the authorities need to ensure that such activities that distract the attention of pupils and interfere with school programs are not operated within school environment or during schools programs. School children need to be provided conducive environment in order to improve academic performance in primary schools.

Peer influence can also play an important role in affecting the academic performance of children in primary schools. For example some children come from well to do families where all their educational needs can be met; on the other hand other children come from poor families where the opposite is true as far as provision of educational needs is concerned. For such children from poor families they can get tempted to steal or become demoralized thus negatively affecting their academic performance. Therefore it is important that parents need to be sensitized on the need to provide all the basic educational needs. Similarly children need guidance and counseling services to understand their parents and what their parents can afford to provide for them.

Failure to implement the educational ordinance by the responsible people can also make it difficult to do some follow ups in the educational programs. So far in this case the people responsible for the implementation of the ordinance need to take up their work seriously so that academic performance of children in primary schools can be improved in all schools.

Laziness can also be another factor that affects academic performance in primary schools. This laziness could be from parents in the form that they fail to alert their children to go to school or fail to provide the basic educational needs for the children. Similarly children take advantage of parent's laziness and relax going to school or attend school irregularly. Such

children need to be followed up strictly by both parents and teachers. Improvements in this can lead to good academic performance in schools for the children.

According to a study undertaken, titled “Improving attendance at school”, there is a clear link between poor attendance at school and lower academic achievement. The study found out that pupils who missed 50% of school, only 3% managed to achieve 5% or more of better grades. The same report also highlights that 73% of pupils who have over 95% attendance achieve better grades, Charlie, Taylor (2010).

Enrolment levels in schools

Enrolment levels in primary schools are another important factor that affects academic performance of children. The total enrolment increased in percentage distribution per class since the systematic introduction of free education which started in the year 1987 to date which uplifted the number of children higher than ever; however the yield tends to be weaker as compared to private schools which have the teacher to pupil ratio of 1:65 and 1:25 respectively resulting to better performance in private schools than in universal primary schools. However hard work by all stakeholders in the UPE schools can turn around performance for the better in these primary schools.

There is also high enrolment registered in primary schools due to the introduction of thematic curriculum in lower primary, classes 1 to 3 where by lessons are taught in the local language used by the local community with the exception of English language. So for this reason every parent feels happy of sending their children to learn how to read and write in their own language. This contributes very much to the academic performance of children despite the unbalanced number of teacher to pupils which is yet a problem. On the other hand this can cause confusion among the children as classes from four to seven are taught in English thus affecting academic performance negatively.

Though the enrolment per school increases steadily each year, the teacher to pupil ratio seems to remain constant; as such due to too many children in a class there is teaching but no learning takes place. This therefore leads to poor academic performance in such primary schools. A report by UNICEF titled “Education Sector Performance Report” in Tanzania 2010 – 2011 reveals that there has been a tremendous progress in enrolment in primary and secondary schools. This has resulted into rapid increased class rooms without the corresponding increase in trained teachers, shortages of latrines, teaching materials, to mention a few. This therefore negatively affected school attendance and performance of children, Best 2011.

The information on enrolment in primary schools is supported by a sample study undertaken for five years (2009 – 2013) by the centre coordinating tutor in among some primary schools in Oluko Sub County.

Table 1: The Supervision Made In the Project of Enrolment and Number of Teachers

Years	P 1	P 2	P 3	P 4	P 5	P 6	P 7	Total	No. Of Teachers
2009/10	769	585	530	542	581	654	814	4473	143.7
2010/11	792	620	562	530	542	601	674	4321	143.7
2011/12	817	787	643	562	530	542	601	4482	143.7
2012/13	884	838	787	643	561	530	543	4786	140.7
2013/14	870	844	838	787	643	562	530	5074	140.7

Source: Oluko Sub County school enrolment 2009/10 to 2013/14

According to the above information, the government needs to employ more teachers to the number of pupils so that academic performance can be improved in the primary schools.

