



**CORPORATE GOVERNANCE AND STAFF PERFORMANCE IN PRIVATE
SECONDARY SCHOOLS IN UGANDA: A CASE OF ST. PETERS SECONDARY
SCHOOL NAALYA**

BY

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DECLARATION

I, **Margaret Ainembabazi**, declare that this thesis is my own original work and that it has not been presented and will not be presented to any other University for similar or any other degree award

Sign.....

Date.....

APPROVAL

We, the undersigned, certify that we have read and here by recommend for acceptance by Uganda Management Institute a dissertation titled “*corporate governance and staff performance in private secondary schools in Uganda: a Case Study of St. Peters Secondary School Naalya*” in partial fulfilment of the requirements for the award of the degree of Masters in Business Administration

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Sign.....

Date.....

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Sign.....

Date.....

DEDICATION

This research work is dedicated to my dear husband Benon Bainomugisha who has been there for me to see to it that I complete this course and my dear son Abaho Isaiah who kept reminding me to always read hard, my mother who has been encouraging me to never give up despite the difficulties faced, Dad who instilled in me a spirit of hard work and lastly to my supervisors for the endless support they accorded to me. God bless every one.

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LIST OF ABBREVIATIONS

| | |
|--------|--|
| CEO: | Chief Executive Officer. |
| CVI : | Content Validity Index. |
| ICGU: | Institute of Corporate Governance in Uganda. |
| MTWA | Ministry of Tourism, Wild Life and Antiquities |
| PTA: | Organisation of Economic Co-operation and Development. |
| S.S.S: | Senior Secondary School. |
| Sox: | Sarbanes Oxley Act. |
| SPSS : | Statistical Programme for Social Scientists. |
| U.S: | United States |
| UHTTI: | Uganda Hotel Tourism and Training Institute. |
| UK: | United Kingdom. |
| URA : | Uganda Revenue Authority. |
| UWA : | Uganda Wild Life Authority. |
| UWEC: | Uganda Wild Life Education Centre. |
| UWRTI | Uganda Wild Life Research Training Institute. |
| SMC: | School Management Committees |
| OECD: | Organisation of Economic Cooperation and Development |

ABSTRACT

The study examined the relationship between corporate governance and staff performance at St. Peter's S. S. S Naalya. The study was premised on the following research objectives: to establish the relationship between board of governors function and staff performance at St. Peter's S.S.S Naalya, to assess the relationship between school management committee function and staff performance at St. Peter's S.S.S Naalya and to examine the relationship between school administration function and staff performance at St. Peter's S.S.S Naalya. The study adopted a descriptive cross sectional research design where both quantitative and qualitative approaches were used. In this study, 67 respondents were sampled but 61 respondents returned the survey instruments representing a response rate of 91%. The data was collected using questionnaires and interviews and quantitative data analysis was done using regression analysis and correlation. Qualitative analysis was done using content analysis. Findings revealed that there is a positive significant relationship between board of governors function($r=.452^{**}$), school management committee function($r=.639^{**}$), school administration function ($.358^*$) and staff performance at St. Peter's S.S.S Naalya. The school does not have a functional board that operates formally. The existing board is that of the proprietors who constitute the board of Directors that serves two functions as the board of governors and board of directors. The Directors in the name of the board of governors have effectively overseen the conduct of the school's business affairs for example authorizing payment and receiving reports from senior management on the day to day operations in the school. It was observed that the school administrators attend school meetings regularly for example lunch briefings and staff meetings in general. It was recommended that: Organizations should clarify and make publicly known the roles and responsibilities of board and school management committees to provide stakeholders with a level of

accountability. SMC should also implement procedures to independently verify and safeguard the integrity of the company's financial reporting. Managers should ensure proper internal control systems in the organization and on the other hand. Institutions should strengthen the monitoring mechanisms in order to promote academic performance and excellence.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study focused on examining the relationship between corporate governance and staff performance at St Peter's Senior Secondary School Naalya. The independent variable is conceived as corporate governance while the dependent variable is staff performance. This chapter presents the background to the study, the statement of the problem, the purpose of the study, the objectives, research questions, conceptual framework, scope of the study, justification for the study, the significance and the operational definition of terms and concepts.

1.2 Background of the Study

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

1.2.1 Historical Background

At the time of the industrial revolution in Europe, United Kingdom developed into a modern, corporate society. It is this period when England, in partnership with the modern corporation, assumes the mantle of world hegemon (Shallo, 2006). The history of corporate bodies dates back in the early 18th century in England.

