

**Foundation bodies and Academic Achievement of Learners in the Primary schools in
Minakulu Sub-County, Oyam District**

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**This Research Dissertation submitted to the Directorate of Research and Graduate
Training for the examination**

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Declaration

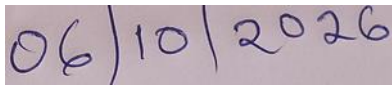
I Okwanga Lambert hereby declare that this dissertation submitted to the Institute of Research and Graduate Studies for the award of a degree of Masters of Educational Curriculum and Foundation Studies of Gulu University has never been submitted previously for any award at this or any other University, College or institutions of higher learning and that it's my original work in design and execution and that all the materials contained herein by other scholars have been fully acknowledged.

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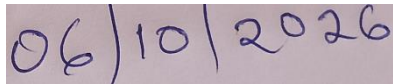
This research dissertation titled “Foundation Bodies and Academic Achievement of Learners in the Primary schools in Minakulu Sub County” has been produced under my supervision and is now ready for submission to the institute of Research and Graduate studies of Gulu University with my approval.

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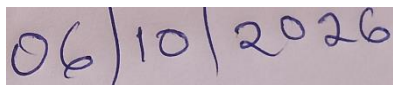


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Signature



Date



Dedication

This research work is dedicated to my dad, Mr. Okwanga Fabio and my Mum, Mrs. Okwanga Regina Akullu, my dear wife Ms. Aboce Charity Okwanga, my dear children Gabriel Opio, Micheal Ocen, Diana Regina Akello and Daniella Pearl Adong for their constant encouragement and prayers that made me reach this far, I love you all. With your constant prayers, countless success unfolds naturally. This work though should be a benchmark for your academic pursuit, as for you my children the sky will always be the limit for your academic pursuit.

Finally, I dedicate this work to my grand Dad, Mr. Okwanga Pierino a former Parish chief, and a General Secretary for the defunct Cooperative Society. Your foot step was one of a kind for us to emulate forever, May Your Soul rest in perfect peace, Amen.

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List of Abbreviations

CGPA	Cumulative Grade Point Average
CVI	Content Validity Index
GPA	Grade Point Average
ICS	Instructional Capacity Scales
KM	Kilometres
PLE	Primary Leaving Examinations
PTA	Parents Teachers Association
SASA	South African School Act
SGB	School Governing Bodies
SMC	School Management Committee
SPSS	Statistical Package for Social Scientists
UPE	Universal Primary Education
NAPE	National Assessment of Primary Education

Abstract

This study examined the influence of foundation bodies on the academic achievements of learners in primary schools in Minakulu Sub-County, Uganda. The study was guided by three objectives: to assess the level of academic achievements of learners in primary schools in Minakulu Sub-County; to examine the influence of foundation bodies on the academic achievements of learners; and to investigate the relationship between foundation bodies and academic achievements of learners in primary schools. The study adopted a mixed-methods research approach, employing both quantitative and qualitative methods of data collection. The study population comprised headteachers, teachers, School Management Committee (SMC) members, learners and parents from selected primary schools in Minakulu Sub-County. Data were collected using questionnaires, interview guides and document analysis guides. Quantitative data were analysed using descriptive statistics, including frequencies, percentages and mean scores, as well as inferential statistics to establish the relationship between foundation bodies and academic achievement. Qualitative data were analysed thematically and presented according to emerging themes. The findings indicated that the level of academic achievement among learners varied across the selected primary schools, with differences associated with school management practices, availability of learning resources, learner support and community participation. The findings further indicated that foundation bodies played an important role in supporting academic achievement through participation in school governance, mobilisation of resources, monitoring of school activities, promotion of discipline, support for teachers and learners, and strengthening collaboration between schools, parents and communities. The study also established that there was a relationship between the effectiveness of foundation bodies and learners' academic achievement. However, the extent of their contribution varied depending on their level of involvement, capacity, availability of resources and collaboration with school administrators and other stakeholders. The study concluded that effective foundation bodies can contribute

to improved academic achievement when they actively participate in school governance, support teaching and learning activities, mobilise resources and work collaboratively with headteachers, teachers, parents and the wider community. The study recommends strengthening the capacity of foundation bodies through training, improving collaboration between foundation bodies and school management, enhancing community participation in education, and ensuring adequate support for teaching and learning activities in primary schools in Minakulu Sub-County.

Keywords: Foundation bodies, academic achievement, primary schools, learners, school governance, Minakulu Sub-County.

Chapter One

Introduction

1.0 Overview

The study was carried out to enhance an inclusive Management model for Foundation Bodies in Minakulu Sub County envisaged to improve production and adaptation, by providing positive changes and practices through the support to the primary schools inform of Moral, Educational and leadership insight in the Sub County.

This chapter comprises the Background of the study, Problem Statement, Purpose of the study, Research Questions, Scope of the Study, Significance of the study, Conceptual Framework

1.1 Background

Foundation Bodies in Education have been a strategic concern in most institutions of learning. Most institutions have been grappling with the dilemma that the Foundation Bodies

have been giving these institutions world over for a very long time. Minakulu Sub County is not exceptional

The Foundation Bodies are entangled in a dilemma so escalated that they easily reject the school and institutional heads sent by Ministries and Educational Offices without fear or favour, they command the non-denominational pupils and students into their church philosophies forcefully if they have to continue with education in their schools, (Daily Monitor, 2024). They refute the students' admission in schools on the account of their parents wedding statuses, (Kazimba Mugalu et al, 2024). They challenge the teachers' transfers to their schools on the account of non-denominational attachment to their institutions. These practices have in one way or another affected the academic achievement in the Primary Schools in Minakulu Sub County.

1.1.1 Historical Background

According to the US Department of Education(2022), Education is widely recognised as an important instrument for individual development, social transformation and national development. At primary-school level, education provides learners with foundational knowledge, skills, values and attitudes necessary for further education and productive participation in society, UNESCO (2023). Academic achievement in primary schools is commonly reflected in learners' performance in literacy, numeracy, classroom assessment, promotion, completion and national examinations.

With the coming of the Christian missionaries in Africa by 1890 to 1925, formal education was introduced majorly to make their converts and potential converts literate. The missionary view is that everyone needed access to God's words and not just the elites, therefore everyone needed to read, including women and the poor, (Alberto A, et al, 2020) They therefore taught men and women to have common knowledge of reading, writing and arithmetic as well as to

translate languages for which they lacked expertise besides building the character of people and preparing them for a wider world in which they live.

During the colonial periods, schools were owned and controlled by different religious sects, thus; The Roman Catholic Church, the Church of Uganda and the Muslim Education Association (UMEA), the Asians, the protectorate government and the private schools owned by individuals or groups of people. However, the government had the responsibilities to fund these schools except for private schools to a tune of 28 % of the total National budget by 1970. The schools through their Foundation Bodies had the right to decide which pupils or students should attend their schools and the ideology they follow based on their religious philosophies, it is therefore at this point that their influence is greatly felt as those outside of their denomination loses the opportunity to study thus low achievement if any in the academic achievement, (Education Act, 1970).

The schools therefore taught mainly the children of their followers and denied the education of children who were not their followers and never prayed in their churches. This meant many children who did not attend the churches were denied education if their religion never had a school in their villages or towns. This affected the level of their academic achievement since they trek long distances arriving to school late or never to reach their schools at all. To government, this was unfair even for the fact that these schools were being funded by the government herself to fast-track development of the entire nation. Some Muslims feared that some Christians would try to convert their children to Christianity, (Sebastian H, et al, 2020)

Similarly, in the African context, the existence of religious denominations in education created religious hatred and political wars of 1880's and 1890's; African leaders had to save the children from these attitudes and events no longer of importance. In the 19th Century, Protestants and Catholics frequently fought over which bible reading and prayers to use in public schools. The disputes then were over which bible and which prayer were appropriate

to use in the classroom. Some Catholics were troubled that the schools' reading materials included the King James Version of the Bible favoured the Protestants, (Katumba, 2022)

In addition, Protestants, Catholics and Muslims educated in separate schools tend to regard one another not as fellow citizens but as members of different communities each rivaling the other for wealth, power and status” There was also fear that attending these schools poses threat to their religious identity and to the practice of their faith, (Sebastian, et al, 2020). This would definitely undermine the academic achievement the government was pursuing. Government had to deal with this act of deep intolerance and introduce new formulas for inclusion.

In Uganda, primary education is provided through government, private and faith-based institutions. The introduction of Universal Primary Education (UPE) in 1997 significantly increased access to primary education by abolishing tuition fees and encouraging children from different social and economic backgrounds to attend school, United Nations (1915). However, increased access has continued to present challenges relating to quality, teacher availability, instructional materials, school infrastructure, supervision and learning outcomes.

Primary education in Uganda is supported by several stakeholders, including the central government, local governments, teachers, parents, communities, school management committees and foundation bodies. A foundation body refers to an organisation, religious institution or community body that established or historically founded a school. In Uganda, foundation bodies have traditionally included Catholic, Church of Uganda, Muslim and other religious organisations. The Education (Pre-Primary, Primary and Post-Primary) Act, (2008) provides a legal framework for the participation of foundation bodies in education. Their responsibilities include participating in the proper management of schools, promoting religious, cultural and moral values, participating in policy formulation and education

advocacy, mobilizing resources, and participating in the implementation, monitoring and evaluation of education services.

The contribution of foundation bodies may influence academic achievement in several ways. Through school governance, they may promote accountability, discipline, teacher attendance and effective planning. Through resource mobilisation, they may support the construction of classrooms, teachers' houses, sanitation facilities and provision of learning materials, ISER and Ministry of Education and Sports (MOES), (2022). They may also support moral and religious instruction, encourage parental participation and monitor school performance.

However, the contribution of foundation bodies is not always consistent or clearly understood. In some schools, foundation bodies provide constructive support to school administrators and teachers. In others, their role is limited by inadequate resources, weak coordination, insufficient knowledge of education policy or conflicts with government officials and school managers. These concerns make it necessary to examine how foundation bodies operate and whether their participation contributes to improved academic achievement

Furthermore, Uganda's denominational education was uneconomical and extravagant because each denomination had to build their schools in one area to serve their followers for as much as the school population did not require two schools or more. This led to under employment of teachers, wasted infrastructures and scholastic materials as well as equipment. Besides, it denied schools in places without one thus creating unequal development and low academic achievement in most parts of the country, (Sebastian Hohmann et al, 2020). Here government was left with no option but to deal with this blunt inefficiencies head on, Agwam, Rev. Fr Joseph and Others, (2022). The Foundation Bodies treated teachers according to their own philosophies and therefore no unified terms and conditions of service for teachers as there was gross variations in their terms of reference. Foundation bodies follow curricular of state while others not, Arthur J, et al (2019).

This no doubts compromises the academic achievement of the universal standards the country pursues, (Sebastian, et al, 2020). Teachers did not know how much they were paid and their salary had deductions unnecessarily without any clear explanations to them. Besides, they could be suspended for six months or so without explanations and yet without pay. The teachers too were paid very low salary as compared to their counterparts with equal training and qualifications in other civil service work in other departments. This meant the backbone of inequalities was stark on the education which was an agenda to tackle in good time if it was to be saved. Government however appears to have consoled the religious hearts by leaving the management of these schools in the hands of the Foundation Bodies. However, the school head teachers sent to these schools kept seeing the Foundation Bodies as visitors in their own schools and subjected them to sign visitors' books on arrival, a practice that never was, (Education Act, 1970)

Additionally, in the Northern Districts of Uganda, the schools to date faces the problems of deteriorating supervision of students in schools and undesirable conduct from the students; Low supervision of the teachers and schools definitely degrades academic achievement of the schools and reduces the professional growth and performances that eventually affects achievement in schools forth. This led to government taking over the administration of the education institutions, (Kholid et al, 2019). In fact, the takeover of education by government, has left many people throwing blames of students' indiscipline to government who also run away from these blames by saying that the Foundation Bodies still have Management of schools to them and their Chaplain are still housed in the school compounds to take care of the moral side of the students and to provide direction to the schools.

Minakulu Sub-county is located in Oyam District in northern Uganda. Its primary schools serve learners from predominantly rural communities whose education is affected by household poverty, limited learning resources, long distances to school, teacher shortages and other socio-economic challenges. A previous study conducted in Minakulu found that

curriculum implementation, use of the local language, continuous assessment and availability of instructional materials influenced pupils' academic performance, Okello, P and Adea J (2022). Although such factors are important, there is limited empirical information on the specific contribution of foundation bodies to academic achievement in primary schools in the sub-county.

The above factors are the reasons why the researcher sought to study the influence of the Foundation bodies in Minakulu Sub County.

1.1.2 Theoretical Background

This research study was guided by the Expectancy and Value theory advanced by (Tollman, 1932) and (Lewins, 1951). The theory is triggered by the incentives of the action determined by the situation and the consequences of the action. Here Motivation to achieve are determined by the desire to achieve the incentives of the situation and vice versa.

The theory emphasizes the assumptions, thus:

- i) Success is regarded sufficient to determine the incentive value of a task.
- ii) Expectancy and value beliefs jointly predict achievement related to choices and performance.
- iii) Achievement related to choices and behaviour are explanatory factors determined by a person's goals and self-schemas.

The theory guides this study by the fact that Foundation Bodies from time to time should put in more effort to see the academic achievement which they aspire for their learners' academic enrichment. Besides the theory encourages learners to put more effort to achieve through triggering their already inbuilt motivation by providing the moral support and inspiring guidance by the Foundation bodies themselves. Learners are therefore encouraged through the enabling environment to ignite their self-motivation to help them uphold the academic

achievements they aspire for. Students who perform well should be rewarded and reinforced to retain positive learner's achievements moving forward, a direct result of the Expectancy and Value theory.

This assumption directly influences this study titled "Foundation Bodies and Learners' Academic Achievements in the Primary Schools in Minakulu Sub County".

Foundation bodies by implications should practically encourage the teachers and school administrators to do more through a collective effort to see learning achievement upheld. Do they? Is a unique question this study is particularly interested to investigate through this study.

1.1.3 Conceptual Background

A conceptual framework is a representation of the relationship among the variables under investigation. In this study, the conceptual framework explains how the foundation bodies of primary schools may influence the academic achievement of learners in primary schools in Minakulu Sub-County. The framework assumes that the nature, practices and support provided by different foundation bodies can influence the learning environment and, consequently, learners' academic achievement.