Availability of facilities and teaching materials

The availability of facilities and teaching materials in a school also affects the performance of pupils in several ways as discussed. Firstly when there are enough class rooms to accommodate adequate number of pupils in a class and the school has conducive environment, the learning process will go on well. This gives children and teachers high morale to perform well; on the other hand when the school conditions are not good the academic performance will definitely drop. There is therefore need for all stakeholders to see to it that class rooms are good and the general learning environment is favorable, Best (2011).

Additionally sitting facilities also contribute a lot to children's academic performance in such a way that when desks are enough and according to the sizes of the classes; for examples for infants long and low to make them sit comfortable it will give opportunity for them to have good handwriting and be attentive. Similarly for upper primary classes their desks should be higher to make them to sit upright. However when desks are not enough and do not fit the children's height some will scramble over others thus affecting the sitting posture for others. This can affect their handwriting and worst still affect their academic performance.

Similarly a well ventilated classroom with well spaced latrine which does not pollute the environment and with a lot of fresh air will help make children's learning environment conducive. Otherwise a classroom which does not have good ventilation and filthy environment will interrupt learning and cause a lot of discomfort to learners leading to poor academic performance in primary schools. This discussion is supported by a study titled "The Impact of school buildings on student health and performance: A call for Research. This

study sheds light on the critical need for research around how the school building through design, maintenance and operation impacts the health and performance of the students in those buildings, Baker, Lindsay (2012).

Availability of textbooks in a school is a very big factor which contributes to the academic performance of children in primary schools. For example when there are enough textbooks for pupils and teachers in a lesson, the lesson will go on well; on the other hand when textbooks are either not enough or lacking, learning will not be enjoyable to both the children and the teachers. This affects academic performance negatively; it is therefore important that schools should be equipped with well stocked libraries so that both children and teachers have good learning aids.

Teaching and learning aids are further important, for example wall charts, real objects, flashcards, picture words and many others can aid teaching as well as learning whereby children can understand easily and are able to remember quickly and even for incidental learning at free times. The teacher should make sure that classrooms and the environment are talking so that children can learn by themselves too. This is further supported by a study titled “Access to Textbooks, Instructional Materials, Equipment and Technology: Inadequacy & Inequality in California’s Public Schools. The report analyzes students’ access to textbooks, curriculum materials and equipment and technology in California public schools. It found out that these textbooks and instructional materials are very important in affecting the performance of students, Jeannie, Oakes (2001).

Syllabus coverage/Number of lessons that go unattended

This is also one of the things that affect a lot the level of academic performance in primary schools. It is important to cover all the topics to be taught for the pupils in given period of time. When the coverage of topics is not done adequately by teachers, it can affect the

performance of children as during assessment or testing the examiners use the syllabus for setting questions from the start up to the end of the syllabus. Therefore if a teacher does not follow the syllabus systematically when teaching, it can affect the learners negatively resulting into poor performance. It is therefore important that school administrators make sure that teaching processes are followed critically.

There should further be a master time table made by the head teacher and the deputies; this should be placed in the office of staff room for everybody to view as well as a class time table to indicate how many periods there are in each subject. This could be displayed either in a classroom or staff room for easy monitoring and effective teaching. When this system is made to run throughout an academic year, performance will automatically improve as everybody would have performed his or her duty well.

In conclusion, schemes of work and lesson plans should be done by every teacher so as to prepare appropriate content for the learners in a particular class and it should be well presented to them, marked and evaluated in the end. This is because when a teacher does not prepare enough for the learners or even does not present well what he or she plans, it can affect the children's academic performance in one way or the other. The above discussion about the effect of syllabus coverage on academic performance can further be supported by a study undertaken by Shikuku Beatrice, titled "Effect of Syllabus Coverage on Secondary School Students Performance in Mathematics in Kenya". The study revealed that there is a positive relationship between syllabus coverage and performance of students, Shikuku, (2012).

2.3 The relationship between school foundation boards and academic performance of primary school children.

School foundation bodies as one of the stakeholders have a very big influence on the academic performance of primary school children. This is supported by the study entitled “Influence of education stakeholder’s participation on academic performance in public primary schools of Kisima division, Buuri District, Meru County” in Kenya, (2010). This study dealt with the influence of education stakeholders’ participation on the academic performance in public primary schools in the area chosen. This study aimed at minimizing conflict between various stakeholders involved in the management of primary schools and settle for improvement of academic performance in the primary schools. The study undertaken aimed at assessing how the head teacher’s management skills in public primary schools influence academic performance. It also aimed at establishing the influence of teachers’ involvement in academic performance in these schools; similarly parent’s participation in academic programs was also one item investigated. Lastly the study aimed at evaluating the influence of pupils’ participation in academic programs on the academic performance in these public primary schools.