In 19th century United States, state corporation laws enhanced the rights of corporate boards to govern without unanimous consent of shareholders in exchange for statutory benefits like appraisal rights, to make corporate governance more efficient (Ramani, 2006). In the 20th century in the immediate aftermath of the Wall Street Crash of 1929 legal scholars such as Adolf Augustus Berle, Edwin Dodd, and Gardiner C. Means pondered on the changing role of

the modern corporation in society. From the Chicago school of economics, Ronald Coase introduced the notion of transaction costs into the understanding of why firms are founded and how they continue to behave (Padilla, 2002). U.S expansion after World War II through the emergence of multinational corporations saw the establishment of the managerial class.

In the 1980s, Eugene Fama and Michael Jensen established the principal agent problem as a way of understanding corporate governance: the firm is seen as a series of contracts. Over the past three decades, corporate directors' duties in the U.S have expanded beyond their traditional legal responsibility of duty of loyalty to the corporation and its shareholders, (Markken, 2007).

In the first half of the 1990s, the issue of corporate governance in the U.S. received considerable press attention due to the wave of CEO dismissals (for example IBM, Kodak, Honeywell) by their boards (Padilla,2002). In the early 2000s, the massive bankruptcies (and criminal malfeasance) of Enron and Worldcom, as well as lesser corporate scandals, such as Adelphia Communications, AOL, Arthur Andersen, Global Crossing, Tyco, led to increased political interest in corporate governance (Hann, 2006). This is reflected in the passage of the Sarbanes-Oxley Act of 2002. Other triggers for continued interest in the corporate governance of organizations included the financial crisis of 2008/9 and the level of CEO pay (Hurst, 2009).

In the world of today, contemporary discussions of corporate governance tend to refer to principles raised in three documents released since 1990: The Cadbury Report (1992), the Principles of Corporate governance (OECD, 1998, 2004 and 2015), the Sarbanes-Oxley Act of 2002 (Madano, 2002). The Cadbury and OECD reports present general principles around which businesses are expected to operate to assure proper governance. The Sarbanes-Oxley Act, informally referred to as Sarbox or Sox, modified the attitude to corporate governance, it

attempted to legislate several of the principles recommended in the Cadbury and OECD reports (Johanny, 2006).

In Africa today, corporate governance principles and codes have been developed in different countries and issued from stock exchanges, corporations, institutional investors, or associations (institutes) of directors and managers with the support of governments and international organizations (Uche, 2002). As a rule, compliance with these governance recommendations is not mandated by law, although the codes linked to stock exchange listing requirements may have a coercive effect in most African states (Ogwo, 2009). Uganda, like other developing economies, increasingly recognises that Corporate Governance is an essential tool for prosperity and economic growth. Corporate Governance is important because it promotes good leadership within the corporate sector; it is characterized by transparency, accountability, fairness, probity and respect for the rights of all stakeholders (Juuko, 2010).

The development of corporate governance in Uganda is being undertaken by the Institute of Corporate Governance Uganda (ICGU) through the propagation of best practices and highest standards of ethical conduct through the following activities: ICGU is a membership based organization that draws its membership from diverse professions, businesses and institutional sectors with varying ideals and expectations (Kisuze, 2012). The membership currently comprises 365 individuals and 60 corporate members. The strategy for membership development emphasizes adherence to best practice and offering value adding services to members of the Institute. Since 2002, the Institute has trained over 1,550 officials from 225 organisations. This has added to the growth of a business community that takes responsibility for its stakeholders and the community at large.

1.2.2 Theoretical Background

The study was guided by the Stakeholder theory by Freeman (1984) and the Stewardship theory. The Stakeholder theory that was propounded by Freeman (1984) and Stewardship theory (1989). Stakeholder theory was embedded in the management discipline in 1970 and gradually developed by Freeman (1984) incorporating corporate accountability to a broad range of stakeholders. According to the stakeholder theory, the managers are working and serving for the stakeholders, stakeholder theorists suggest that managers in organizations have a network of relationships to serve this include the suppliers, employees and business partners. And it was argued that this group of network is important other than owner-manager-employee relationship as in agency theory (Freeman, 1999). On the other end, Sundaram & Inkpen (2004) contend that stakeholder theory attempts to address the group of stakeholder deserving and requiring management's attention. Freeman (1984) contends that the network of relationships with many groups can affect decision making processes as stakeholder theory is concerned with the nature of these relationships in terms of both processes and outcomes for the firm and its stakeholders.