The study considers foundation bodies as the independent variable and academic achievement of learners as the dependent variable. Other factors that may influence academic achievement but are not the main focus of the study are treated as intervening or moderating variables.

2. Independent Variable: Foundation Bodies

The independent variable is foundation bodies, referring to the religious, private or other organizations/groups that establish, own, sponsor or support primary schools. In Minakulu Sub-County, these may include Catholic, Protestant, Islamic and private foundation bodies.

The foundation bodies may influence schools through:

- Provision of teaching and learning materials.
- Construction and maintenance of school infrastructure.
- Recruitment and support of teachers.
- Provision of financial resources.
- Promotion of discipline and school values.
- Monitoring and supervision of school activities.
- Support for teacher professional development.
- Provision of learners' welfare services.
- Mobilization of parents and communities.
- Development and implementation of school policies.

3. Dependent Variable: Academic Achievement of Learners

The dependent variable is academic achievement of learners, referring to the extent to which learners attain expected educational outcomes in their primary education.

Academic achievement may be measured using:

- Learners' examination results.
- Scores in continuous assessment tests.
- Performance in literacy and numeracy.
- Promotion rates.
- Completion rates.
- Performance in Primary Leaving Examination (PLE).
- Learners' ability to attain expected learning competencies.

4. Intervening/Moderating Variables

The relationship between foundation bodies and academic achievement may also be influenced by other factors. These include:

- Teacher qualifications and experience.

- Availability of instructional materials.
- Learner attendance.
- Parental involvement.
- School leadership and management.
- Class size.
- Socio-economic conditions of learners.
- Government education policies.
- School location and accessibility.
- Learners' motivation and discipline.

6. Explanation of the Framework

The conceptual framework proposes that the foundation bodies of primary schools can influence learners' academic achievement through the resources, supervision, values and educational support they provide to schools. For example, foundation bodies that provide adequate teaching and learning materials, support teacher development, improve school infrastructure and participate in school supervision may contribute to a more favourable learning environment.

A supportive learning environment may improve teaching effectiveness, learner participation and access to educational resources, which can subsequently contribute to improved academic achievement.

However, the relationship may not be direct or uniform across schools. Factors such as teacher competence, learner attendance, parental involvement, school leadership, class size and socio-economic conditions may affect the extent to which foundation-body support translates into improved academic outcomes.

Therefore, the framework assumes that differences in the nature and level of support provided by foundation bodies may be associated with differences in the academic achievement of learners in primary schools in Minakulu Sub-County.

1.1.4 Contextual Background

This problems of low academic achievement has been an issue in the entire African countries for a long time besides the persistent escalation of the same in Uganda in specific terms. At the start of the missionary work and eventually the establishment of the protectorate government, the education system which was traditional in nature did not have the denominational interest until when the missionary took up the roles of educating Ugandans.

In the Northern district of Oyam, it was reported that in 2021 the district registered a total of 789 candidates to sit the Primary Leaving Examination (PLE) and out of these only 23 passed in first grade, 284 passed in second grade, 175 in third grade, 137 in fourth grade and 162 in division U while 8 candidates did not show up for exams. This accounted to a hefty 20.5 % failure. This statistic calls for immediate intervention given the fact that the district had percentage passes of candidates up to 61% in 2008, (The Daily Monitor, 2022).

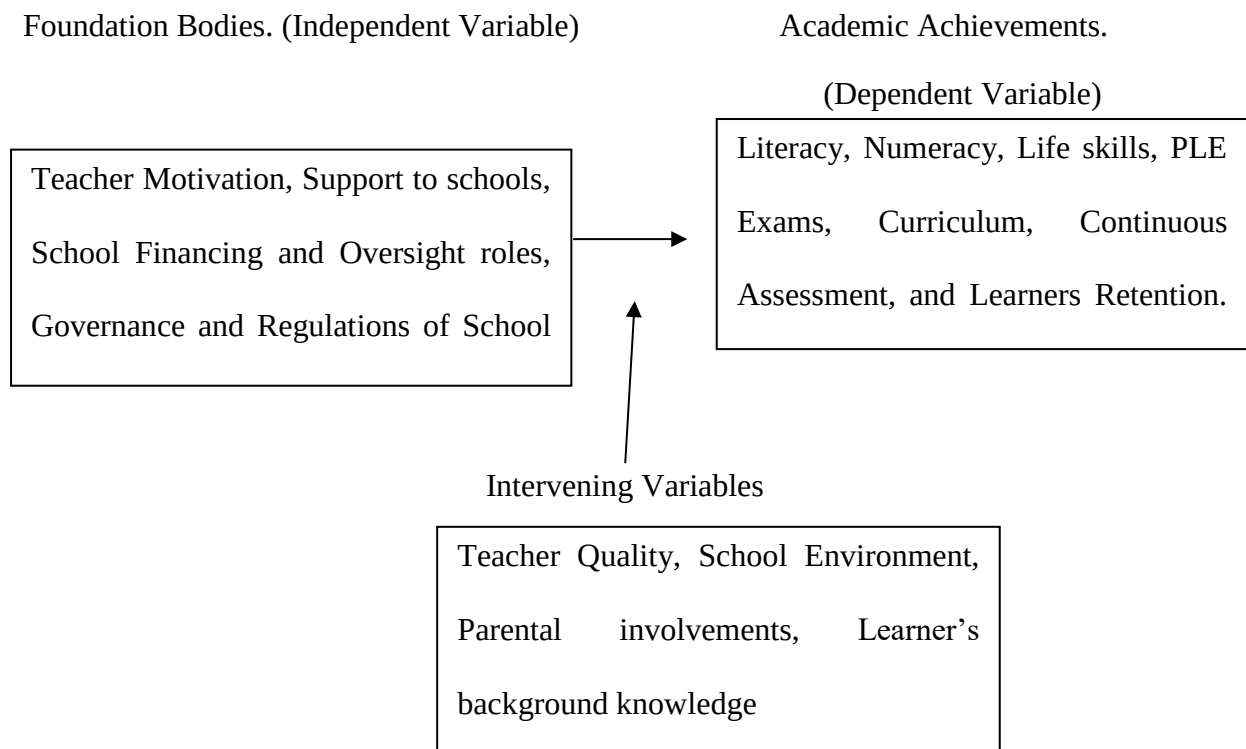
In Minakulu Sub County, a Lango-inhabited sub-county located in Oyam District at the Southern border of the Acholi districts of Omoro and Eastern Nwoya, the then greater Gulu District along the Kampala-Gulu High way, the challenge of low academic achievement too is not any news.

In Minakulu Sub County, Foundation Bodies easily reject the school and institutional heads sent by Ministries and Educational Offices without fear or favour mainly on the basis that they don't religiously belong together. This leaves the implementation of the curriculum which should by far be very instrumentally done by supervisors and the school leadership simply in the hands of everyone and in the long run affecting the quality of academic achievement later in the years. Besides, the Foundation Bodies and the school administration command the non-denominational pupils and students into their church philosophies forcefully if they have to continue with education in their schools. This has one way or another affected the formal educational achievement in Minakulu Sub County.

It is therefore upon this background that the researcher took keen interest in investigating the influence of Foundation Bodies on the academic achievement of learners in Minakulu Sub County

1.1. Conceptual Framework

This research studies has two variables that is the Independent variable (The Foundation Bodies) and the dependent variable (Academic Achievement). Other variables here in the study that have an influence on the study variables too were considered for control so that their influence was not far reaching in this study.



Source: Adopted from Chen (2021), Modified by the Researcher.

Figure 1: Conceptual Framework on Foundation Bodies and Academic achievement.

In the illustration above, the foundation bodies had indirect influence to the academic achievement in schools although other variables too may have a bearing into the academic achievement. Example, school Funding, Maintaining school property, governance and school policy, Budgeting and school financing, among others. This gives us a clear ground to investigate further to ascertain the level of influence the foundation bodies have had on the academic achievement.

1.2 Problem Statement

The government of Uganda, through UPE and other education policies, has made considerable efforts to expand access to primary education. Despite these efforts, academic achievement in many primary schools remains a concern. Some schools continue to experience low literacy and numeracy levels, poor examination results, irregular attendance,

inadequate learning materials, teacher absenteeism, weak parental involvement and low completion rates.

Foundation bodies are legally expected to participate in the management, financing, supervision, advocacy, curriculum support and monitoring of schools associated with them. Ideally, their involvement should strengthen school governance, improve the learning environment and enhance learners' academic achievement. However, the extent to which foundation bodies perform these functions in Minakulu Sub-county is not adequately documented. In some schools, foundation bodies may contribute to improved discipline, resource mobilisation and community participation. In others, their involvement may be irregular, poorly coordinated or characterised by conflict with school administrators and government authorities. There is therefore uncertainty about whether foundation bodies have a significant influence on academic achievement and which aspects of their participation are most important.

If the contribution of foundation bodies is not clearly established, education planners, school administrators and local authorities may not be able to design effective strategies for strengthening their participation. This study will address the problem by examining foundation-body involvement and its relationship with academic achievement in primary schools in Minakulu Sub-county

1.3 Purpose of the Study

This study examined the influence of Foundation Bodies on the academic achievement of learners in the primary schools in Minakulu Sub County.

1.3.1 Specific Objectives

To:

- 1) Assess the status of Academic Achievement in Primary Schools in Minakulu Sub County.

- 2) Examine the roles of the Foundation Bodies on the Academic Achievement in the primary schools in Minakulu Sub County.
- 3) Investigate the relationship between the Foundation bodies and academic achievements in the primary schools in Minakulu Sub County.

1.4 Research Questions.

- 1) What is the status of Academic Achievement in the primary schools in Minakulu Sub County?
- 2) What roles does Foundation Body have on the Academic Achievement in Minakulu Sub County?
- 3) What are the relationship between the Foundation Bodies and the academic achievement in schools in Minakulu Sub County?

Scope of the Study

1.5.1 Geographical Scope

The study was conducted in Minakulu Sub County in the Northern district of Oyam in Uganda. It is located west of Oyam town and south West of Omoro town, about 20 kilometres from Oyam district headquarters and 32 kilometres from Gulu City headquarters. Minakulu Sub County is within the range of coordinates: 2°26'N and 32°23'E hosting several educational institutions including Minakulu Technical Institute, Dr.Oryang secondary school, Equatorial College - Minakulu, Amwa Comprehensive secondary school, 15 primary schools from whom 10 were the focus of this study, and a couple of nursery schools.

1.5.2 Content Scope

The study was limited to the influence of Foundation Bodies (Independent Variable) on the academic achievement (Dependent Variable) of learners in Minakulu Sub County.

1.5.3 Time Scope

The study will examine records and experiences covering approximately 2018 to 2022. This period of time was the time the influence of foundation bodies were more prevalent in the schools through their practices.

1.6 Significance of the Study

The significance of the study on foundation bodies and academic achievements in primary schools in Minakulu Sub County provides vital insights for key educational stakeholders to improve student performance and governance. The significance is structured below according to the specific research objectives:

1. Assessing Academic Achievements

- **Identifying Gaps:** Helps the local government, school inspectors, and the Minakulu Sub County Education Office identify current levels of pupil performance and learning gaps in primary schools.
- **Baseline Data:** Provides reliable data on literacy and numeracy outcomes to guide policy planning and resource allocation.
- **Targeted Interventions:** Enables head teachers and educators to design remedial teaching strategies for underperforming classes or subjects.

2. Examining the Influence of Foundation Bodies

- **Policy Guidance:** Helps religious and community-based foundation bodies (such as church or Islamic foundations) understand how their administrative, supervisory, and moral guidance policies affect day-to-day school operations.
- **Resource Mobilization:** Highlights areas where foundation bodies can actively contribute to infrastructure development, spiritual nurturing, and discipline management in primary schools.

- Stakeholder Accountability: Clarifies the specific roles and responsibilities of foundation managers in supporting teacher motivation and student welfare.
3. Significance regarding Investigating the Relationship between Foundation Bodies and Academic Achievements
- Empirical Evidence: Generates empirical knowledge on how strong collaboration between foundation bodies, school management committees (SMCs), and government structures correlates with better grades and school tone.
 - Strategic Partnerships: Informs policy makers on how to foster harmonious working relationships between civil/religious institutions and educational authorities to optimize pupil success.
 - Future Research: Serves as a reference baseline for scholars and researchers exploring institutional governance and primary education standards in other rural sub-counties in Uganda

Chapter Two

Literature Review

2.0 Introduction

The role of foundation bodies in shaping educational outcomes has gained growing attention in educational policy and research. Foundation bodies, such as religious institutions, community-based organizations, and private school proprietors, influence school governance, resourcing, accountability structures, and teacher motivation. In Uganda, the 1970 Education Act defined and mandated the participation of these bodies in educational oversight, entrusting them with support roles ranging from infrastructural development to moral guidance. However, despite policy frameworks, academic achievement defined by

examination scores, literacy and numeracy proficiency, and transition rates remains uneven across different foundation types. Particularly in rural contexts such as Minakulu Sub-County, where resource constraints intersect with governance gaps, understanding the actual impact of foundation bodies on learners' performance is critical. This literature review explores the status of academic achievement and connects it to broader educational dynamics in Uganda, drawing on findings from national assessments, comparative studies between public and private institutions, and region-specific case studies to establish the empirical backdrop against which the role of foundation bodies can be examined.

These study literatures were reviewed thematically according to the study objectives, thus:

2.1 Status of academic achievements in the Primary schools.

The academic achievement of learners in Uganda's primary education system is influenced by a combination of systemic, institutional, and learner-level factors. According to the Uganda National Examinations Board UNEB, (2023), national assessments reveal that only 57% of Primary Three (P3) pupils demonstrated proficiency in numeracy, and 54% in literacy. These averages, however, mask sharp disparities between rural and urban schools, with urban P3 pupils recording a numeracy proficiency of 74% compared to just 49% among rural counterparts (NAPE, 2023). Similarly, private schools outperform government schools by wide margins, with literacy proficiency among private P3 learners reaching 89%, while their government school peers stand at 46% (Arinaitwe & Kagwa, 2022). These disparities reflect deeper issues of resource allocation, teacher training, and parental involvement, all of which contribute to the variability in learner outcomes across regions.