From the above study undertaken it can be established that stakeholders play an important role in the academic performance of pupils in primary schools. Similarly it can be said that school foundation board as one of the stakeholders of primary schools have a strong relationship with the academic performance of primary school children.

A study titled Performance management in UK higher education institutions: The need for a hybrid approach Dr. Monico Franco – Santos & Professor Mike Bourne (2014) giving an understanding on the relationship between school foundation boards and academic performance. According to the study a good board should be equipped for the mission and

business of educational institutions; this in the case of the research undertaken would be the academic performance of children in primary schools in Oluko Sub County.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter details the basis upon which data was collected, findings established and conclusions drawn by the researcher. It points out how the process of data collection was carried out by the researcher in order to address the problem investigated. This chapter also gives description of the population, research design and the methods used in data collection, processing and analysis by the researcher.

3.1 Research design

The researcher used descriptive research design so as to create an understanding of the effects of school foundation board on the level of academic performance of primary school children in Oluko Sub County. To examine the activities of school foundation boards in primary schools, the researcher used both qualitative and quantitative research techniques.

The level of academic performance in the primary schools in Oluko Sub County was determined by the researcher using both qualitative and quantitative research techniques. This is because the researcher anticipated getting both numerical figures and descriptive use of words to attach meaning to the findings.

In order to establish the relationship between school foundation boards and level of academic performance of primary school children in Oluko Sub County, the researcher used qualitative research technique.

3.2 Population/Sample

3.2.1 Population

The population of the study was made up of teachers, head teachers and parents who form the membership of the school foundation boards in the primary schools in Oluko Sub County; the total target population was 60. The population of the intended study was drawn from four out of the eight primary schools in Oluko Sub County; these comprised of teachers, head teachers and parents.

3.2.2 Sample

The researcher used purposive and simple random sampling technique. This was because the nature of the study allowed the use of the said methods as the researcher aimed at getting specific information from specific category of respondents.

3.3 Instruments

The researcher used the following instruments for data collection:

3.3.1 Questionnaire

The researcher used structured questionnaires that were designed such that the respondents were expected to read, understand and fill in easily and correctly. These questionnaires were used to collect data over a given period of time. The questionnaires were standard so that uniform data could be obtained and these questionnaires have an advantage in that they targeted respondents who could read, understand and write. Table 2 below shows the ranking of the likert scale and interpretation.

Table 2: Likert Scale

Responses	Scale	Interpretation
Strongly Agree	4.20-5.00	Very High
Agree	3.40-4.19	High
Not Sure	2.60-3.39	Moderate
Disagree	1.80-2.59	Low
Strongly Disagree	1.00-1.79	Very Low

Source: Researcher developed

3.3.2 Interview guide

The researcher also designed standard interview guides targeting specific respondents. This aimed at digging more information in areas that researcher believed were not satisfactorily answered in the questionnaires.

3.3.3 Documentary analysis

The researcher obtained more information from written sources such as books, previous research books, files, magazines, to mention only a few. Such information formed secondary information which the researcher found were very useful in the study.

Procedure

Table 3: Showing Sample Size

Table3: Sample Size

Category	Target Population	Sample Size	Sampling Technique
Teachers	20	5	Purposive
Head teachers	4	4	Purposive
Parents/Board members	36	36	Purposive
Total	60	45	

Source: Researcher developed

The researcher obtained a written permission from the university, introducing her to all the targeted schools and respondents. The researcher further also introduced herself and briefed the management and administration of the schools targeted about the study undertaken and its purpose.

Questionnaires were the main data collecting tools and the researcher physically distributed these questionnaires and where it was difficult, she used the services of assistants and aides.

Where the researcher believed that the information obtained from the questionnaires were not adequate enough, she used the standard interview guides to obtain more information from some specific targeted respondents.