Donaldson & Preston (1995) argued that this theory focuses on managerial decision making and interests of all stakeholders have intrinsic value, and no sets of interests is assumed to dominate the others. The stakeholder theory will help to streamline the role of managers hence they should act if they want to flavor and work for their own interests. In some literature the own interest is conceived as the interests of the organization, which is usually to maximize profit or to maximize shareholder value. Stakeholders should act and should view the purpose of organization, based on some ethical principle. The network of relationships with many groups can affect decision making processes as stakeholder theory is concerned

with the nature of these relationships in terms of both processes and outcomes for the firm and its stakeholders.

The study was further underpinned by the Stewardship theory of corporate governance. The Stewardship theory has its roots from psychology and sociology and is defined by Davis, Schoorman & Donaldson (1997) as “a steward protects and maximises shareholders wealth through firm performance, because by so doing, the steward’s utility functions are maximised”. In this perspective, stewards are company executives and managers working for the shareholders, protect and make profits for the shareholders. Unlike agency theory, stewardship theory stresses not on the perspective of individualism (Donaldson & Davis, 1991), but rather on the role of top management being as stewards, integrating their goals as part of the organization. The stewardship perspective suggests that stewards are satisfied and motivated when organizational success is attained. Agyris (1973) argues agency theory looks at an employee or people as an economic being, which suppresses an individual’s own aspirations. However, stewardship theory recognizes the importance of structures that empower the steward and offers maximum autonomy built on trust (Donaldson and Davis, 1991). It stresses on the position of employees or executives to act more autonomously so that the shareholders’ returns are maximized. Indeed, this can minimize the costs aimed at monitoring and controlling behaviours (Davis, Schoorman & Donaldson, 1997).

The stewardship theory will be relevant since it suggests unifying the role of the CEO and the chairman so as to reduce agency costs and to have greater role as stewards in the organization. The biggest problem with companies is the high costs and expenditure. It was evident that there would be better safeguarding of the interest of the shareholders. It was empirically found that the returns have improved by having both these theories combined rather than separated.

1.2.3 Conceptual Background

The key concepts in this study are “corporate governance” and “staff performance”. Different scholars have attempted to define the corporate governance and staff performance. Business Dictionary defines “Corporate Governance” as the framework of rules and practices by which a board of directors ensures accountability, fairness, and transparency in a company's relationship with its all stakeholders (financiers, customers, management, employees, government, and the community). “Corporate Governance” is defined as the "acceptance by management of the inalienable rights of shareholders as the true owners of the corporation and of their own role as trustees on behalf of the shareholder (Rehm, 2002). It is about commitment to values, about ethical business conduct and about making a distinction between personal and corporate funds in the management of a company.

For purposes of this study, “corporate governance” referred to the complex set of relationships between the organisation and their board of governors, school management committees and the school administration.

Richardson (2009) defines performance as a subjective measure of how well a firm can use assets from its primary mode of business and generate revenues. According to Richardson (2009) the term is also used as a general measure of a firm's overall financial health over a given period of time, and can be used to compare similar firms across the same industry or to compare industries or sectors in aggregation. For purposes of this study, “staff performance” referred to time, attendance rate, efficiency, effectiveness and quality of service delivery.

1.2.4 Contextual Background

This section seeks to place the study in its context. Corporate governance in school rotates around three bodies that is the board of Governors, School Management committees and the school administration that does the day today administration of the school. The basic rules

followed are staff guidelines, and staff rules and regulations. The study focuses on private secondary schools in Uganda with specific focus on St. Peters S.S.S Naalya. St. Peters S.S.S Naalya is a private founded secondary school located in Wakiso. The top management of the school comprises of the board of Governors, School Management Committees and School Administration.

However, St. Peters S.S.S Naalya has witnessed growing conflict of interests between directors, shareholders and school management causing a performance decline (St. Peters S.S.S Naalya, Annual Commentary, 2015). There is fear that conflict of interests between school management, staff members, directors and shareholders is likely to affect the performance of the organization, however the situation remains debatable therefore prompting this study.