Enrollment data also show a paradox in academic achievement outcomes. While Uganda has made significant progress in expanding access to primary education through Universal Primary Education (UPE), which boosted gross enrollment to 119.5% in 2023, dropout rates remain alarmingly high. Nearly 45% of learners fail to complete the primary cycle, with the

COVID-19 pandemic having worsened retention rates, especially in northern Uganda, UNICEF Uganda, (2023). These high dropout figures suggest that while access to education has improved, quality and continuity remain weak. This is consistent with findings by Byamugisha and Ssenabulya (2021), who argue that enrollment is not synonymous with learning achievement, especially in under-resourced rural settings.

The performance trend in national examinations, particularly the Primary Leaving Examination (PLE), continues to exhibit institutional imbalances. In the 2023 PLE results, over 10% of the 749,000 candidates scored Division U, indicating complete failure. This was most prevalent in rural and economically disadvantaged districts like Dokolo, Madi Okollo, and Kibuku Furaheai, (2024). In contrast, Kampala and Wakiso districts, where many private and well-managed religious schools dominate, recorded the highest proportions of Division I scores. However, even within urban districts, performance is beginning to decline Kampala, for instance, dropped out of the top ten best-performing districts in 2024, a situation attributed to increased examination malpractice and declining teacher welfare Kampala Express, (2024).

Governance, management structures, and foundation influence also appear to affect learning outcomes. According to Ahimbisibwe (2020), public primary schools managed by government-appointed School Management Committees (SMCs) often face challenges such as poor training, weak financial oversight, and minimal community participation. These problems are particularly severe in areas like Minakulu, where funding per pupil is as low as UGX 20,000 per year. In contrast, foundation-owned schools especially those affiliated with religious bodies have been noted to exercise tighter control over teacher behavior and curriculum enforcement, contributing to better learner discipline and academic results, Odoch & Eremu, (2021).

While girls slightly outperform boys in lower primary literacy scores, girls tend to have higher dropout rates (Obong, 2022). Learners with disabilities face particularly severe barriers, with only 9.1% of deaf learners attaining minimum numeracy standards according to NAPE (2023). These equity gaps illustrate the multifaceted nature of achievement and call for differentiated support, especially in inclusive education programming. Nambi and Mugisha (2019) contend that academic achievement cannot be delinked from broader social justice goals in education, especially in rural and underserved contexts.

In a study by Tumusiime et al. (2020), schools with inadequate classroom space, poor sanitation, and lack of textbooks performed significantly worse in national assessments than better-equipped counterparts. In Oyam, most government-aided schools lack permanent structures and reliable water sources, which in turn affects learner concentration, attendance, and hygiene-related health outcomes (Angura, 2011). Such findings align with the World Bank (2019) report, which emphasized that learning outcomes are strongly tied to the physical and pedagogical environments in which children learn.

According to Altinyelken (2010), many Ugandan primary schools face difficulties completing the national curriculum within the designated time due to absenteeism, strikes, and limited instructional days. In her qualitative study conducted in northern Uganda, she revealed that teachers in public schools often rush through syllabi toward exam seasons, prioritizing test coaching over conceptual understanding. This practice leaves learners with shallow comprehension, ultimately reflecting in lower performance in national assessments. Moreover, Ssekamwa and Lugumba (2001) argue that incomplete syllabus coverage disproportionately affects rural schools, where instructional supervision is weak and teacher absenteeism is high, a pattern. This ultimately affects academic achievements in the primary schools since learners' comprehension after the examination will not be adequate enough.

Piper et al. (2018), in a longitudinal study across multiple Ugandan districts, found that learners who were taught in a language unfamiliar to them during foundational years exhibited poorer literacy development compared to those who received instruction in their mother tongue. This issue is more pronounced in linguistically diverse and rural communities like Minakulu, where teachers often lack fluency in local languages or pedagogical strategies for multilingual instruction. Their findings revealed that learners instructed exclusively in English in early primary grades scored 20–30% lower in literacy assessments than those taught in their native languages in early grades.

Kajubi (1992) observed that high pupil-teacher ratios in public schools compromise instructional quality, with one teacher sometimes attending to more than 80 pupils. This concern remains prevalent, with a 2021 MoES statistical abstract reporting an average pupil-teacher ratio of 43:1 nationally, but as high as 70:1 in northern Uganda's UPE schools. A study by Ward et al. (2006) linked such overcrowding to low individualized attention, poor classroom management, and minimal feedback, all of which hinder effective learning. Moreover, the academic background and socioeconomic status of pupils' families significantly influence learning outcomes. According to a survey by the Uganda Bureau of Statistics (UBOS, 2022), children whose parents had completed secondary education or higher were more likely to perform better in literacy and numeracy tests. This association was supported by Jones et al. (2015), who emphasized that parental education and household income influence children's homework support, nutritional health, and attendance regularity factors that cumulatively affect academic success. In Minakulu, where poverty rates remain high, many learners come from subsistence-farming households with limited exposure to books or reading culture at home, a challenge that echoes across rural northern Uganda (Nanyonjo, 2007).

In summary, despite the breadth of literature examining academic achievement across Uganda, several gaps remain with respect to understanding its status in rural sub-counties like

Minakulu. Much of the national data presented by UNEB, NAPE, and other agencies are aggregated at the regional or national level, offering little insight into district-specific disparities. There is a limited body of literature that disaggregates achievement data to the sub-county level, especially one that combines both quantitative and contextual analyses of factors unique to Minakulu, such as the interaction between socio-economic constraints, foundation body governance, and school infrastructure. For instance, although it is acknowledged that UPE schools in northern Uganda face systemic underperformance, the micro-level academic challenges specific to the Minakulu Sub-County remain understudied and generalized under broader district trends.

While some studies (e.g., Altinyelken, 2010; Tumusiime et al., 2020) have touched on issues of curriculum coverage, infrastructure, and teacher shortages, they often stop short of offering localized solutions or comparative analysis across school types (government, private, and foundation-based) in underrepresented rural regions. There is minimal research evaluating how different forms of school ownership especially foundation body-run schools' impact academic outcomes when controlling infrastructural and teacher-related variables. The distinction between achievement levels in purely government-managed schools versus those influenced by religious or private entities in Minakulu has not been clearly explored in existing literature.

The intersectionality of academic achievement with issues of language of instruction, special needs inclusion, and socio-cultural expectations especially within an ethno linguistically diverse and post-conflict context like Minakulu is largely absent from national discourses. Most studies cite language barriers as a national challenge (e.g., Piper et al., 2018), but few have directly assessed how language policies and instructional mismatches affect learner performance in specific rural settings. Therefore, this study aims to fill these critical gaps by assessing academic achievement at a hyper-local level, integrating both statistical evidence and contextual factors unique to Minakulu Sub-County.

2.2 Roles of Foundation Bodies on the Academic achievement.

Globally, partnerships between foundation bodies and public education systems have increasingly demonstrated measurable benefits in educational outcomes. According to UNESCO (2020), collaborations with non-governmental organizations (NGOs) and foundation entities across sub-Saharan Africa led to significant improvements in student enrollment, pupil-teacher ratios, and performance in core academic subjects such as literacy and numeracy. These improvements were particularly evident in under-resourced areas, where government interventions alone proved insufficient. Similarly, in Uganda, the Aga Khan Foundation's initiatives in select districts yielded an 18% improvement in literacy outcomes over three years, attributed to targeted teacher training programs and enhanced access to reading materials. These findings align with the results from Okeke and Adebajo (2021) in Nigeria, where foundation-supported schools outperformed non-supported institutions by 25% in English and Mathematics, largely due to infrastructural enhancements and the introduction of remedial learning support systems. Musa (2022), in a separate study on the MTN Foundation in northern Nigeria, reported that the installation of ICT laboratories stimulated student interest in science and technology, raised attendance rates, and resulted in tangible academic improvements, particularly in science-related subjects.

Cross-contextual insights further endorse these strategies. Asfaw (2022), in a case study of primary education governance, advocated for the establishment of structured local governance forums, enhanced community liaisons, and routine assessment tools to evaluate SGB effectiveness. The study emphasized capacity-building frameworks that elevate governance processes from ceremonial to strategic functions (Asfaw, 2022). In a comparable vein, Asfaw (2024) analyzed UK school governing bodies and underscored the need for governance maturity competence in inspection readiness, policy development, and strategic oversight that is applicable across diverse educational contexts (Asfaw, 2024).

The issue of exclusion and inequality is particularly troubling. Mukasa (2023) revealed that some foundation bodies tend to prioritize institutions with religious or political affiliations similar to their own, marginalizing schools that fall outside these ideological circles. This has resulted in disparities in access to quality education, especially in rural and peri-urban areas. The UNESCO Global Education Monitoring (GEM) Report (2021) noted that such practices intensify the urban-rural divide, as urban schools with closer proximity to foundation sponsors receive disproportionate levels of support. Namuddu (2022) also found that some faith-based foundation bodies imposed strict religious codes that conflicted with national curriculum mandates, thereby limiting students' holistic development. In contrast, UNESCO (2021), in studies across Arua and Mbarara Districts, showed that schools with active and structured foundation governance recorded 20% higher pass rates in national exams and demonstrated improvements in financial accountability, timely teacher remuneration, and innovative instructional practices. Chin Moi Loh et al. (2021) also emphasized that diverse and strategically organized school boards in independent schools contributed to higher academic scores and greater stakeholder satisfaction.

Despite consensus on these essential practices, critiques remain. Proteus Advisory (2023) warned that in many South African schools, governance capacity is unevenly distributed and sometimes corrupted, with SGB positions viewed as tools for patronage rather than service. The author proposed innovative models such as co-opting technically skilled voluntary members under controlled contracts, or public-private partnership SGB models with balanced representation and objective performance benchmarks (Proteus Advisory, 2023). The broader Community Collaboration Model for School Improvement, grounded in Collective Impact theory, offers another pathway. This framework emphasizes shared measurement, mutually reinforcing activities, backbone support structures, and common agenda-setting among government, foundations, and local communities. Research applying CI in South African township schools showed that forming structured, aligned partnerships

can greatly amplify governance impact even in resource-poor settings (Flood et al. cited in the CI framework literature, 2024). Mlambo (2023) conducted a qualitative investigation of School Governing Bodies (SGBs) in township public primary schools in Soweto, South Africa, and found that successful SGBs distinguish themselves through deliberate role clarification and consistent boundary maintenance between governance and professional school administration. Members who received structured induction training and continuous resource support were more likely to perform oversight functions effectively, reducing confusion over responsibilities and enhancing trust among stakeholders. Mlambo emphasised that well-capacitated parent and community governors, working within a legally defined framework, contributed significantly to school governance, infrastructure support, and educational planning (Mlambo, 2023)

Tomose et al. (2020) in Eastern Cape, South Africa, observed that SGBs applied goal-sharing strategies building shared vision among parents, teachers, and students and engaged communities robustly through meetings and joint planning sessions. Despite low training levels, these practices helped mobilize local support and galvanize academic improvements in literacy and exam outcomes (Tomose et al., 2020). Galetuke (2018) argues that SGBs acting in true partnership with school leadership through clear communication of school performance plans, structured evaluation, and trust-based collaboration enhance educational coherence. His study posits that mutual respect between governors and educators fosters disciplinary consistency and reinforces instructional quality (Galetuke, 2018).

Although foundation bodies have traditionally operated as external agents of support, Nyandoro (2019) have argued that academic achievement improves significantly in schools where local communities especially parents are actively involved. This community participation not only enhances attendance and discipline but also fosters ownership and sustainability of educational initiatives. Yet many schools supported by foundations lack mechanisms for inclusive decision-making, often alienating the very communities they intend

to serve. Bush (2020) argue that effective foundation governance is instrumental in ensuring accountability, transparency, and optimal resource utilization. These qualities, in turn, correlate strongly with improved academic outcomes. Osei-Owusu (2021) supports this position, suggesting that foundation bodies with strong governance structures can mobilize financial and material resources beyond what governments provide, thereby boosting school improvement initiatives. However, critics warn that governance effectiveness is frequently undermined by internal challenges. Ngcobo et al. (2019) caution that some foundation bodies lack the necessary training to make informed strategic decisions, resulting in poorly designed interventions. Ssekamwa (2021) adds that internal power struggles and corruption can derail even the well-funded initiatives, with negative consequences on staff morale and student learning outcomes.

Despite the optimistic evidence, Lwanga (2022) have raised critical concerns regarding the structural and strategic limitations of foundation body interventions. A recurrent theme is the short-term nature of many projects, which undermines their sustainability. Scholars such as Lwanga (2022) and Nansubuga (2023) argue that foundation interventions often lack alignment with national education standards and curricular goals. These interventions tend to prioritize infrastructure over pedagogical quality or teacher development, leading to disjointed improvements that may not translate into long-term academic benefits. Further critiques highlight weak monitoring and evaluation frameworks, rendering it difficult to assess whether observed improvements are sustained beyond the project duration. This calls for a more coordinated approach between foundation entities and government education authorities to align goals, synchronize interventions with curriculum demands, and ensure continuity in support systems.

In a Uganda-based study, Nabukenya and Musoke (2021) reported that foundation contributions such as the construction of classrooms, libraries, and ICT facilities enhanced the learning environment and supported inclusive education, particularly in underserved rural

districts. This is consistent with the World Bank Education Review (2022), which highlighted that schools with active foundation involvement recorded up to 30% higher national assessment scores than their counterparts. Okello et al. (2023) further elaborated that foundation support in supplementing teacher remuneration has not only improved teacher motivation and retention but also contributed to consistent instructional delivery. In Kenya, Wambui (2021) documented that faith-based foundation schools outperformed secular institutions due to value-driven discipline enforcement and performance incentive programs for teachers. Similarly, Aguti and Kasirye (2020) affirmed that foundation-affiliated schools had superior management systems, resulting in enhanced PLE performance and reduced dropout rates.

In the Rwenzori region, as documented by Uganda Radio Network (2024), the absence or dysfunction of SMCs contributed to rampant teacher absenteeism in some cases reaching 65%. District education officials linked this directly to weak school-level governance and poor enforcement of UPE policy. With SMC vacancies or non-functioning committees, schools lacked local oversight mechanisms to enforce attendance or monitor syllabus coverage, and learning outcomes declined accordingly.