The researcher further made use of available data obtained from text books, magazines, internet and other written documents to enrich information obtained for the study.

3.5 Validity and Reliability

3.5.1 Validity

Validity here refers to the level to which the instruments used for data collection were relevant in measuring what the researcher measured, (Amin, 2005). It refers to the extent to which a test measured what the researcher really wanted to measure. The researcher ensured validity of the research process by ensuring that all the data collection process was uniform throughout the whole process

3.5.2 Reliability

Reliability in the research study was the extent to which the results obtained were consistent and gave the same results on repeated trials, Neuendorf, (2002). This was to do with the accuracy of measurement procedure used. The researcher did tests on the questionnaire and then made improvements where necessary.

3.6 Proposed Data Analysis

The researcher assembled all the data obtained using the different tools identified for data collection. These information were organized and presented in frequency distribution tables and where necessary in graphs to give interpretation and meaning for the findings. Percentages were further used to analyze the data obtained to give a clear understanding to the information obtained.

3.7 Ethical Considerations

To take care of ethical questions, the research did take some precautionary measures such as:

1. Obtaining written permission from the University, introducing her to the schools and all the respondents in the study.
2. Secondly the researcher also met the management of the schools where respondents were obtained, introducing herself in the process and explaining the purpose of the study.
3. The researcher further cited all authors, whose publications were used in this study, making the work transparent and honest to the reader.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents analyses and discusses the research findings in relation to the topic under the study. The findings in the study are presented, analyzed and interpreted following the objectives earlier stated.

4.1 Background of information on the respondents

4.1.1 Respondents according to age group

Table 4: Age distribution of the respondents

Category	Age group	Frequency	Percent (%)
Age	20 – 25	10	22.2
	26 – 30	8	17.8
	31 – 35	8	17.8
	36 – 40	11	24.4
	40 & Above	8	17.8

N = 45

Source: Primary Data

Table number 4 shows respondents according to age group; from the table the highest respondents in this study were in the age group 36 – 40. These categories were 11 and formed 24.4 percent of the respondents. The researcher relates this to being the most active age group in running the affairs of a school. This was followed by the age group 20 – 25 who were 10 and formed 22.2% of the respondents. The other categories were 26 – 30, 31 – 35 and 40 and above; these each composed of 8 respondents and each formed 8% of the respondents.

4.1.2 Respondents according to gender

Table 5: Respondents distribution according to gender

Category	Gender	Frequency	Percent (%)
Gender/Sex	Male	30	66.7
	Female	15	33.3

N = 45

Source: Primary Data

Table number 5 gives information on respondents based on gender. Out of the sample of 45, the males were 30 and these formed 66.7% of the respondents. The females were 15 and these formed 33.3% of the total sampled respondents. From this it can be deduced that the majority of the respondents were male who accordingly could be the most actively involved in running the activities of a school.

4.1.3 Respondents according to education level

Table 6: Level of education of respondents

Category	Education Level	Frequency	Percent (%)
Level of education	O & A level	25	55.5
	Degree/Professional	15	33.3
	Postgraduate	5	11.1

N = 45

Source: Primary Data

Table number 6 categories respondents based on the level of education. Majority of the respondent numbering 25 and which formed 55.5% had educational level ranging from Ordinary level to Advanced level. The second biggest category was degree holders and professionals; these were 15 in number and made up 33.3% of the total respondents. The last

category of respondents was at the level of post graduate and these were only 5 and formed 11.1% of the total respondents.

In summary from this data it can be concluded that majority of the respondents for this particular research have low education as these were mostly O and A level leavers. The researcher believes this might have affected the understanding of the respondents

4.1.4 Respondents according to relationship with primary school

Table 7: Relationship with primary schools

Category	Relationship category	Frequency	Percent (%)
Relationship with school	Teacher	16	35.6
	Head teacher	4	8.9
	Parent/Board	25	55.6

N = 45

Source: Primary Data

Table number 7 above shows category of respondents based on relationship with school. 55.6% of the respondents are either board members or parents; this category was 25 in number. The second highest category by relationship was the teachers; these were 16 and composed 35.6% of the respondents. Finally the least number in category of relationship with school was the head teachers; these were only 4 and made up 8.9% of the respondents. From this analysis the majority of the respondents were either parents or board members.