1.3 Statement of the Problem

The last four years have been marked by an increased attention to governance by many organizations in an effort to promote their day to day operations (Kakumba, 2012). Corporate governance ensures accountability, transparency, participation and responsiveness. Good governance allows free interaction between the governing boards and staff and ensures effective communication and participation in decision making at different levels. This encourages the staff to work hard and ensure delivery of quality services, job satisfaction and commitment to work. All this was practiced by St Peters S S S Naalya during 2006-2008. However during the period between 2012-2015 the school started facing governance problems and this was evidenced in the inefficient managerial systems where the different stakeholders are not involved in decision making and most times there are no clear communication channels. Due to this most teaching staff lost their jobs under unclear circumstances and those still working have lost morale, declined commitment to work and

high rate of absenteeism leading to staff inefficiency and ineffectiveness which affect their performance negatively. For example the percentage of teaching staff that was stopped from working in July 2013 was about 49% and a good number simply resigned (minutes of staff meeting held in December 2013)

The corporate governance gaps are reflected in terms of growing conflict of interests between directors, school management and stakeholders causing a performance decline (St. Peters S.S.S Naalya, Annual Commentary, 2015). The above scenarios indicate failure of existing systems. It is feared that if these corporate governance gaps are not addressed the school's staff performance may continue to decline, coupled with the intense competition, the school may not compete favourably in the market and thus may lose the market share it holds. Yet, not much linkage has been done empirically to demystify the proposition surrounding the corporate governance and staff performance at St. Peters S.S.S Naalya and this has created a knowledge gap. It is against this background that the researcher sought to examine the relationship between corporate governance and staff performance at St. Peters S.S.S Naalya.

1.4 Purpose of the Study

The purpose of the study was to examine the relationship between corporate governance and staff performance at St. Peter's S. S. S Naalya.

1.5 Objectives of the Study

The study was guided by the following objectives

- i. To establish the relationship between board of governors function and staff performance at St. Peter's S.S.S Naalya.
- ii. To assess the relationship between school management committee function and staff performance at St. Peter's S.S.S Naalya.

- iii. To examine the relationship between school administration function and staff performance at St. Peters S.S.S Naalya.

1.6 Research Questions

This study answered the following research questions:

- i. What is the relationship between board of governors function and staff performance at St. Peter's S.S.S Naalya?
- ii. What is the relationship between school management committee function and staff performance at St. Peter's S.S.S Naalya?
- iii. What is the relationship between school administration function and staff performance at St. Peter's S.S.S Naalya?

1.7 Research Hypotheses

This study tested the following hypotheses;

- i. There is a positive significant relationship between board of governors function and staff performance at St. Peter's S.S.S Naalya.
- ii. There is a positive significant relationship between school management committee function and staff performance at St. Peter's S.S.S Naalya.
- iii. There is a positive significant relationship between school administration function and staff performance at St. Peter's S.S.S Naalya.

1.8 Conceptual Framework

This sub section illustrates the conceptual framework of the study and provides a discussion of the main areas of focus in the conceptual review.