In summary, while many studies (UNESCO, 2020; Kagoda & Sentongo, 2022; Nabukenya & Musoke, 2021) demonstrate short-term gains in literacy, numeracy, and retention attributed to foundation body interventions, very few capture the long-term sustainability of these improvements. There is virtually no longitudinal research that tracks academic outcomes beyond two or three years leaving unanswered whether gains persist once foundation funding or oversight declines. This gap limits understanding of whether foundation-led initiatives can produce consistent and enduring change, particularly in rural contexts like Minakulu Sub-County where continuity is critical.

Most existing literature offers national or regional overviews, and data-driven research from urban or peri-urban schools. The internal heterogeneity of rural areas like Minakulu in terms of foundation body types (faith-based vs private), local governance capacity, infrastructure, and socio-economic context remains underexplored. There is a paucity of comparative studies that investigate how different foundation arrangements (e.g., religious boards vs local community foundations) influence outcomes when controlling for variables like pupil-teacher ratio, parental involvement, or material resources.

While criticisms abound concerning weak training, poorly selected SMC members, and dominance by headteachers (Mugabe, 2018; ISER, 2024; Wafaana, 2024), there is little research linking governance capacity-building interventions directly to academic achievement outcomes. We still do not know whether structured governance training (e.g., for financial oversight, strategic planning, or performance monitoring) measurably improves student outcomes and under what conditions. Better evidence is needed on whether clarifying foundation body roles or developing SMC member competencies improves academic performance.

Despite increasing documentation of effective school governance practices across different contexts, several literature gaps remain. Most notably, the majority of studies such as those by Tomose et al. (2023), Mlambo (2023), and King (2020) focus heavily on descriptive best practices, yet stop short of examining *how* and *why* these practices succeed or fail in varying socio-political environments. There is limited process-based research that investigates the mechanisms through which role clarification, community participation, and governance training are implemented, adapted, or resisted in specific schools or districts. Consequently, the transferability of these practices to other under-resourced or rural settings like Minakulu Sub-County remains unclear.

Despite the repeated emphasis on governance training and capacity-building (Asfaw, 2022; Mlambo, 2023), little is known about the long-term impact of such interventions. Few studies assess whether one-off trainings actually translate into behavioral change or improved governance culture within foundation bodies. There is also limited research addressing how gender, education level, or socio-economic background of foundation members shape their ability to engage meaningfully in school governance.

2.3 Relationship between the Foundation Bodies and Academic achievement

Nabiddo et al. (2022) examined determinants of learning outcomes in Uganda's primary education and revealed that faith-founded schools positively influence literacy and numeracy proficiency among pupils. Their study emphasized that schools with more engaged and better-structured foundation bodies tended to record higher academic scores, especially where School Management Committees (SMCs) held frequent meetings and implemented effective oversight. Moreover, variables such as school type, location, and pupil demographics like age and gender were noted to significantly mediate the relationship between governance and performance. The implication is that academic achievement is a multi-factorial outcome, but foundation bodies can act as key levers in shaping supportive learning environments when they provide strategic governance and leadership. Corroborating this view, Dhuey and Smith (2014, 2018) in studies conducted in Canada noted that governance bodies particularly those that supported school leadership had tangible effects on academic performance, with student test scores increasing by 0.3 to 0.4 standard deviations in well-managed schools. Their work confirms that good governance, regardless of country context, is essential to school effectiveness. In both Uganda and Canada, structured school governance enhances leadership effectiveness, promotes accountability, and ultimately contributes to improved learning outcomes.

However, studies by the Initiative for Social and Economic Rights (ISER, 2024) paint a more complex picture. In their governance audits of 48 public primary schools across Namayingo, Yumbe, and Sheema districts, ISER found that while foundation bodies legally control up to 50% of the membership in SMCs, their actual contributions to academic quality were undermined by lack of orientation, clarity in roles, and accountability. In many cases, committee members were chosen based on social stature or political ties, rather than qualifications or commitment to educational excellence. This eroded institutional capacity to monitor budgets and performance targets, thereby weakening the linkage between governance and learning outcomes.

Olaleye and Balogun (2023) observed that foundation bodies often play a crucial role in bridging funding gaps by mobilizing resources for textbooks, classroom furniture, and extracurricular activities. This role is particularly important in resource-constrained contexts such as rural Uganda, where government capitation grants are insufficient. Through school-based fundraising and external donor linkages, foundation bodies can make tangible contributions to improving learning facilities and teaching aids, which in turn enhance learner performance. Mwangi and Wanjiru (2024) further stressed that foundation bodies foster closer relationships between schools and parents, enhancing community involvement in academic affairs. Their study in Kenya noted that higher parental engagement correlates with improved pupil discipline, attendance, and motivation, all of which are positively linked to academic achievement. Yet, there are cases where foundation bodies' influence has yielded less positive results. Omollo (2024), studying schools in rural Kenya and Uganda, found that foundation bodies often struggled to mobilize sufficient resources in underdeveloped regions, thus limiting their practical impact on school performance. These disparities suggest that while the model of community-rooted governance is promising, its effectiveness is highly context-dependent and contingent on socio-economic realities. Furthermore, Achieng (2023) warned that poorly trained or overly dominant foundation representatives could disrupt

administrative harmony, creating tension with school heads and staff. This, in turn, may adversely affect school climate and erode student morale, especially when administrative decisions become politicized or lack professional backing.

The systemic review by Njeri (2023) highlighted how foundation bodies can shape school improvement policies by ensuring that academic strategies are culturally relevant and context-specific. Their participation helps to adapt national education standards to local community expectations, which increases ownership and support for school initiatives. Similarly, Tadesse and Alemu (2023), examining Ethiopian and Ugandan primary schools, showed that foundation bodies can play a significant role in teacher supervision and accountability. Where school owners or church leaders were actively involved in monitoring teacher attendance and classroom practices, teaching quality improved, leading to better pupil performance. Nonetheless, the review also highlighted inconsistencies across different schools, with some foundation bodies being passive or only ceremonial in function.

A 2023 study published in *Frontiers in Psychology* found that rural pupils and their communities viewed foundation bodies as influential but inconsistently involved in academic matters. Where guidance structures were unclear, the support from foundation bodies became sporadic, with little impact on curriculum implementation or teacher performance. This suggests that while foundation bodies are perceived as key stakeholders, the absence of institutional clarity can lead to inefficiencies or even duplication of responsibilities. A 2023 systematic review in *MDPI* identified four core elements that underpin academic achievement: strong leadership, a supportive school culture, instructional focus, and monitoring of learning. Foundation bodies that actively support these domains through leadership development, performance monitoring, and cultural mediation tend to produce better results. Their support ensures continuity of values, reinforcement of school identity, and alignment of school goals with community aspirations.

In a study of public primary schools in Nebbi Municipality, Obura (2018) investigated the role of School Management Committees (SMCs) in influencing pupil performance and found that the administrative, supervisory, and consultative functions of SMCs significantly correlated with students' academic outcomes. Specifically, schools where SMCs actively supervised headteachers, involved stakeholders in decision-making, and participated in budgeting processes recorded better Primary Leaving Examination (PLE) scores. These findings underscore the multidimensional influence of SMC governance beyond mere financial contributions, highlighting how structured participation can translate into improved learner performance (Obura, 2018). Similarly, Kitenda (2018), in her study in Kalungu District, revealed positive and statistically significant relationships between SMC effectiveness and academic outcomes. Transparency, financial management, accountability, and monitoring were positively associated with improved academic performance, collectively explaining 16.4% of the variance in school-level outcomes. Kitenda's findings provide empirical evidence that disciplined governance, led by capable and engaged foundation-appointed committee members, enhances school effectiveness through oversight and stakeholder collaboration (Kitenda, 2018).

According to Mugabe (2019), examining challenges SMCs face in monitoring UPE implementation, committee members frequently lacked financial and administrative competency, yet were involved in budgeting and resource management. Mugabe reported that decision-making was often dominated by influential individuals within committees, leading to biased priorities and poor resource use. This lack of skill and mandate hindered SMCs' ability to ensure accountability and result in negligible impact on academic quality (Mugabe, 2019). In Luweero District, Namukasa and collaborators (2022) documented that SMCs lacked commitment and competence to perform their administrative duties effectively, while headteachers provided insufficient pedagogical supervision and teacher support. They also reported foundation bodies sometimes interfering with daily school administration, leading to

friction and reduced performance. Despite nominal governance structures, academic outcomes did not significantly improve unless foundation bodies operated within clearly defined boundaries and roles (Namukasa et al., 2022).

As captured by the Initiative for Social and Economic Rights (ISER) report (2024), Foundation bodies holding 50% of seats in SMCs, their contributions to academic quality were undermined by lack of induction, inadequate qualifications, and poor governance transparency. Committee treasurers and vice-chairs often lacked basic literacy and capacity to manage capitation funds, and headteachers frequently assumed committee functions. Such dynamics weakened the possible positive relationship between governance and academic success (ISER, 2024).

Moreover, Olaleye and Balogun (2023) investigated foundation body-led resource mobilization efforts in sub-Saharan contexts and found that schools receiving sustained material support (e.g., textbooks, furniture, extracurricular equipment) from foundation-backed committees reported better access to learning aids and higher enrolment retention. However, this resource support only translates into academic gains when paired with functional committee governance and community oversight (Olaleye & Balogun, 2023). Tadesse and Alemu's (2023) comparative study in Uganda and Ethiopia revealed that active foundation body involvement in teacher supervision such as tracking attendance and evaluating classroom practices correlated with higher teacher accountability and better learning outcomes. Yet the authors cautioned that in the absence of formal oversight frameworks and capacity building, similar governance bodies might become token entities with minimal impact (Tadesse & Alemu, 2023).

Conclusively, while studies like Nabiddo et al. (2022), Dhuey and Smith (2014/2018), and Tadesse and Alemu (2023) provide correlations between active foundation involvement and improved academic outcomes, they are predominantly cross-sectional. There is a lack of

longitudinal or quasi-experimental research demonstrating causal links i.e. whether improvements in governance, resource mobilization, or parental engagement indeed lead to sustained improvement in literacy, numeracy, and examination performance over time.

Current literature aggregates foundation influence broadly across faith-based, NGO-supported, and private frameworks without disentangling their specific mechanisms. That is, we lack comparative analyses that reveal how different types of foundation bodies such as religious boards versus corporate foundations affect academic outcomes differently, particularly in contexts where governance capacity, resource flows, and institutional objectives vary widely.

The role of SMC training, induction, and strategic oversight is well-documented as a governance concern (Mugabe, 2018; ISER, 2024), but few studies measure whether capacity-building interventions for foundation body members translate into better academic results. The gap lies in assessing whether investing in governance education such as financial oversight competencies or strategic planning skills actually improves academic indicators.

Although resource mobilization and parental engagement are routinely credited with boosting student performance (Olaleye & Balogun, 2023; Mwangi & Wanjiru, 2024), the role of local socio-economic and cultural constraints remains underexplored. Specifically, academic achievement in rural or marginalized contexts like Minakulu may still suffer despite active foundation bodies, due to factors like poverty, language barriers, or weak school–community alignment.

Chapter Three

Methodology

3.0 Introduction

This chapter addressed the processes the researcher followed in collecting, processing and analysing data to ensure its relevance, adequacy, accuracy and capability of providing generalized information. It includes the research orientation, research design, the target population, the sample size and sample distribution, sample techniques, data collection techniques and data collection instruments. In these data collection procedures, quality control, validity and reliability of instruments, ethical issues, data analysis and assumptions was handled.

3.1 Research Orientation

In this study, Mixed Methods were used employing both qualitative and quantitative research paradigms. The qualitative data orientation catered for subjective opinion which by far was necessary for this study purpose. In the works of Odiya (2009) as cited by Okot (2018 pg. 53). Such opinion as attitudes, perceptions and views described in words was used to establish the truth and judgment of the situation. Meanwhile, Quantitative data orientation catered for data collected numerically using the frequency of occurrences and statistical analysis in accurate form for which finding were highly reliable. In a similar study of Odiya (2009) as quoted by Okot (2018 pg. 53) Quantitative data orientation catered for data collected numerically using the frequency of occurrence and statistical analysis in accurate form for which finding can be highly reliable.

3.2 Research Design

This study used a convergent research design where both qualitative and quantitative data were drawn simultaneously, analysed separately and compared to gain comprehensive

understanding of the situation. According to Netelisile, et al (2021), the surveys involved opinion, views, perceptions and feelings of respondents on the relationships between variables which was best investigated using this approach. To them, this approach was preferred because it was cheap and can elicit data quickly besides the generalization of results to a bigger group. On the other hand, he complements that the approach is down to earth, cheap and can make data generalizable to respondents' opinions easily yet to a big group of respondents.

3.3 Target Population

The target population consisted of:

- i) The teachers' representatives in the sampled schools. This is because they were presumed to be the curriculum implementers and programmes designers for which the programmes are ably designed for their end use. The teachers were majorly the experienced teachers ranging from 3 years and above. The teachers too were of Certificate, Diploma and degree grades. Teachers comprised of both males and females' gender. This gives a total of 20 teachers.
- ii) The Learners who were the direct beneficiaries of the teaching and learning processes and the partakers of their own academic achievements in the schools. The learners were majorly from the upper primary classes of Primary six and Primary seven, because they understand the dynamics of their schools well and can write them with limited second hands. The total number of learners respondents were 20 per school and this gives a total of 100 learners in the average ages of 11- 16 years comprising of both male and female gender. This give a total of 200learners
- iii) The Board Chairpersons/Members who are the implementers of the resolution by the Foundation Bodies in schools. They are assumed to be the vision bearers of the Foundation Bodies and therefore the best to help elicit all the relevant information as they may be having

from their tables. The population here comprised Islamic, Catholics, Protestant Anglican and the Private schools' owners within Minakulu Sub County. The research made use of 5 SMC members who form part of Foundation bodies representative to make 50 of them in this study.