1.1.5 Respondents according to marital status

Table 8: Marital status of the respondent

Category	Marital Status	Frequency	Percent (%)
Marital status	Single	10	22.2
	Married	25	55.6
	Divorced/Separated	10	22.2

N = 45

Source: Primary Data

Table 8 gives analysis of information in relation to categorizing based on marital status. Majority of the respondents that is 25 and who formed 55.6% were married. These were followed by single and either divorced or separated category of respondents; these each were made up of 10 members and each formed 22.2% of the total respondents. Therefore majority of the respondents were married who could have been parents and had interest in the affairs of the schools.

4.1.6 Respondents according to experience in relationship with school

Table 9: Length of relationship with school

Category	Length	Frequency	Percent (%)
Relationship with school	1 – 3 years	10	22.2
	4 – 6 years	20	44.4
	7 years & more	15	33.3

N = 45

Source: Primary Data

From the table number 9, majority of the respondents which was 44.4% and 20 in number had been in relationship with the schools for a period ranging from 4 – 6 years. This was followed by the category of relationship ranging 7 years and above; these were 15 in number

and formed 33.3% of the respondents. The last category of length of relationship ranged from 1 – 3 years and the respondents here were only 10 and formed 22.2%. This meant that majority of these respondents understood the issues raised in the study since they had been in touch with such issues for at least four years. Therefore based on this the responses were from informed perspective.

4.1.7 The role of school foundation boards in primary schools

Table 10: Response on Role of school Foundation Board.

Item rated	Mean	Interpretation
They participate in ensuring proper management of schools	4	High
They promote religious, cultural and moral attitudes in schools	3.9	High
They participate in policy formulation issues in schools	4.2	Very high
They participate in resource mobilization	3.5	Moderate
They participate in education advocacy	4	High
Aggregate mean	3.92	High

N = 45

Source: Primary data

Legend: 4.20 – 5.00 means very high, 3.40 – 4.19 means high, 2.60 – 3.39 means moderate, 1.80 – 2.59 means low and 1.00 – 1.79 means very low.

From the information presented in the table number 10 above, it is clear that majority of the respondents understood the constructs of the questionnaire and therefore filled it correctly.

The aggregate mean in relation to the responses on role of school foundation board indicated that it was 3.92. The rating is based on the Lickert scale given; 3.40 – 4.1 is interpreted as high. This meant that majority of the respondents agreed with the issues raised in the

questionnaire on the roles played by the school foundation boards. From this it can then be understood that school foundation board plays important roles in the running of the activities in primary schools and consequently affecting the performance of children in these schools.

4.1.8 The academic performance level in primary schools in Oluko Sub County

Table 11: Factors affecting Performance level in Schools

Item rated	Mean	Interpretation
The number of teachers in a school affects the level of academic performance	4	High
School attendance by pupils and teachers affects the academic performance of children	4.5	Very high
Enrolment levels of children in schools affects the level of performance	3.9	High
Availability of facilities and teaching materials is another factor that affects performance in schools	5	Very high
Availability of text books and teaching materials in schools affects performance levels	4	High
Syllabus coverage and number of lessons that go attended to or unattended to in schools affects the level of performance	4	High
Support of the parents both morally and materially towards the children and the school as a whole	3.9	High
The number of teachers in a school affects the level of academic performance	4	High
Aggregate mean	4.16	High

N = 45

Source: Primary data

Legend: 4.20 – 5.00 means very high, 3.40 – 4.19 means high, 2.60 – 3.39 means moderate, 1.80 – 2.59 means low and 1.00 – 1.79 means very low.

Table number 11 above gives respondents view in relation to issues raised on factors affecting the level of performance of children in primary schools. From the data it is clear that the respondents understood what the issues raised were. Respondents agreed that all the

factors affecting the level of performance pointed in the constructs were true; this is proven by the mean ratings of responses on each construct. Therefore the aggregate mean was 4.16; this rating is high based on the legend given that an aggregate mean of 3.40 – 4.19 is interpreted as high.