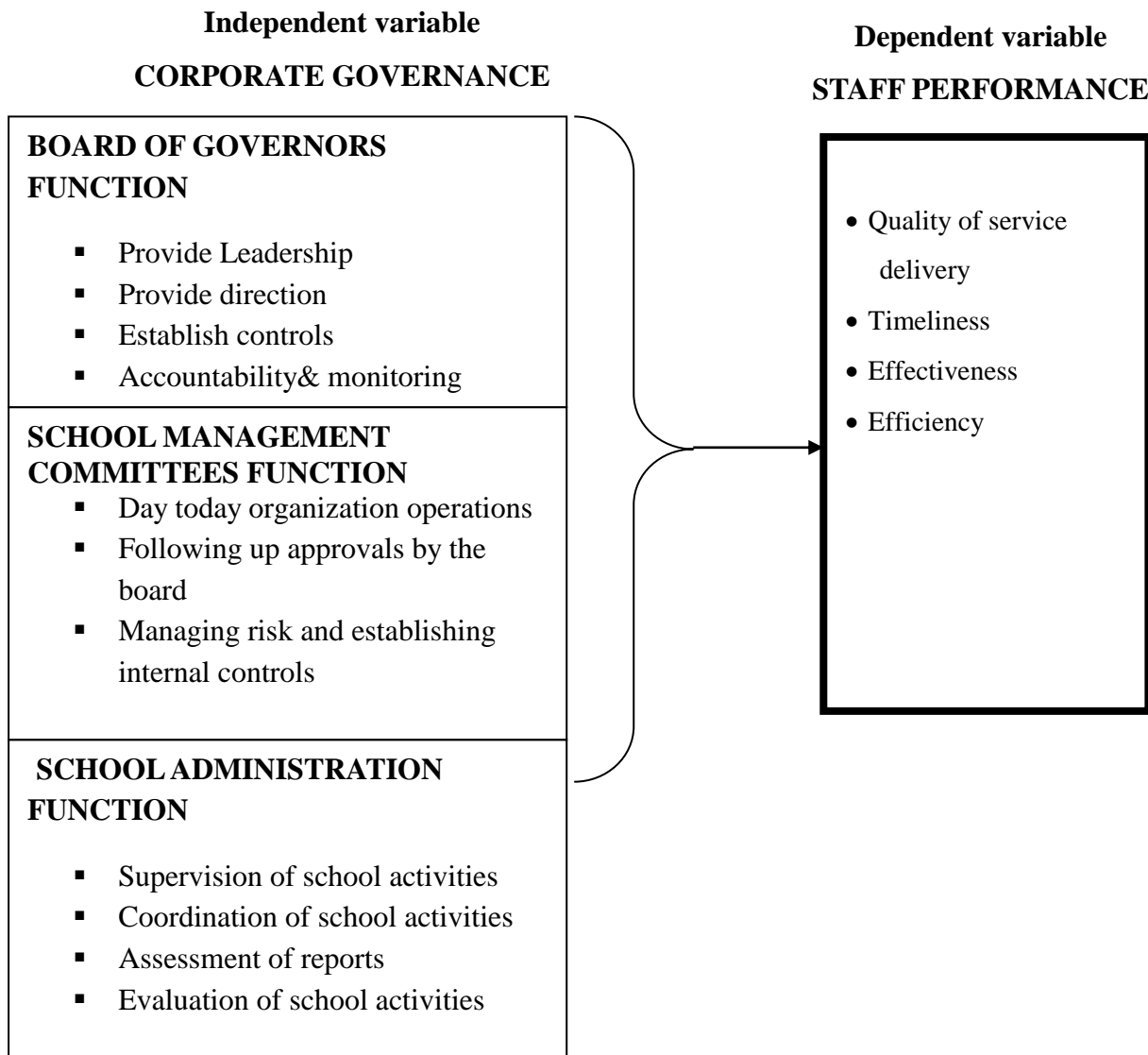


Figure 1: Conceptual Framework. Adapted from Sakara (2014) and (modified by the researcher).

The independent variable is corporate governance and the dependent variable is staff performance. “Corporate Governance” refers to the role played by board of governor function, school management committee function and school administration function. Board of governors’ function are providing leadership, direction and establishing controls in the

running of the organisation. They determine the vision, mission and goals, hire and supervise school management function and put in place policies, procedures and systems and provide accountability and protect the image of the organisation. School management committee function executes tasks including day today organization operations, following up approvals by the board and managing risk and establishing internal controls. School administration function involves itself in supervision of school activities, coordination of school activities, assessment of reports and evaluation of school activities. Staff performance was measured in terms of, quality of service delivery, timeliness, efficiency and effectiveness.

1.9 Justification of the Study

Edwards and Fowler (2002) discuss many of the management challenges faced by institutions and one of the highlighted challenges is the conflict of roles between school management, board of governors and shareholders. At St. Peters S.S.S Naalya, the role played by the above three players remain unclear and their contribution to staff performance remains questionable. This study therefore sought to map out the correlation between corporate governance and staff performance of St. Peters S.S.S Naalya

1.10 Significance of the Study

The study findings will provide information that will be used by policy makers, policy advocates and others whose decisions relate to policies regulating private schools in Uganda.

Very few studies in Uganda have been carried out on corporate governance and staff performance therefore the study may add value to the body of existing knowledge and perhaps lead to ventures in further research.

Through the resultant interaction between the researcher and the respondents, the researcher's knowledge, skills and understanding of research will improve. The study will serve as a basis

for future research by other researchers by providing information on corporate governance in private schools in Uganda.

1.11 Scope of the Study

Geographical Scope: The study was carried out in Wakiso, Naalya Suburb at St. Peter's S.S.S Naalya. The school is located in Wakiso District, Kira town council as a sub county and Kyadondo as a county.

Content Scope: The study examined the relationship between corporate governance and the staff performance in St. Peters S.S.S Naalya. Corporate Governance is the independent variable and staff performance is the dependent variable.

Time Scope: The study focused on the period 2012 to 2015. This is the period when St. Peters S.S.S Naalya has had numerous issues internally to do with corporate governance and separation of powers between the key players under corporate governance (St. Peters s.S.S.S Naalya Abstract, 2016).

1.12 Operational Definition of Key Terms and Concepts

Corporate governance deals with the complex set of relationships between the corporation and its board of governors, management, shareholders, and other stakeholders. For purposes of this study and here in after, Corporate Governance refers to the role played by school administration, board of governors and school management committees.