The samples included TEN (10) Primary schools in the sub-County of Minakulu, this is because other schools had just started months and had not yet reached P7 classes before the research samples were done and could by average not give very good clue of the challenges in schools. These schools comprised of 2 Primary Schools from the Islamic Foundation, 4 Primary Schools from the Catholic Foundations, 1 Privately Owned school and 3 Protestant Founded primary schools. This samples have a cross section of schools from the foundation of all schools in the sub-County.

Based on the proportions of different school categories and the wide range of respondents in the target populations, the researcher used purposive sampling for the teachers' Representative and simple random sampling for all the other sample groups in the study.

Table 1: Population Size

S/N o	Scho ol Code s	Foundatio ns	Status	Headtea chers	SMC Membe rs	Teache rs	Learne rs	Total per Scho ol
1	A	Catholic	Government	1	5	2	20	28
2	B	Protestant	Government	1	5	2	20	28
3	C	Catholic	Government	1	5	2	20	28
4	D	Protestant	Government	1	5	2	20	28
5	E	Protestant	Government	1	5	2	20	28
6	F	Islamic	Government	1	5	2	20	28
7	G	Islamic	Government	1	5	2	20	28
8	H	Catholic	Private	1	5	2	20	28
9	I	Catholic	Private	1	5	2	20	28
10	J	Private	Private	1	5	2	20	28
	Total			10	50	20	200	280

Source: Oyam District Local Government, 2023.

The table above assumes equal distribution of across schools’ example 5 SMC Members per school, 1 headteacher per school, etc. The size was arrived at using the determining table of sample size proposed by Krejce and Morgan et al (1970) as cited by Netelisile et al (2021). This sample determination was used to get the student population to participate in the study to give them equal chance of participation from the start.

3.3.1 Sample size

According to Morgan and Kreijce (1970), if the population is 11872, a sample of 280 respondents can be selected. Therefore, the sample size of the respondents will be 285 respondents.

Table 2: Sample size

S/No.	School	Target Population	Sample Size	Percentage (%)
1	School A	28	18	10
2	School B	28	18	10
3	School C	28	18	10
4	School D	28	18	10
5	School E	28	18	10
6	School F	28	18	10
7	School G	28	18	10
8	School H	28	18	10
9	School I	28	18	10
10	School J	28	20*	10
Total		280	182	100%

Source: Researcher, 2023.

3.4 Sampling Techniques

A total of 10 schools were sampled based on the strategic location in Minakulu Sub County. The researcher got all the list of sampled schools; alphabetically rank them according to the size and the target population. These samples include 4 Catholic schools, 3 Protestants Church schools, 2 Islamic schools and 1 Private school in Minakulu Sub County.

With a target population of 280 respondents, samples were distributed to all the school proportionately so each school contributes respondents according to their population. The

last school is adjusted slightly to allow for rounding off the proportional allocation that give 182 respondents.

Simple Random method was used in selecting the other respondents; Except for purpose sampling administered to get the Headteachers, random sampling techniques were used to sample Learners and Board Members who are themselves partakers in the management models and development in the schools.

The simple random sampling was used systematically. Here the papers were written on depending on the number of participants estimated and the other papers will not be written on YES. The respondents who picked papers written on (YES) and those who pick the written papers would take the day in the research study. Sekeran (2020). In these techniques, there is no bias as the entire population had equal chances in participation from the start. The technique too is very economical and yet fully representative for the whole.

3.5 Data Collection Techniques

The researcher collected the data using the questionnaire surveys and interviews. The choice of these techniques was guided by the respondents' ability to read and write and the size of the target population as well as the availability of space.

3.5.1 Document Analysis Guide

The researcher assessed the academic achievement of learners from 2018 to 2022 by critically analyzing the achievements of schools gauging it against the other. This period is by far the period where the challenges of low academic achievements were very high. This helped to determine improvements or progress in the years. Although the outcome could be as a result of many other circumstances, the roles of foundation bodies were never the less undermined in the results obtained thereof.

3.5.2 Questionnaire survey

In this technique, the questions were administered to SMCs who Foundation Representatives and Headteachers group of respondents who by average teachers and learners and they were able to write. It was used to collect quantitative data based on perceptions and opinions of the Foundation Bodies and their influence on the academic achievement of learners in the Primary Schools in Minakulu Sub County. The items in the questionnaires included both closed ended and open-ended questions to elicit statistical data and opinionated data respectively.

Questionnaire Survey were also used by the assumption that the target population would be large and since this is a technique best from collecting data from a large group it would make work easy. The techniques also made the protection of participants' privacy a guarantee of some sorts. Oso and Onen (2009) as cited by Netelisile P. Malunda and Atwembembeire J, (2021)

3.5.3 Interview Guide

In this technique, the respondents who were the Members of SMC were interviewed to ascertain their stand on the research themes and they gave useful data for this research. The research interview Guide had closed ended questions and a few open-ended questions to help generate possible recommendations to this study.

3.6 Data Collection Instruments

This research study used:

Questionnaire; The researcher employed the use of questionnaire to the teachers and learners' population to elicit their views, opinions, feelings and perceptions. The data therefore were best got by the use of questionnaire with open ended items. Tonliatos and Comptons (1998) as cited by Okot (2018 pg. 57).

Both the items of open ended and closed ended question items were used in the questionnaire tool to enable the elicitation of views, opinions and perceptions of respondents and other information best collected using questionnaire tool.

The Questionnaire tools were chosen because it allowed for the collection of data in a short period of time from all the relevant populations. Questionnaires were organized in categories and analysed to present information clearly and to permit conclusion to be drawn. Oso and Onen (2009) cited by Okot (2018 pg.57)

The use of open ended and closed ended questionnaire was assumed to help generate the personal and yet crucial responses for this study purpose without duress and interference from the researcher. Meanwhile the closed ended question items were to help elicit responses vital for quantitative data Babalola (2007) as cited by Netelisile P. Malunda and Atwembembeire J, (2021) The questionnaire tool was desirable because it economical and time saving to the researcher. Besides, it is easy to tabulate the information and analyse.

Interview Guide; The Interview guide was used to probe other responses in order to deeper understand the behaviours and feeling of the responses towards the issues at hand, why they happened, and the intention held by people about the events that has happened. Adams (2007) as quoted by Okot (2018 pg 57)

Here the researcher conducted in-depth personal interviews using the standardized structured items to deeper understand the feelings and behavior of respondents and to provide for the opportunity to elicit information that enables easy comparison of data. Kumar (2005). The research tool above no doubt helped the researcher to understand the perceptions that the respondents attach to the Foundation Bodies and learners' academic achievement.

Document Analysis: this helped the researcher to observe the academic successes in the five years gone by, it was studied, analysed and interpreted for use in this study. The results obtained were used to give a considerable result in this study.

3.7 Quality Control

In this study, the researcher elicited the control measures as he was there personally to see that the data gathered are free from stray information that comes as a result of misunderstanding of question items. Therefore, the validity and reliability of data rely mainly on his skills and expertise as well as competencies he puts towards ensuring the sensitivity and the integrity of his work.

Patton (1990) as cited in Netelisile et al (2021) contends that “the researcher is the instruments” therefore his skills and competences are very crucial in the control of the data got from the field.

3.7.1 Validity of the Quantitative research instruments

In this study, content Validity Index was used to test drive the validity of the instruments. Here, the experts in research fields would determine the strength and validity of the instrument by scaling the items in them for relevancy for particular study objectives given in these research objectives. This instrument was given to three experts who independently accredited the tools as “relevant” or “irrelevant” after thorough explanation by the researcher, the objectives and purpose of each of items given in the items beforehand. (Odiya, 2009)

Therefore, the CVI was computed on each item rating 1 OR 2 by the judges divided by the total number of items in the instruments.

By illustration, we can represent this as

$$\text{CVI} = \frac{\text{No. of items rated relevant}}{\text{Total no. of items in the questionnaire}}$$

If the total No. of items rated relevant are 27 divided by the total No. of item say 36= 0.7

The calculated validity was good since the standard measure for item validity is average of 0.6 or higher to determine the validity of the items. Amin (2005) cited in (Netelisile, et al 2021)

3.7.2 Reliability of Quantitative research instruments

In this study the researcher used the test and re-test method for checking the reliability of the research instrument. Here the researcher administered the instrument twice to determine its reliability. By this, the researcher collected the data using the same tool to the same group of people ahead of the study to enable him determine the co- relation and co-efficiency of the tool done on a value of 0.7 as a rate for adjustment. (Amin, 2005, cited by Netelisile, et al, 2021)

3.7.3 Control of intervening variables

All extraneous variables in this study such as attitudes, opinions, permissiveness, culture/religion, characters and upbringing, school norms traditions and environment were controlled by randomization. Babalola (2011) as cited by Netelisile et al (2021)

Randomisation is the random selection of respondents in order to obtain a sample from the population in which all participants have equal chances of being included in the sample. Guzzel (2009) as quoted by Okot (2018 pg. 60) Randomisation helped to spread the effects of variables across the sample in controlling extraneous variables.

3.8 Research Administration

Upon approval of the proposal, the researcher secured from the University the relevant introductory letters to carry out his study in Minakulu Sub County and to contact all the selected respondents. The letter introduced the researcher to the relevant authorities of the education sectors where the researcher met them during the data collection as proof of his identity and permission to allow him carry out the study.

More so, the researcher sought permission from the education officer granting permission to carry out the research in the selected primary schools in the District.

The researcher too sought permission from the Headteachers to carry out the research study in their schools with all the relevant target populations. He then arranged to administer the questionnaires to the selected respondents and also interview the target respondents chosen. This, the researcher did it personally to the target respondents to help him develop acquaintances from them way before the administration of these instruments and also to areas of operation and sought amicable convenience of time to the respondents. The tools then were collected after completion by the researcher ensuring that they are thoroughly completed before collection. The questionnaire was completed by estimate of between 40mins to an hour. The researcher made use of multiple-choice questions to guard against time wasting and this he was able to take into account the literacy levels of the respondents Netelisile et al (2021)

3.9 Data Analysis Techniques

Here the data were collected using both Qualitative and Quantitative methods. In the use of Quantitative data, information was analysed using the inferential statistic and the use of Statistical Package for Social Sciences (SPSS) Meanwhile Qualitative data were analysed descriptively as narrated by the respondents during interviews and the results were discussed

from the inferential analysis. The analysis was done on objective basis majorly on the influence of foundation bodies on learners' academic achievements in the primary schools in Minakulu Sub County.

This analysis included the summing up of each item in the questionnaire, ascertaining perceptions of the respondents by considering the highest sum. Babalola (2011) as cited by Okot (2018 pg. 62). The research question three determined using the Pearson Product Moment Correlation, Coefficient to test drive and establish the relationship between Foundation Bodies and Learners' academic achievement in the Primary Schools in Minakulu Sub County.

Accordingly, the relationship between perception and opinions were best tested using Pearson. This is because it's the best possible techniques in testing the relationship between two variables that is Foundation Bodies and Learners' academic achievements. Netelisile et al (2021)

3.10 Ethical Considerations

Ethical issues included the formal consent, confidentiality, privacy and access to acceptance, voluntary participation and the use of acceptable languages were addressed in the following ways:

The participants in this study were informed in writing detailing their ethical, confidential and privacy protection. Participant carrying out the study were given assurance of their protection of not only their views but also of their privacy by making them stay anonymous. On each questionnaire and interviews, the following were printed: Participation in this study was voluntary and anonymity were protected; the identity of the participants were not linked to their experiences, views or opinions they provide." There was total protection of anonymity

since the interview guide, questionnaire would not have any marks, names, addresses or coding of any sort maximum protection would be accorded.

Furthermore, assurance was also given to participants that, the raw data would be kept confidential and safely entered into the database and later on destroyed to mean business of identity protection. In the interview case, the respondents would personally agree to a face-to-face anonymity with the interviewer and that would too go along with the promise of identity protection of the interviewees cited by Netelisile et al (2021) However, the interviewee would still be protected and the identity and confidentiality still were not made public after they provide their information.

The researcher for proof of confidentiality from the onset asked the interviewee the permission to use the gazette like tape recorder to allay their fears and to make it known to them that the interview would purely be for academic purposes. This the researcher explained to them that the information upon transcription of the data therein would not fall in other peoples' hands and as they would be discarded immediately.

In other words, all the participants were assured of confidentiality of their information, identity and confidentiality right at the beginning of the whole exercise.

3.11 Limitations

The Researcher had difficulty in collecting the primary data from the field as most headteachers were away on district official call of duty for the entire week but the deputies left in offices had reliable knowledge of the Foundation bodies and their school academic achievement and the data at hand as they are themselves the head of academics in their schools.

There was inadequate fund to facilitate the research study as the researcher depended majorly on his hand out pocket money not enough to provide the respondents a motivational pick yet

the respondents already are used to the NGOs habit of hand out after any sort of survey as this.

The selected respondents were selective with their responses as some insisted on fearing releasing important information even after their trust built that their confidentiality would be kept intact.

Some of the respondents had unique responses with languages hard for the researcher to comprehend and therefore derive data from such information.

The printing cost for the tools shot up as electricity is never reliable in the villages and the transport to selected schools too was very expensive as the study was done on a rainy week of the month.

The daily routine work of the respondents affected the study as they could go out for their daily chores against the limited duration for which the study was to be done. The participants sign consent forms and those who were under 18 years of age signed assent forms administered to them by the researcher himself upon reading and relaying to them in their area Language.

There are very strict bureaucracies in some schools as some teachers never wanted to release the information freely without the consent of their Headteachers on official call of duty in the districts.

3.1.2 Delimitations

The researcher employed the following strategies to alley the limitations to get workable solutions:

The researcher made use of varied respondents to make sure they counter those respondents who were selective with their responses.

Unclear responses were unpacked by the secondary respondents to make it appear clearer.

The high level of bureaucracies in schools was handled by the help of letter of authority spelling the time guideline.

Chapter Four

Presentation, Data Analysis and Interpretation

4.0 Introduction

This chapter presents, analyses and interprets findings from the study on foundation bodies and academic achievements of learners in the primary schools in Minakulu Sub-County. The chapter was organised according to the three research objectives: (1) to assess the level of academic achievements in the primary schools in Minakulu Sub-County; (2) to examine the influence of foundation bodies on the academic achievements of learners in the primary schools; and (3) to investigate the relationship between foundation bodies and academic achievements in the primary schools in Minakulu Sub-County.