From the findings it can be deduced that respondents agreed that several factors listed in the questionnaire actually affect the level of academic performance of children and do so highly.

4.1.9 The relationship between school foundation board and academic performance of children in primary schools in Oluko Sub County.

Table 12: Relationship between School Foundation Board and Academic Performance in Schools.

Item rated	Mean	Interpretation
Do you agree that there is a relationship between foundation boards and performance level?	4.5	Very high
Do you think the level of relationship is high?	4	High
Aggregate mean	4.25	Very high

N = 45

Source: Primary data

Legend: 4.20 – 5.00 means very high, 3.40 – 4.19 means high, 2.60 – 3.39 means moderate, 1.80 – 2.59 means low and 1.00 – 1.79 means very low.

Table number 12 above displays responses on issues raised related to the relationship between school foundation boards and academic performance of children in primary schools. From the above, the respondents understood the issues being raised and therefore based on the aggregate mean agreed that there is very high relationship between school foundation board and academic performance of children in school. The aggregate mean obtained was

4.25 and this according to the legend give is rated as very high. The aggregate mean is the mean of all the mean of individual constructs.

From the findings above the aggregate mean is actually the mean of all the individual mean of the constructs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary of the research, findings, conclusion and recommendations of the researcher. The findings of the research focus on the objectives of the study and similarly conclusions are based on the objectives of the study that were stated in chapter one.

5.1 Summary

The study was conducted in Oluko Sub County for a five year time period, 2005 to 2010. The researcher chose to conduct the research in four primary schools; these were Muni, Ragem, Alua and Ania. The population of the study was 60 and the sample considered was 45; these were composed of 4 head teachers, 5 teachers and 36 parents/school foundation board members. The purpose of the study was to investigate the effect of school foundation board on academic performance of children in Oluko Sub County primary schools.

5.1.1 The Role of School Foundation Board

One objective of the study was to examine the roles of school foundation boards. The researcher found out from the study that the respondents understood the roles of the school foundation board listed in the questionnaire. From the research findings the researcher found out that respondents rated highly all the mentioned roles of the school foundation boards. This was based on the aggregate mean obtained of 3.92 which according to the lickert scale was interpreted as high.

5.1.2 The Factors that affect Academic Performance level in Primary Schools in Oluko Sub County

The findings of the researcher revealed that the factors listed responsible for the level of academic performance were also highly rated at aggregate mean of 4.16. This means the respondents agreed that the factors listed greatly influence the level of academic performance of children in primary schools in Oluko Sub County.

5.1.3 The Level of Relationship between School Foundation Board and Academic Performance of Children in Primary Schools in Oluko Sub County.

Information obtained by the researcher on the level of relationship revealed that it was very high; this was revealed by the aggregate mean obtained of 4.25 which according to the lickert scale given was interpreted as very high. This further meant that the respondents clearly understood the issues raised and response was well.

5.2 Conclusion

From the findings of the research, the level of acceptance of the roles of the school foundation board listed on the questionnaire was rated high. This means that the respondents accepted highly that the roles of the school foundation boards were clearly identified. Secondly the respondents also did rate high the level of factors that affected the level of academic performance among children in Oluko Sub County primary schools. Therefore the research rightly identified the factors that affect the level of academic performance and the respondents were in conformity with these factors and thus rated them high. Lastly the study found out that the level of relationship between school foundation board and academic performance of children in Oluko Sub County was very high. This was based on the mean rating obtained and rated very high.

5.3 Recommendation

Based on the findings of the research, the researcher came up with several recommendations discussed below:

It is important that the school foundation boards take up their responsibilities seriously and strive to be close to the school administration as much as possible. This is especially true because the study revealed that there is a very high relationship based on the aggregate mean obtained.

Secondly the researcher further recommends that the roles of the different stakeholders such as parents, teachers, school administrators needs to be appreciated by the individual parties. Each party needs to recognize that it is working towards achieving the same set goals of the schools, the basic being improvement in academic performance.

Another recommendation the researcher wishes to make is that there is need for sensitization of all the stakeholders and the general public on the roles played by each party in the affairs of primary schools in the sub county. The Sub County needs to take up this recommendation seriously if there is to be a clear understanding of the roles played by each of the different stakeholders in primary schools.