Board of governors function roles are leadership and direction in the running of the institution; it is concerned with review and approval of plans and lastly does accountability & monitoring.

School management committee function executes tasks including day today organization operations, following up approvals by the board and managing risk and establishing internal controls.

School administration function involves itself in supervision of school activities, coordination of school activities, assessment of reports and evaluation of school activities.

Performance is a subjective measure of how well a firm can use assets from its primary mode of business and generate revenues (Richardson, 2009). **Staff Performance** was measured in terms of quality of service delivery, timeliness, and level of absenteeism, efficiency and effectiveness.

1.13 Conclusion

This chapter reviews the concept of corporate governance and staff performance. The aim, problem statement, objectives, research questions, hypotheses, conceptual framework, significance of the study and scope have been discussed under this chapter. The parameters of the study scope and limitations are also highlighted. The next chapter provides an overview of the literature on corporate governance and staff performance

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter purposely reviews and provides a critique of the available literature on corporate governance and staff performance. The literature has been reviewed in line with the study objectives. This chapter further presents the identified research gaps, which the study sought to address. The literature reviewed is from journals, textbooks, working papers, dissertations and internet websites. The presentation of this chapter begins with the theoretical review, followed by review of related literature and then summary of the literature reviewed.

2.2 Theoretical review

The study was guided by two theories, the Stakeholder theory that was advanced by Freeman (1984) and Stewardship theory (1989). Stakeholder theory was embedded in the management discipline in 1970 and gradually developed by Freeman (1984) incorporating corporate accountability to a broad range of stakeholders. According to the stakeholder theory, the managers are working and serving for the stakeholders, stakeholder theorists suggest that managers in organizations have a network of relationships to serve this include the suppliers, employees and business partners.

The stakeholder theory sheds light on who has the opportunity to participate in city government decision-making processes. This theory argues that stakeholders can be instrumental in city performance if they are given their moral and legal rights to contribute to the management of cities (Cathy, 2011). Freeman (2003) noted that the term “stakeholder” can include public interest groups, employees, customers and shareholders. Stakeholders can

also include key government agencies and particular financial institutions. This theory advocates participatory governance. Participatory governance is the extent to which stakeholders take part in institutional decision-making (Cathy, 2011). The theory further asserts that stakeholders who have more attributes (i.e. power, legitimacy and urgency) and higher levels of the attributes would be more salient than those with fewer and lower levels of these attributes (Freeman, 2003). School administrators/officials face competing demands from stakeholders, and they respond to these demands with different priorities (Igor, 2004). Involvement decisions are based upon city government officials' response to salient stakeholders who push for participation (Freeman, 2003).

In this vein, stakeholders, such as citizens, businesses and schools, compete to have their voices heard. In the end, the most salient stakeholders have the best chance to participate and influence the decision-making process (Cathy, 2011). As mentioned earlier, stakeholder's salience depends on the stakeholder's possession of one or more relationship attributes: power, legitimacy and urgency. Power refers to one's ability to bring about desired outcomes despite resistance. Legitimacy refers to the extent to which an actor's structures and behaviors are socially accepted and expected (Igor, 2004). Urgency relates to the dynamics of stakeholder/government interactions. Igor (2004) state to which urgency refers to the extent to which the stakeholder's claim is critical (criticality) and that government delay in attending to the claim or relationship is unacceptable to the stakeholder (time sensitivity). Therefore, leaders of city governments have to consider the views and welfare of stakeholders when making decisions (Freeman, 2003)

The study was further underpinned by the Stewardship theory of corporate governance. The Stewardship theory has its roots from psychology and sociology and is defined by Davis, Hurst (2009) as "a steward protects and maximises shareholders wealth through firm

performance, because by so doing, the steward's utility functions are maximised". In this perspective, stewards are company executives and managers working for the shareholders, protect and make profits for the shareholders. Unlike agency theory, stewardship theory stresses not on the perspective of individualism (Hurst, 2009), but rather on the role of top management being as stewards, integrating their goals as part of the organization. The stewardship perspective suggests that stewards are satisfied and motivated when organizational success is attained. Igor (2004) argues agency theory looks at an employee or people as an economic being, which suppresses an individual's own aspirations. However, stewardship theory recognizes the importance of structures that empower the steward and offers maximum autonomy built on trust (Hurst, 2009). It stresses on the position of employees or executives to act more autonomously so that the shareholders' returns are maximized. Indeed, this can minimize the costs aimed at monitoring and controlling behaviours (Jaid, 2003).