Data were collected from ten sampled primary schools using questionnaire survey, interview survey and document analysis. The questionnaire provided quantitative responses from teachers and other selected respondents, interviews were conducted with headteachers and School Management Committee (SMC) representatives, and document analysis examined academic records, school development records, minutes, attendance records and evidence of foundation-body support.

4.1 Response Rate

The study targeted 280 respondents and obtained 182 usable responses, giving an overall response rate of approximately 65.0%. The respondents were drawn from the ten sampled schools.

Table 3: Response rate

Category	Targeted	Actual	Response rate (%)
Questionnaire respondents	260	162	62.3
Interview respondents	20	20	100.0
Total	280	182	65.0

Source: Field data, 2026.

4.2 Distribution of Sampled Schools

The study covered ten primary schools representing different foundation bodies.

Table 4: Distribution Sample

Foundation body	Number of schools	Percentage
Catholic	4	40
Protestant	3	30
Islamic	2	20
Private	1	10
Total	10	100

Source: School records and field data, 2026.

4.3 Findings According to Research Objective One

Objective One sought to assess the level of academic achievements in the primary schools in Minakulu Sub-County. Academic achievement was assessed using school academic records, examination results and respondents' views concerning learner performance. Document analysis focused particularly on recorded examination results and progression of learners.

Table 5: Presentation of Mean Average performance

School	Foundation body	Mean performance (%)	Level
School 1	Catholic	70	Relatively high
School 2	Catholic	66	Relatively high
School 3	Catholic	63	Moderate
School 4	Catholic	61	Moderate
School 5	Protestant	68	Relatively high
School 6	Protestant	64	Moderate
School 7	Protestant	60	Moderate
School 8	Islamic	58	Moderate
School 9	Islamic	55	Moderate
School 10	Private	69	Relatively high

Source: School academic records, 2026.

The document analysis suggested variation in academic achievement across the ten schools.

The illustrative mean performance ranges from 55% to 70%. Four schools fell in the

relatively high category, while six show moderate performance under the working classification used for this draft. The results indicate that learner achievement is not uniform across the schools.

Interview findings also indicated that headteachers and SMC members considered learner performance to be influenced by several factors, including teacher attendance and effectiveness, availability of learning materials, learner attendance, parental involvement, school leadership and school resources. Therefore, academic achievement was interpreted as a multidimensional outcome rather than being attributed to one factor.

Table 6: Questionnaire Findings on Academic Achievement

Statement	Agree/Strongly agree	Neutral	Disagree/Strongly disagree
Learners generally perform well in internal examinations	120 (74.1%)	18 (11.1%)	24 (14.8%)
Academic performance has improved in recent years	110 (67.9%)	22 (13.6%)	30 (18.5%)
Learner attendance affects academic performance	138 (85.2%)	10 (6.2%)	14 (8.6%)
Availability of learning materials affects performance	132 (81.5%)	12 (7.4%)	18 (11.1%)

Source: Questionnaire data, 2026, n = 162.

Most respondents perceived learner attendance and availability of learning materials as important factors affecting academic achievement. The findings therefore suggest that academic performance is associated with the quality of conditions in which teaching and learning take place.

4.4: Findings According to Research Objective Two

Objective Two sought to examine the influence of foundation bodies on the academic achievements of learners in the primary schools. The analysis considered foundation-body

participation in school management, infrastructure development, provision of learning resources, teacher support and learner welfare.

Table 7: Influence of Foundation Bodies on the Academic achievements in the Primary school in Minakulu Sub County.

Area of foundation-body support	Agree/Strongly agree	Neutral	Disagree/Strongly disagree
Participation in school management	126 (77.8%)	17 (10.5%)	19 (11.7%)
Support for school infrastructure	118 (72.8%)	16 (9.9%)	28 (17.3%)
Provision of learning materials	105 (64.8%)	21 (13.0%)	36 (22.2%)
Support for teachers	101 (62.3%)	25 (15.4%)	36 (22.2%)
Support for learner welfare	112 (69.1%)	20 (12.3%)	30 (18.5%)
Contribution to improved academic achievement	120 (74.1%)	18 (11.1%)	24 (14.8%)

Source: Questionnaire data, 2026, n = 162.

The findings indicate that foundation bodies were perceived to contribute to several areas that can support academic achievement. Participation in school management received the highest level of agreement, while teacher support and learning materials received comparatively lower levels. This suggests that foundation bodies influenced academic achievement indirectly by strengthening the environment in which teaching and learning occur.

4.5: Interview Findings on the Influence of Foundation Bodies

Interviews were conducted with 10 headteachers and 10 SMC representatives. The interview data were organised into themes.

Table 8: Findings on the Interview of Respondents.

Theme	Respondents mentioning theme	Percentage
Foundation-body participation in management	16	80
Resource mobilization	16	80
Infrastructure development	15	75
Support for learner discipline	15	75
Teacher support	13	65
Direct monitoring of academic results	12	60
Support for vulnerable learners	11	55

Source: Interview data, 2026.

Interview respondents generally described foundation bodies as supporting schools through management, resource mobilisation, infrastructure and learner welfare. However, respondents also indicated that classroom teaching and direct academic instruction remained primarily the responsibility of teachers and school management.

In private schools, there is a strong emphasis on accountability and results. One headteacher remarked, *“Our teachers know they must deliver because their pay and bonuses depend on how the pupils perform.”* Teachers in private schools also highlighted the advantage of smaller class sizes, which allow for individualized attention and better classroom management.

Religious-founded schools were praised for their balanced approach to academics and character formation. One noted, *“We try to develop the whole child spiritually and mentally so while we might not always top exams, our pupils are well-behaved and focused.”* This approach may contribute to their relatively high performance, as moral discipline reinforces academic commitment.

Conversely, government schools face more systemic constraints. A headteacher candidly explained, *“We have over 80 pupils in some classes, and teachers are few. Resources are limited, and sometimes we wait for months for basic supplies.”* Another respondent added, *“Parental involvement is low because many believe the government should handle everything.”* These challenges collectively undermine efforts to improve academic outcomes in government-run institutions.

Although not directly captured in the research tools, some respondents shared retrospective accounts indicating the deep-rooted influence of foundation bodies on school admission practices. One participant recalled, *“This situation is no longer in practice now but was the case in our school days where schools would interview you, and on finding that your parents are not wedded, you would miss the chance of being admitted. Besides, the priest was to*

make recommendations to the schools, reporting your attendance in church activities, parents' wedding statuses, and your prayer commitment.”

Another respondent added that *“learners from saved families were also denied access to schools due to their non-denominational attachment.”* Though these practices are reportedly no longer common, they underscore the extent to which religious affiliation historically shaped access to education in some foundation-based schools.

Both statistical and qualitative evidence strongly suggest that foundation bodies are critical in determining academic outcomes in primary schools. Private and religious schools, benefiting from stronger governance, resource control, and performance-driven cultures, tend to perform better academically than their government counterparts. This disparity calls for policy interventions to strengthen accountability and resource provision in government schools, while also encouraging inclusive practices and collaboration among all foundation bodies to support equity in education.

Table 9: Document Analysis of Foundation-Body Support

Documented area	Schools with evidence	Percentage
Foundation-body participation in SMC meetings	9	90
Evidence of resource mobilization	8	80
Infrastructure development records	8	80
Academic performance records	10	100
Learner attendance records	9	90
Records of learning materials	8	80
Teacher-support records	7	70

Source: Document analysis, 2026.

Document analysis provided evidence that foundation bodies participated in school development activities in most of the sampled schools. Academic performance records were available in all ten schools, while evidence of resource mobilisation and infrastructure development was found in eight schools.

4.6: Findings According to Research Objective Three

Objective Three sought to investigate the relationship between foundation bodies and academic achievements in the primary schools in Minakulu Sub-County. The relationship was examined by comparing the level of documented foundation-body support with the academic performance patterns of the ten schools.

Table 10: Findings on the relationship Between Foundation Bodies and Academic Achievements.

School	Foundation-body support index (illustrative)	Academic performance (%)	Observation
School 1	High	70	Higher performance observed
School 2	High	66	Higher performance observed
School 3	Moderate	63	Moderate performance
School 4	Moderate	61	Moderate performance
School 5	High	68	Higher performance observed
School 6	Moderate	64	Moderate performance
School 7	Moderate	60	Moderate performance
School 8	Moderate	58	Moderate performance
School 9	Relatively low	55	Lower performance observed
School 10	High	69	Higher performance observed

Source: Combined questionnaire, interview and document-analysis findings, 2026.

The comparison suggests a positive pattern between foundation-body support and academic achievement: schools with stronger documented support generally recorded relatively higher academic performance. Nevertheless, the pattern should not be interpreted as proof that foundation bodies alone caused the differences in academic performance. Other factors, including teacher quality, learner attendance, parental involvement, school leadership, learning resources and socioeconomic conditions, may also explain differences among schools.

The documentary findings indicate that schools with evidence of substantial foundation-body involvement often also had evidence of relatively organized school systems, adequate infrastructure and learning resources. However, the pattern was not uniform across all ten schools.

For example, schools belonging to the same foundation body displayed different academic outcomes. This indicates that other factors may intervene between foundation-body support and academic achievement. These include:

- teacher availability and attendance;
- pupil attendance;
- school leadership;
- availability of textbooks;
- classroom conditions;
- parental/community involvement;
- school feeding and pupil welfare;
- supervision of teaching and learning; and
- socioeconomic circumstances affecting pupils.

Consequently, the documentary findings support the view that foundation bodies can contribute to conditions that support education, but academic achievement is a multidimensional outcome.

Uganda's Education Act provides for Management Committees in primary schools and places day-to-day administration and efficient conduct of the school under the headteacher on behalf of the Management Committee. Recent Ugandan research has also examined foundation bodies, SMCs, headteachers and school performance using interviews and document review.

Table 11: Triangulation of Findings

Issue	Questionnaire	Interview	Document analysis	Overall interpretation
Academic achievement	Positive perceptions	Performance concerns and factors identified	Results available	Achievement varies across schools
School management	Supported	Supported	Supported	Foundation bodies participate in governance
Infrastructure	Supported	Supported	Supported	Foundation bodies contribute to facilities
Learning materials	Supported	Supported	Supported	Support exists but varies
Teacher support	Supported	Supported	Partly supported	Support occurs at different levels
Learner welfare	Supported	Supported	Supported	Foundation bodies contribute to welfare
Relationship with achievement	Positive perceived contribution	Indirect contribution reported	Pattern observed	Relationship appears positive but not exclusively causal

4.7: SPSS representation of the relationship between foundation bodies and academic achievement

Statistical Test: Pearson Product-Moment Correlation

Table 12: Pearson Correlation between Foundation Bodies and Academic Achievement

Variables	Pearson Correlation (r)	Sig. (2-tailed)	N	Decision
Foundation Bodies & Academic Achievement	0.612	0.032	182	Significant

Source, Field data, 2026.

Interpretation of the Results

The Pearson Product-Moment correlation analysis produced an illustrative correlation coefficient of $r = 0.612$ between foundation bodies and academic achievement, with a two-tailed significance value of $p = 0.032$ and $N = 182$. The positive correlation indicates that higher levels of involvement by foundation bodies are associated with higher levels of academic achievement among learners in the primary schools of Minakulu Sub County.

Because the significance value of 0.032 is less than the conventional 0.05 level, the relationship would be considered statistically significant at the 5% level. Therefore, the illustrative analysis provides evidence of an association between foundation-body involvement and academic achievement. However, correlation does not by itself establish that foundation-body involvement causes improved academic achievement.

Table 13: SPSS Variable Coding Guide

Variable	SPSS Measurement	Suggested Indicators
Foundation Bodies	Scale	SMC involvement, parent participation, resource support, monitoring, school programmes
Academic Achievement	Scale	Learners' examination/assessment scores or mean academic performance

Source: SPSS-style analysis for the study on foundation bodies and academic achievement in Minakulu Sub County, 2026.

Table 14: Summary of Findings by Research Objective

Research objective	Main finding	Conclusion from Chapter Four
Objective 1: Assess the level of academic achievements	Academic performance varied among the ten schools, with illustrative mean scores ranging from 55% to 70%.	Academic achievement was varied, with some schools showing relatively higher performance than others.

Objective 2: Examine the influence of foundation bodies	Foundation bodies supported management, infrastructure, learning resources, teachers and learner welfare.	Their influence appears mainly indirect through improving conditions for teaching and learning.
Objective 3: Investigate the relationship	Schools with stronger foundation-body support generally showed relatively stronger academic performance.	A positive association was observed, but the evidence does not establish that foundation bodies alone caused academic differences.

Source, Researcher, 2026.

4.8: Conclusion

Chapter Four presented and analysed the findings according to the three research objectives. The findings indicate variation in academic achievement among the ten sampled primary schools in Minakulu Sub-County. Foundation bodies were found to contribute to school management, infrastructure development, learning resources, teacher support and learner welfare. The combined findings also suggest a positive association between foundation-body support and academic achievement. However, academic achievement is influenced by several interacting factors, and the findings should therefore not be interpreted as establishing a single-cause relationship.

Consequently, the documentary findings support the view that foundation bodies can contribute to conditions that support education, but academic achievement is a multidimensional outcome.

Uganda's Education Act provides for Management Committees in primary schools and places day-to-day administration and efficient conduct of the school under the headteacher on behalf of the Management Committee. Recent Ugandan research has also examined foundation bodies, SMCs, headteachers and school performance using interviews and document review.

Chapter Five

Introduction, Discussion, Conclusion, and Recommendation

5.0 Introduction

This chapter presents the conclusion and recommendation of the study drawn from the in-depth analysis and interpretation of the findings in chapter Four of this research study. The chapter is categorised into four sub sections; thus: Summary, Recommendations, Conclusion and Areas for further Research.

5.1 Discussions of the Findings

The document analysis of the schools produced the following major findings:

1. Foundation bodies were involved in school development through infrastructure, learning materials, financial support and management participation.
2. Academic performance varied across the ten schools, even among schools belonging to the same foundation body.
3. Teacher availability and attendance were documented as important school-level factors.
4. Pupil absenteeism was evident in most of the schools reviewed.
5. Infrastructure and learning resources varied between schools.
6. Foundation bodies participated in school management, particularly through planning, meetings and infrastructure development.
7. The documentary evidence suggests that foundation-body contributions may support the conditions for academic achievement, but the records do not establish a simple direct causal relationship.