Lastly the study recommends team spirit in the working relationship of all the concerned stakeholders. Every stakeholder needs to understand the role of the other; this will be a motivation to the different stakeholders. This can further create an understanding that all the stakeholders are working towards achieving a common objective.

5.4 Areas for further research

The researcher recommends that research needs to be conducted in investigating other factors that affect the academic performance of children in primary schools apart from the school

foundation boards. The researcher, based on the issues pointed by some respondents during interviews realized that there are other factors that could affect children's performance in primary schools more than or to an equal magnitude as school foundation boards. Such other factors include support by the parents, environment to which the children are exposed and educational back ground of the parents of children.

REFERENCES

- A, M. (2002). In B. CA, *How to form a nonprofi corporation*.
- Albert, P. (2002). Do Teachers Affect learning in Developing Countries? *Evidence from Matched Student - teacher Data from China* .
- Association, N. S. (2010). Retrieved February 2014, from www.nsba.org/Board.
- Association, N. S. (2014, February Monday). www.schoolfoundations.org. Retrieved 2014
- Baker, L. (2012). The Impact of School Buildings on Student Health & Perfoamnce: A call for Research.
- Cennet, D. E. (2006). *The relationship between work, school performance & school attendance of primary school children in Turkey*.
- Charlie, T. (2010). Improving attendance at school.
- Etsey, D. K. (2005). Causes of low academic performance of primary schools in the Shama Sub-metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana. *Regional Conference on Education in West Africa* , 1-2.
- Government, O. U. (1995). *The Constitution of the Republic of Uganda*. Retrieved February 19, 2014, from www.parliament.go.ug.
- Graham, C. M. (2012). Housing as a Platform for Improving Education Outcomes among Low - Income Children.
- Jeannie, O. (2001). Access to Textbooks, Instructional Materials, equipments and Technology: Inadequacy & Inequality in California's Puplic Schools.

Letts, W. C. (2005). Effective Foundation Boards: The importance of Roles. *Effective Foundation Roles* .

Mukami, M. E. (2012). School environment factors affecting academic performance among public primary school pupils in Mwala Division Mwala District, Machakos County .

Responsibilities of the Board of Trustees. (2005). Retrieved February 2014, from foundation.bellinghamschools.org.

Shikuku, B. (2012). Effect of Syllabus Coverage on Secondary School Students Performance in Mathematics in Kenya.

Uganda, G. (2008). ACTS SUPPLIMENT. *ACT 13 Education (Pre-primary, Primary and Post-primary) Act* . Entebbe, Uganda: UPPC, Entebbe, by Order of the Government.

UNICEF, B. (2010 - 2011). *Education Sector Performance Report*.

VA, A. (2009). *The Key Work of School Boards Guidebook (2nd ed)*.

www.edb.gov.hk. (2008). *Performance Indicators for Hong Kong Schools* .

APPENDICES

APPENDIX 1: QUESTIONNAIRE

THE EFFECT OF SCHOOL FOUNDATION BOARD ON ACADEMIC

PERFORMANCE OF CHILDREN IN OLUKO SUB COUNTY PRIMARY SCHOOLS

ARUA DISTRICT.

As part of a requirement for the award of a bachelor's degree in education, Orodriyo Sunday, a student of Kampala International University is required to conduct a research on the above topic. The findings of the study will only be for academic purposes and all information obtained by the researcher will be kept confidential. Kindly spare your valuable time and respond to the questions in this questionnaire as faithfully as possible by ticking in the appropriate box. Your contribution towards the success of this research will be highly appreciated. It would be of great value if you could return the completed questionnaire as soon as possible.

Section A. Background information

- 1 - Age Group 20 - 25 ☐ 26 - 30 ☐ 31 - 35 ☐ 36 - 40 ☐ 41 - Above ☐
- 2 - Gender Male ☐ Female ☐
- 3 - Educational level: Primary ☐ O & A level ☐
 Degree/Professional ☐ Post graduate ☐
- 4 - Relationship with the school:
- Head teacher ☐ Parent/Management committee ☐ Teacher ☐
- 5 - Marital status:
- Single ☐ Married ☐ Divorced/Separated ☐ Widowed ☐
- 6 - Period of relationship with the school
- 1 - 3 years ☐ 4 - 6 years ☐ 7 years and above ☐

In the sections below please tick in the appropriate box on the scale 1 – 5 as provided.