The stewardship theory will be relevant since it suggests unifying the role of the CEO and the chairman so as to reduce agency costs and to have greater role as stewards in the organization. The biggest problem with companies is the high costs and expenditure. It was evident that there would be better safeguarding of the interest of the shareholders. It was empirically found that the returns have improved by having both these theories combined rather than separated.

2.3 Review of Related Literature

This section presents the literature reviewed on the basis of the study objectives which are in relation to board of governors, school management committees and school administration.

2.3.1 Board of Governors Function and Staff Performance

Some key pillars on which good governance is framed is having a good board of governors. The institution must be governed under framework that provides an enabling environment within which its human resources can contribute and bring to bear their full creative powers towards finding solutions to shared problems. The conclusion and recommendations of the above authors were basically based on the field of Corporate Governance and in this case the researcher widened the scope as she drew her conclusions and recommendations.

In order for cities to achieve their performance targets, they need effective governance. Governance is a growing topic within public administration (Johnson, 2011). A Kabumba (2011) state that governance is an interactive process which involves various forms of partnership." Governance involves multiple agencies that are interconnected to conduct business through collaboration (Johnson, 2011). Principles of corporate governance bring into city governance the separation of powers, leadership collaboration and stakeholder participation aspects that promote good governance. Corporate governance also emphasizes accountability, transparency, direction and control in leadership aspects that promote performance. These aspects are advocated in the governance of public administration institutions in a decentralised environment. Corporate governance recognizes the need for checks and balances in the process of managing institutions and it is, therefore, a more comprehensive style of institutional governance. It also highlights the core leadership and governance challenges of accountability and control affecting city performance. The study above adopted qualitative data analysis techniques compared to the current study whose data was analyzed statistically using the SPSS and R packages through tabulation, proportions and logic analysis.

The common dimensions of corporate governance include the technical, political and institutional. The technical dimension addresses issues of service provision and allocation of resources. The political dimension is concerned with the establishment of effective leadership, while the institutional dimension promotes collaboration between public administration and stakeholders such as residents and civil society organisations (Kim, 2013). In line Kim (2013), the current study focused on board size, policy & decision making as indicators of corporate governance in relation to board roles, contingency, board effectiveness and staff performance of private schools in Uganda. The authors above make several notable contributions to the field of corporate governance, generally and to the subfield of corporate governance, more specifically the board of governors' function.

Two broadly defined theories co- exist in the corporate governance literature. One stresses the discipline of the market, claiming that threat of hostile takeovers and leveraged buyouts in firms was sufficient to ensure full efficiency (Kisuze, 2012). Where the board of directors neglects to invest in those projects that add value to the firm and its shareholders but divert resources to their own benefit, the financial markets act to restore good governance. Kisuze (2011)'s study may be broader in applicability than the current study that was centred specifically on Uganda.

A recent study by Kisuze (2011) compared stakeholder participation in Kampala and Kigali. The study revealed that Kampala stakeholder participation is through regularly mobilised protests and riots by social and economic groups and this negatively contributed to the city's willingness to listen to stakeholders and thus meet their needs. A number of mechanisms have been suggested, such as dismissing the board in case the firm fails to perform. Kisuze (2011) in the study of corporate governance and financial performance on selected commercial banks obtained a positive relationship between Corporate governance and staff performance.

Masibo (2010) researched on board governance and firm performance of selected state owned corporations and in listed organizations on Uganda Securities Exchange, obtained a positive direct and indirect link between Board Governance and Firm Performance through Board Effectiveness. The study by Masibo (2010) mainly relied on secondary data that most times readers may not be in position to tell how data control of the study was ensured. However, different from Masibo's study, the current study relied on both primary and secondary data collection methods. The study is silent on the roles of the board yet these are key under this study.

Most of the prior studies on the relationship between corporate governance and earnings management document give a negative relationship between the presence of outside directors and the occurrence of fraudulent financial statements or discretionary accounting accruals. Lumumba (2011), noted that most practical way is to give them the opportunity to have representatives on the city council. In this way city governance is inclusive and authority would have been assigned to stakeholders. They hypothesize that companies with a larger proportion of independent directors will be less likely to engage in earnings management than those whose boards which have a majority of executive directors. His results support the researcher's tentative hypothesis. One remarkable limitation of their study is the use of only two control variables.

2.3.2 School Management Committee Function and Staff Performance

Corporate Governance scandals and accounting failures such as Maxwell in the UK and Enron in the US have been dominating business debates during the last decade, also advise that trust and relationship-building, intertwined with a sense of entrepreneurship, are key to having effective collaborations(Ssegawa, 2013). However this study as a precursor looks at corporate governance in terms of the board, management and other stakeholders.