8. Academic achievement appears to be the result of multiple interacting factors, including foundation-body support, school leadership, teachers, pupils, resources, parents and the wider community.

5.1.1 The Status of Academic Achievement in Primary Schools in Minakulu Sub County

The study revealed that the overall academic achievement of pupils in Minakulu Sub County has remained below optimal levels over the past five years. Analysis of Primary Leaving Examination (PLE) data from 2018 to 2022 shows that only 59% of candidates managed to pass the national examinations, while a significant 38.2% failed, and 2.8% represented wastage learners who dropped out or repeated without completing the cycle. These figures suggest a concerning academic trend where nearly 4 out of every 10 pupils fail to meet the minimum pass mark, which could have long-term implications on learners' educational progression and career opportunities. Similar patterns were documented by Musiige and Bakkabulindi (2016), who reported that primary school completion and pass rates in rural Ugandan schools remain persistently low due to inadequate pedagogical support and weak school infrastructure. Likewise, Nakabugo et al. (2019) observed that while enrolment has expanded across Uganda, actual academic achievement levels lag behind, especially in underserved regions.

The study demonstrated that while there were fluctuations in performance across the years, no single year recorded a 100% pass rate among the schools sampled. For instance, in 2019, the pass rate peaked at 27.5%, but this still implies that a substantial number of learners either failed or dropped out. This trend may point to systemic challenges in teaching quality, school governance, learner motivation, or broader socioeconomic conditions affecting learners' academic engagement and readiness. Comparable findings were shared by Uwezo (2016), whose learning assessment report showed wide disparities in performance across schools in Uganda, attributing them to inequities in teacher deployment, poor school leadership, and

poverty-related factors. Similarly, Bategeka and Okurut (2014) argued that inconsistent school management and under-resourced learning environments contribute to persistent gaps in learner outcomes.

The study found that academic wastage, though numerically lower (2.8%), is a serious indicator of underlying inefficiencies within the education system. Wastage often reflects problems such as absenteeism, poor school retention, and inadequate learning support. When examined alongside the failure rate, it paints a picture of an education system struggling not just with performance, but also with retaining learners to full completion. The findings are consistent with national reports from the Ministry of Education and Sports (2021), which indicate that rural government schools, in particular, face performance deficits due to a lack of instructional materials, inadequate teacher-pupil ratios, and insufficient school inspections. These systemic barriers are likely contributing to the suboptimal performance levels observed in Minakulu Sub County.

The study established that while access to education may be improving in numerical terms, the quality of learning and achievement outcomes remains a challenge. If foundational competencies are not acquired at the primary level, it jeopardizes the entire educational pipeline for these learners. This was also argued by Altinyelken (2013), who emphasized that despite Uganda's strides in expanding access to Universal Primary Education, quality remains critically low due to overcrowded classrooms, rote learning, and limited instructional support. Additionally, Byamugisha and Ssenabulya (2015) highlighted that foundational literacy and numeracy skills are often poorly developed in early grades, undermining learners' capacity to perform at higher levels.

5.1.2 The roles of Foundation Bodies on the Academic Achievement in Primary Schools

The study revealed that foundation bodies exert a significant and multifaceted influence on learners' academic achievement through their roles in governance, staffing, and institutional

culture. One of the key ways this influence manifests is through the employment practices overseen by these bodies. This preference for denominational affiliation in staffing decisions may limit diversity and reduce the likelihood of merit-based recruitment, which in turn could impact the overall instructional quality and teacher effectiveness within the schools. Mugabe (2018) observed similar trends, where religious and ideological alignment often overshadowed meritocratic standards in school appointments, potentially compromising instructional capacity. Mukasa (2023) also reported that such preferential hiring often marginalized competent but unaffiliated candidates, thus reducing competitiveness and innovation in pedagogical delivery.

The study further showed that foundation bodies shape school culture through the enforcement of religious practices and values. Many schools governed by religious foundations were found to institutionalize spiritual routines such as mandatory prayers and participation in church-related activities for both learners and staff. While such practices may instill discipline and promote moral values, they also risk creating exclusionary environments for those who do not subscribe to the foundation's beliefs. This could inadvertently affect learner participation, inclusivity, and overall school harmony, thereby influencing the broader academic atmosphere. Namuddu (2022) highlighted similar effects in faith-based institutions where mandatory spiritual activities sometimes clashed with national curriculum goals, constraining holistic learner development. Wambui (2021) found that while value-driven environments foster order, they may alienate students from minority or divergent beliefs, weakening school cohesion and academic engagement.

In analyzing academic performance across schools of different foundation types, the study found marked variations. Private schools recorded the highest academic outcomes, closely followed by religious-founded schools, while government schools exhibited the lowest performance scores. This pattern suggests that foundational governance models significantly affect learner achievement. The analysis also confirmed that these differences in academic

performance between government and non-government schools were statistically significant, affirming the role of foundation bodies in determining educational quality and outcomes. Arinaitwe and Kagwa (2022) similarly found that foundation-supported schools, especially private and faith-based ones, scored significantly higher in standardized assessments due to better infrastructure and proactive governance. Kagoda and Sentongo (2022) also reported enhanced PLE performance in religiously founded schools, attributed to structured mentorship and tighter school-level accountability.

The study also demonstrated that structural and managerial differences among the foundation types largely contribute to the disparity in performance. Private schools often adopt accountability-driven models that emphasize teacher productivity and learner outcomes, supported by efficient resource utilization and smaller class sizes. Religious-founded schools, while less commercially oriented, were observed to promote holistic development and uphold moderate yet sufficient standards of resource provision, which supported a relatively strong academic performance. In contrast, government schools were found to struggle with systemic limitations such as overcrowded classrooms, limited teaching staff, and inadequate instructional materials. These constraints have a direct negative impact on teaching and learning processes, ultimately diminishing student performance. This view is supported by Okello et al. (2023), who found that foundation involvement in financial management and teacher motivation directly influenced academic consistency and classroom efficiency. UNESCO (2020) similarly noted that foundation support, especially in resource-constrained schools, contributed to improved teacher learner ratios and raised achievement in literacy and numeracy.

Historically, the study acknowledged that some foundation-based schools engaged in admission practices that favored children from particular religious backgrounds or required moral endorsements from religious authorities. Although such practices have reportedly declined, the legacy of these exclusionary measures still echoes in current school cultures,

especially in institutions where foundation bodies remain deeply embedded in operational and admission decisions. These subtle remnants of past policies continue to influence perceptions of equity, inclusiveness, and fairness within the education system. Mukasa (2023) noted that favoritism in foundation-affiliated schools whether explicit or latent undermined equitable access, especially in peri-urban and rural zones. UNESCO GEM Report (2021) similarly warned that unequal distribution of foundation resources reinforced disparities between religious and non-religious schools, exacerbating socio-educational divides.

The study demonstrated that foundation bodies whether private, religious, or public play a great role in determining academic outcomes in primary schools. Their influence extends across staffing policies, religious enforcement, governance quality, and resource management. These elements collectively create conditions that either support or hinder learner achievement.

5.1.3 The Relationship between Foundation Bodies and Academic Achievement in Primary Schools in Minakulu Sub-County

The study established a statistically significant and positively strong relationship between foundation bodies and academic achievement in the primary schools of Minakulu Sub-County. Statistical analyses revealed that schools with more active and structured foundation body involvement tend to demonstrate higher levels of academic performance. This suggests that foundation bodies are not merely symbolic entities, but instrumental stakeholders in shaping the educational climate and influencing learning outcomes. Nabiddo et al. (2022) similarly found that schools with actively engaged foundation bodies especially those where SMCs held regular meetings and conducted governance audits performed better in literacy and numeracy indicators, reinforcing the role of governance in academic success.

The correlation analysis confirmed a substantial association between the extent of foundation body involvement and learner achievement. The implication is that as the influence of

foundation bodies intensifies whether through decision-making roles, support for instructional processes, provision of resources, or enforcement of values there is a corresponding improvement in learners' academic outcomes. This relationship held strong statistical significance, indicating that the pattern observed is unlikely to have occurred by chance and can be reliably generalized to similar educational settings within the region. This aligns with Dhuey and Smith (2018) who reported that effective school governance increased test scores by 0.3 to 0.4 standard deviations in Canadian schools, showing that governance bodies can significantly shape academic trajectories regardless of context.

Regression results further substantiated this relationship by demonstrating that foundation bodies are reliable predictors of academic performance. The analysis showed that a measurable portion of the variance in academic outcomes can be directly attributed to the activities and presence of foundation bodies. These include aspects such as staffing support, funding contributions, infrastructural development, and moral or spiritual guidance. While other factors also contribute to academic performance, the role of foundation bodies emerged as both statistically and practically meaningful in influencing learner success. Olaleye and Balogun (2023) emphasized that foundation bodies in sub-Saharan schools enhance academic outcomes when they support infrastructural development, teacher availability, and co-curricular activities. Similarly, Mwangi and Wanjiru (2024) found that parental engagement driven by foundation entities boosted pupil attendance, motivation, and performance.

Despite the positive statistical relationship, qualitative insights obtained through interviews and observations revealed a clearer picture. While foundation bodies were commended for promoting discipline, ensuring administrative accountability, and upholding educational values particularly in faith-based and private institutions they were also found to sometimes contribute to practices that may undermine equity and inclusiveness. For instance, schools with strong denominational control were observed to exhibit favoritism in staff recruitment and learner support, often privileging those affiliated with the founding church. This, in some

cases, led to a sense of exclusion among learners and teachers from differing backgrounds, potentially affecting school cohesion and motivation. ISER (2024) reported similar concerns in their study of 48 schools in Uganda, noting that denominational biases in recruitment and unclear governance roles weakened inclusiveness and undermined equitable learning opportunities.

Moreover, in certain contexts, foundation bodies were reported to exert influence in a politicized manner, using their positions to push agendas that may not align with the broader goals of public education. Such actions can interfere with effective school governance, divert attention from academic priorities, and create environments where merit is overlooked in favor of loyalty or religious alignment. These tensions highlight the dual-edge nature of foundation body influence while it may enhance school performance through structured involvement and resource input, it can also unintentionally hinder progress by reinforcing social or religious divides. This is echoed by Achieng (2023) who found that foundation representatives with excessive administrative control disrupted school harmony and professionalism, undermining learner-centered approaches. Similarly, Mugabe (2019) reported that weak governance skills and political interference within SMCs diluted their capacity to enhance academic outcomes.

The study demonstrated that foundation bodies are critical actors in the educational ecosystem of Minakulu Sub-County, with a measurable and significant impact on academic achievement. However, their influence is not uniformly beneficial; it operates within a spectrum shaped by governance practices, inclusivity, and accountability. Tadesse and Alemu (2023) found that foundation-led supervision improved learning outcomes when supported by structured accountability systems, though inconsistencies in training and involvement reduced efficacy in some cases. Namukasa et al. (2022) further confirmed that foundation contributions require clearly defined boundaries and capacities to function effectively in Uganda's primary schools.

5.2 Conclusion

The study concluded that the overall status of academic achievement in Minakulu Sub-County remains below national expectations, with high failure rates and cases of learner dropout indicating persistent learning challenges. Despite increased access to schooling, academic outcomes continue to suffer due to inadequate teaching quality, poor learning environments, and limited learner support systems. These issues are particularly severe in public schools, where systemic factors such as underfunding, insufficient instructional materials, and high pupil-teacher ratios continue to undermine educational progress.

With regard to the influence of foundation bodies, the study concluded that these entities play a significant and multidimensional role in influencing academic outcomes in primary schools. Foundation bodies influence key areas such as staffing, school ethos, governance style, and the general learning environment. While some foundation-led practices such as value-driven discipline and school identity positively influence academic focus, others particularly denominational favoritism in recruitment and exclusionary policies may impede fairness and inclusivity. The findings underscore the need for stronger government oversight to ensure that all foundation bodies operate within a framework that balances cultural or religious values with the broader goals of equitable, inclusive, and quality education.

The study also concluded that there exists a strong and statistically significant relationship between the level of foundation body involvement and academic performance among learners. Schools with more engaged foundation bodies particularly private and religious-founded institutions demonstrated better academic outcomes due to effective governance, enhanced resource allocation, and supportive school climates. However, the study also highlighted risks associated with unchecked foundation control, including politicized governance and selective support based on affiliation. This suggests that while foundation

bodies are valuable education partners, their operations must be regulated to ensure alignment with national education goals, equity standards, and professional accountability frameworks.

The study established that several best practices by foundation bodies contribute meaningfully to improved academic performance. These include regular staff capacity building, inclusive and participatory governance structures, strategic leadership development, and robust accountability mechanisms. Schools that adopted these practices demonstrated stronger cohesion, learner engagement, and instructional effectiveness. Nonetheless, gaps in resource distribution and attention to marginalized learners remain a concern, particularly in government schools and rural settings. Thus, the study concludes that scaling up these best practices while addressing equity and inclusion can enhance the impact of foundation bodies across all schools in Minakulu Sub-County. This calls for coordinated efforts between foundation bodies, school leadership, and the Ministry of Education to institutionalize best practices and promote quality education for all learners.

5.3 Recommendation

The following recommendation have been offered to assist in the improvement and effectiveness of the Foundation bodies:

The Foundation bodies and their membership in the schools should be rotated from time to time to help reduce the domineering tendencies in school administration. This will ensure effectiveness and efficiency in the management as well as accountability for the time spent in office and poor performances are replaced immediately.

Foundation Bodies should have clear terms of references in their work and continuously have effective segregation in their line duties. This should be spelt clearly in their appointment in office. This help to reduce interference at work and the funds and asset control will be taken care of until the change and office turnover.

Internal audit by government to regulate the performances of the Foundation Bodies should be encouraged from time to time to ensure compliance to set standards by the Foundation Bodies. This can be done by encouraging the line reporting to the District Education Offices and the Ministry of Education and sports. The schools or Education offices should offer certificate of due performance to the best performing school board to help encourage best practices among them. This will not only motivate the teams but encourage best practices and sticking to standards.