Section B:

Objective One: To examine the roles of school foundation board in primary schools.

S/N	To what extent do you agree with the following statements? Indicate your answer using the following 5-point scale.	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	Scale	1	2	3	4	5
	Role of school foundation boards					
7	They participate in ensuring proper management of schools					
8	They promote religious, cultural and moral attitudes in schools					
9	They participate in policy formulation issues in schools					
10	They participate in resource mobilization					
11	They participate in education advocacy such as attending school functions and meetings					
12	Participating in designing, developing, implementing, monitoring and reviewing of school curriculum.					

Suggestion for
improvement _____

Section C:

Objective Two: To examine the factors that affect the academic performance level of primary school children in Oluko Sub County.

S/N	To what extent do you agree with the following statements? Indicate your answer using the following 5-point scale.	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	Scale	1	2	3	4	5
	Factors that affect the level of performance					
13	The number of teachers in a school affects the level of academic performance					
14	School attendance by pupils and teachers affects the academic performance of children					
15	Enrolment levels of children in schools affects the level of performance					
16	Availability of facilities and teaching materials is another factor that affects performance in schools					

17	Availability of text books and teaching materials in schools affects performance levels					
18	Syllabus coverage and number of lessons that go attended to or unattended to in schools affects the level of performance					
19	Level of supervision by the inspectorate and other stakeholders of the schools and activities					
20	Support of the parents both morally and materially towards the children and the school as a whole					
21	The environment the children are exposed to like video and disco halls and the community in general					

Suggestion for improvement _____

Section D:

Objective three: To establish the level of relationship between school foundation boards and academic performance of primary schools in Oluko Sub County.

S/N	To what extent do you agree with the following statements? Indicate your answer using the scale given.	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	Scale	1	2	3	4	5
22	Do you agree that there is a relationship between school foundation boards and performance level?					
23	Do you think the level of relationship is high?					

Suggestion for improvement _____

Any recommendations _____

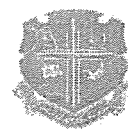
THANK YOU FOR YOUR TIME AND SUPPORT

APPENDIX 2: UNIVERSITY LETTER



Uganda Christian University Arua Campus

P.O. Box 356, Arua Tel: 047621071
E-mail: ringiliucu@yahoo.com



FACULTY OF EDUCATION AND ARTS

16 May 2014

TO WHOM IT MAY CONCERN

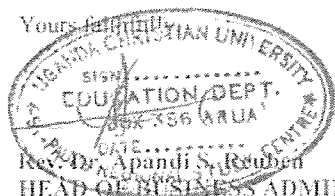
RE: PERMISSION FOR RESEARCH WORK

This serves to introduce ORODRIYO SUNDAY REG. NO.RJ13/ASC/BED/028 who is a second year student of the above University.

To qualify for this award, among other requirements, she should produce a research paper on the topic: "THE EFFECT OF FOUNDATION BOARD ON ACADEMIC PERFORMANCE OF CHILDREN IN OLUKO SUB-COUNTY PRIMARY SCHOOLS." Case study Oluko Sub-county, Arua District.

Any assistance that you will accord to her will be highly appreciated.

Yours faithfully,



Rev. Dr. Apandi S. Reuben
HEAD OF BUSINESS ADMINISTRATION

APPENDIX 3: INTERVIEW GUIDE

1. According to you what other roles does the school foundation board play in primary schools?
2. What other factors affect the level of academic performance in primary schools in Oluko Sub County?
3. How do you rate the level of relationship between foundation board and academic performance in primary schools?
4. What other recommendations do you have as far as the role of foundation board in primary schools is concerned?
5. What other recommendations do you have concerning the factors that affect the level of academic performance?

**APPENDIX 4: MAP OF ARUA DISTRICT SHOWING OLUKO SUB
COUNTY**