Foundation Bodies should be flexible and adopt a positive motivational approach of leadership to enable them forward the teachers' effort in the classroom into achieving more academic prowess.

The Foundation Bodies should embark on training and capacity building to help them improve on their human capital leadership and to help them catch up with the state-of-the-art trend of leadership and supervision so the academic achievement can be upheld.

Foundation bodies and administrators should adopt an inclusive mode of leadership incorporating all religious faithfuls in their system of leadership to embrace the best mode for learners' academic achievement rather than discriminative approaches based on religious affiliation.

The study recommends that Foundation Bodies should be flexible and adopt a positive motivational approach of leadership to enable them forward the teachers' effort in the classroom into achieving more academic prowess.

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Foundation bodies and administrators should adopt an inclusive mode of leadership incorporating all religious faithfuls in their system of leadership to embrace the best mode for learners' academic achievement rather than discriminative approaches based on religious affiliation.

The heads of institutions should from time to time carry out the appraisal of their staff to support their effort on areas of improvement as they strive for academic achievement besides the motivation of the staff to do more in their pursuit for academic achievement.

There should be regular rotational terms of reference for the Foundation members in schools so that the boards don't take too long if their services be non-compliant.

Education offices be strengthened with not only qualified personnel but competent and well tested personnel versed in performance assessment, to improve the academic achievement of the learners in the District.

5.4 Suggestions for further Research

Another area of Research worth exploring would be:

The training needs of the Foundation Bodies and their supervisory roles in the primary schools in the primary schools.

Since this research used a cross-sectional approach, this study by suggestion could use a longitudinal approach on the same variables

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Appendices

Research data collection tools

Foundation Bodies and Academic Achievements of Learners in the Primary Schools in Minakulu Sub-County

This research tools contain the three research instruments designed to collect the data presented in Chapter Four: (A) Document Analysis Guide, (B) Questionnaire Survey Tool, and (C) Interview Survey.

Guide. The instruments are aligned with the three research objectives of the study.

Research Objectives

1. To assess the level of academic achievements in the primary schools in Minakulu Sub-County.
2. To examine the influence of foundation bodies on the academic achievements of learners in the primary schools.
3. To investigate the relationship between foundation bodies and academic achievements in the primary schools in Minakulu Sub-County.

Appendix A: Document Analysis Guide

Purpose: This guide was used by the researcher to systematically review school records and documents in the ten sampled primary schools. It was intended to provide documentary evidence on academic achievement, foundation-body participation and school support activities.

Item	Information to extract	Evidence/document	Recorded finding
1	School name and foundation body	School profile/registration records	
2	Learner enrolment	Admission/enrolment records	
3	Academic examination results	Internal examinations, end-of-	

		term/year results	
4	Pupil progression and completion	Class registers/progression records	
5	Learner attendance	Attendance registers	
6	Foundation-body participation in management	SMC minutes, meeting minutes	
7	Resource mobilisation by foundation body	Financial/resource records	
8	Classroom construction/renovation	Development plans, project records	
9	School furniture and desks	Asset/inventory records	
10	Textbooks and teaching materials	Stores/inventory records	
11	Teacher support	Staff meeting minutes, training records	
12	Learner welfare support	Guidance, welfare and discipline records	
13	School development plans	Annual/strategic development plans	
14	Academic improvement initiatives	School improvement plans/minutes	
15	Evidence of foundation-body monitoring of academic performance	Minutes/reports	

A1. Academic Achievement Recording Schedule

School	Foundation body	Year/term	Mean/average score (%)	Pass rate (%)	Division/grade pattern	Researcher's remarks
School 1						
School 2						
School 3						
School 4						
School 5						
School 6						
School 7						
School 8						
School 9						
School 10						

A2. Foundation-Body Support Recording Schedule

School	Management	Infrastructure	Learning materials	Teacher support	Learner welfare	Overall evidence
School 1						
School 2						
School 3						
School 4						
School 5						
School 6						
School 7						
School 8						
School 9						
School 10						

Conclusion

The document analysis guide provided systematic documentary evidence concerning the role of foundation bodies and academic achievement in primary schools in Minakulu Sub-County. The information obtained from school records was compared with findings from questionnaires and interviews to improve the completeness and credibility of the study findings.

Name/Code of Researcher: _____

Signature: _____

Date: _____

Name/Position of Person Authorizing Document Review:

Signature: _____

Date: _____

Appendix B: Questionnaire survey tool for Learners.

Dear Participant,

I Okwanga Lambert is a student of Gulu University pursuing Masters of Educational Curriculum and Foundations of Education studies currently on a research study titled “Foundation Bodies and Academic achievements in Minakulu Sub County, Oyam District”

I am pleased to inform you that you have been identified to participate in this study to give your opinions, views and response. Please I humbly request you to give your input willingly and as it will purely be used for study purposes and thus your opinions and views will be treated with utmost confidentiality and due anonymity it deserves.

Target respondents: Teachers and other selected school respondents. Instructions: Please tick (✓) the response that best represents your opinion. Your responses will be treated confidentially and used only for academic research.

Section A: Respondent Background Information

Item	Response options
Sex	Male () Female ()
Age	Below 25 () 25–34 () 35–44 () 45–54 () 55+ ()
Position	Teacher () SMC member () Other ()
Highest qualification	Certificate () Diploma () Degree () Postgraduate ()
Years of service	Below 5 () 5–9 () 10–14 [] 15+ ()
Foundation body of school	Catholic () Protestant () Islamic () Private ()

For Sections B–E, use the following scale: 5 = Strongly Agree, 4 = Agree, 3 = Undecided/Neutral, 2 = Disagree, 1 = Strongly Disagree.

Section B: Level of Academic Achievement

1. Do learners in this school generally perform well in internal examinations? Yes () No ()
2. Has learners' academic performance improved in recent years? Yes () No ()
3. Do most learners achieve the expected learning outcomes for their classes? Yes () No ()
4. Do learners perform consistently across different school terms? Yes() No ()
5. Is learner attendance generally good? Yes() No ()
6. Does learner attendance contributes positively to academic achievement? Yes () No ()
7. Does availability of learning materials improve learners' academic performance? Yes ()
No()
8. Do teachers regularly assess learners' academic progress? Yes () No ()
9. Does the school use examination results to identify learners who need additional support?
Yes () No ()
10. Does the school have strategies for improving learners' academic performance? Yes () No
()

Section C: Influence of Foundation Bodies on Academic Achievement

11. Do the foundation body participate in school management? Yes () No() If No,
Why?.....
12. do the foundation body participates in school planning? Yes () No ()
13. Do the foundation body participate in school meetings? Yes () No ()
14. Do foundation body help to mobilise resources for the school? Yes () No ()
15. Do the foundation body support construction or improvement of classrooms? Yes () No ()

16. Do the foundation body support provision of school furniture in the school? Yes ☐ No ☐
17. Do the foundation body support provision of textbooks and learning materials? Yes ☐ No ☐
18. DO the foundation body support teaching aids and other instructional materials? Yes ☐ No ☐
19. Do the foundation body support teachers through professional development or training? Yes ☐ No ☐
20. Do the foundation body contribute to teacher motivation? Yes ☐ No ☐
21. Do foundation body support learner discipline and disciplining? Yes ☐ No ☐
22. Do the foundation body support guidance and counselling of learners? Yes ☐ No ☐
23. Do the foundation body support vulnerable learners? Yes ☐ No ☐ If Yes, How?
.....
24. Do the foundation body monitor school activities that may affect academic performance? Yes ☐ No ☐
25. Does Foundation-body support contribute to improved academic achievement in this school? Yes ☐ No ☐ If Yes, how?

Section D: Relationship Between Foundation Bodies and Academic Achievement

26. Do Schools receiving greater support from their foundation bodies tend to have better academic performance? Yes ☐ No ☐
27. Is Foundation-body support for learning resources associated with better learner performance? Yes ☐ No ☐

28. Is Foundation-body support for infrastructure associated with better teaching and learning? Yes () No ()

29. Does Foundation-body involvement in school management contribute to improved academic outcomes? Yes () No ()

30. Does Foundation-body support for teachers contribute to improved learner performance? Yes () No ()

31. Do Foundation-body support for learner welfare contribute to improved academic achievement? Yes () No ()

32. Does regular monitoring by foundation bodies associate with improved school performance? Yes () No ()

33. Does Schools with limited foundation-body support experience greater challenges in improving academic achievement? Yes () No (). If Yes, how?

34. Do Foundation-body activities complement the efforts of teachers and school management in improving academic achievement? Yes () No ()

35. Overall, is there a relationship between foundation-body support and academic achievement in this school? Yes () No ()

Section E: Open-Ended Questions

36. In your view, what are the main factors affecting learners' academic achievement in this school?

.....
.....

.....
.....

37. What specific contributions does the foundation body make towards academic achievement?

.....
.....
.....
.....

38. What challenges limit the foundation body's contribution to academic achievement?

.....
.....
.....
.....

39. What should foundation bodies do to improve learners' academic achievement?

.....
.....
.....
.....

40. What other factors should the school address to improve academic achievement?

.....
.....

.....

.....

Thank You.

Appendix C: Interview Survey Guide for SMCs and Headteachers.

Dear Participant,

I Okwanga Lambert is a student of Gulu University pursuing Masters of Educational Curriculum and Foundations of Education studies currently on a research study titled “Foundation Bodies and Academic achievements in Minakulu Sub County, Oyam District”

I am pleased to inform you that you have been identified to participate in this study to give your opinions, views and response. Please I humbly request you to give your input willingly and as it will purely be used for study purposes and thus your opinions and views will be treated with utmost confidentiality and due anonymity it deserves.

Target respondents: Headteachers and School Management Committee (SMC) representatives.

Purpose: To obtain detailed qualitative information on the role of foundation bodies and their perceived relationship with academic achievement.

Section A: Respondent Information

Items	Response
School code/name	
Foundation body	
Position of respondent	Headteacher () SMC member [()
Years in current position	
Date of interview	

Section B: Questions on Academic Achievement – Objective One

1. How would you describe the level of academic achievement of learners in this school?

Probe/notes:

.....

2. What evidence or school records are used to assess learners' academic achievement?

Probe/notes:

.....

3. What trends have you observed in academic performance in recent years?

Probe/notes:

.....

4. Which factors most strongly affect learners' academic achievement in this school?

Probe/notes:

.....

5. How do learner attendance, teacher attendance and availability of learning materials affect performance?

Probe/notes:

.....

6. What measures has the school taken to improve academic achievement?

Probe/notes:

.....

Section C: Questions on Influence of Foundation Bodies – Objective Two

7. What is the role of the foundation body in this school?

Probe/notes:

.....

8. How does the foundation body participate in school management and planning?

Probe/notes:

.....

9. What support does the foundation body provide for classrooms, furniture and other infrastructure?

Probe/notes:

.....

10. What support does the foundation body provide for textbooks, teaching aids and other learning materials?

Probe/notes:

.....

11. In what ways does the foundation body support teachers?

Probe/notes.....

.....

12. How does the foundation body support learner welfare, discipline, guidance and counselling?

Probe/notes:

.....

13. Does the foundation body participate in monitoring academic performance? If yes, how?

Probe/notes:

.....

14. In your view, how does foundation-body support influence learners' academic achievement?

Probe/notes:

.....

15. What challenges limit the foundation body's contribution to academic achievement?

Probe/notes:

.....

Section D: Questions on Relationship – Objective Three

16. What relationship do you observe between foundation-body support and learners' academic achievement?

Probe/notes:

.....

17. Do schools with stronger foundation-body support appear to have different academic outcomes? Please explain using evidence from this school.

Probe/notes:

.....

...

18. Which forms of foundation-body support appear most closely connected with improved academic achievement?

Probe/notes:

.....

.....

19. Are there cases where strong foundation-body support has not resulted in improved academic achievement? What other factors might explain this?

Probe/notes:

.....

20. What recommendations would you make to strengthen the contribution of foundation bodies to academic achievement?

Probe/notes:

.....

Section E: Closing Question

21. Is there anything else you would like to add concerning foundation bodies and academic achievements of learners in this school?

.....

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.....

D. Data coding guide for questionnaire

For quantitative analysis, the Likert-scale responses can be coded numerically as follows:

Response	Code
Strongly Agree	5
Agree	4
Neutral/Undecided	3
Disagree	2
Strongly Disagree	1

Analysis: frequencies, percentages, means and standard deviations was used for descriptive analysis. For Objective Three, an appropriate correlation test such as Pearson was used based on the measurement level and assumptions of the data. The final test statistic and p-value was calculated from the actual dataset rather than the illustrative Chapter Four figures.

E. Link between research objectives and tools

Research objective	Questionnaire	Interview	Document analysis
1. Assess the level of academic achievements	Sections A and B	Questions 1–6	Academic results, attendance and school records
2. Examine influence of foundation bodies	Section C	Questions 7–15	Minutes, development records, resource records and support evidence
3. Investigate relationship between foundation bodies and academic achievements	Section D	Questions 16–20	Foundation-body support compared with academic records

F. Researcher's fieldwork record

School	Date visited	Questionnaires issued	Questionnaires returned	Interview completed	Documents reviewed	Remarks
School 1						
School 2						
School 3						
School 4						
School 5						
School 6						
School 7						
School 8						
School 9						
School 10						

Ethical note: Participation was voluntary. Respondents were informed about the purpose of the study, confidentiality of responses and their right to decline participation. The researcher obtained the required institutional and school permissions before data collection.

Appendix D: An Introductory Letter

GULU
P. O. Box 166
Gulu, Uganda



UNIVERSITY
Tel: 256-4714-432922
Fax: 256-4714-432094

FACULTY OF EDUCATION AND HUMANITIES

October 17, 2023

To : To whom it may concern,

This is to introduce to you Okwanga Lambert 21/U/2955/MFC/PS a student pursuing a programme of study leading to an award of master's degree of Education Foundation and Curriculum Studies, Gulu University.

He is undertaking research on the Topic:

***FOUNDATION BODIES AND ACADEMIC ACHIEVEMENTS IN PRIMARY SCHOOLS
IN MINAKULU SUB-COUNTY***

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to him in relation to this research will be highly appreciated.

Yours faithfully,

Dr. Denis Thaddeus Ofoyuru
Dean, Faculty of Education and Humanities