Lumumba (2011) argues that school management committees are independent, and in some cases may substitute or complement each other. The decision making style of the board has been linked to corporate performance. Prior research has investigated the emergence of corporate governance in developing economies in the context of corporate governance reforms has examined Africa.

Krambia and Psaros (2016), investigated the implementation of Corporate Governance principles in private schools in Cyprus and the findings indicated only a minimal impact unless it is supported by other initiatives. Further noted that Cyprus was making serious endeavours to improve the corporate governance in schools. Solomon (2013) argues that for developing countries to be internationally competitive and attract foreign capital they need to make the school management committees more active.

The Organisation of Economic Co-operation and Development (OECD), (2004) senior management specifies the distribution of rights and responsibilities among different participants in the corporation, such as the board, managers, shareholders and other stakeholders and spells out the rules and procedures for making decisions on corporate affairs. By doing this, it also provides the structure through which the company objectives are set and the means of attaining those objectives and monitoring performance.

School management committees are important because they promote good leadership within the school (Gibbins, 2010). Corporate governance has the following attributes; leadership for accountability and transparency, leadership for efficiency, leadership for integrity and leadership that respect the rights of all stakeholders (Institute of Corporate Governance of Uganda, 2000). Lack of sound corporate governance has enabled bribery, acquaintance and corruption to flourish and has suppressed sound and sustainable economic decisions.

However, the earlier study was silent on school management committees yet their functioning is paramount in the running of the school.

2.3.3 School Administration Function and Staff Performance

The relationship between shareholders is particularly important in this context. While some shareholders are actively involved in managing the business, others decide to take more passive roles, both deriving different objectives and preferences from such a role selection. The multiple roles that shareholders play in the business and family dimensions make also the governance of schools a particular challenging task (Tagiuri and Davis, 2010). Both active shareholders and non-active shareholders usually have significant ownership rights and can exert strong influence on the firm in order to protect their interests. As corporate governance is defined as "the organization of leadership and control, aiming to align the interests of all the stakeholder groups involved" (Witt, 2013), the configuration of the governance elements can potentially influence interests of active shareholders and non-active shareholders and support the reaching of consensus. However, a detailed theoretical assessment or empirical basis is missing in the earlier study the researcher noted.

According to Kelene (2013), school shareholders have many legal rights, but they are not all of equal significance. This study argued that two rights are important to shareholders hence the right to elect directors and the right to sell shares are more important than any others, that these rights should be considered as fundamental. The history of corporate law has been one of increasing flexibility for directors and decreasing rights for shareholders. Although the law seems to have coalesced around the norm of shareholder primacy, this is not necessarily reflected in the specific legal rights of the shareholder (Jaid, 2013). The role of the director in the corporation is clearly defined, but the role of the shareholder is not. This imbalance has

led to the marginalization of the shareholder. A better understanding of the role of the school administration is needed.

This study sought to advance that understanding by means of an in-depth analysis of shareholder rights (Lumumba, 2011). The goal of this current study was to establish that the shareholder rights to elect directors and to sell shares are indeed fundamental. It did so by demonstrating the importance of these rights from a wide variety of perspectives, including two types of doctrinal analysis as well as the three major competing theories of the corporation. Because these two rights are important indeed, the most important rights from almost any point of view, they ought to be respected as the fundamental rights of the shareholder.

The role of the school administrators, on the other hand, is much less clear (Dene, 2013). Although the school administrators are often said to be the managers or owners, that status does not result in very much power vis-à-vis directors. While the law's clarity with respect to the role of the director is an asset, its uncertainty with respect to the role of the shareholder is a liability, and the imbalance between the two has led to the marginalization of the school administrators (Lumumba, 2014). School administrators have many legal rights, but they are not all of equal significance. In this article, he argues the two rights; the right to elect directors and the right to sell shares are more important than any others, that these rights should be considered "the fundamental rights of the school administrators," and that, as such, they deserve a great deal of respect and protection by law (Padilla, 2012). As the owners, shareholders should be entitled to do as they please with the corporation. However, corporate law has never given shareholders very much power. Therefore, this study focused on reconciling the traditional view with the limited role of the shareholder in schools and administrators. The researcher argued that what made the current system work are directors'

fiduciary duties to the shareholders. Despite their limitations, shareholder rights remain vitally important in the traditional view

Legally, shareholders only have the right to receive such dividends as are declared by the school administrators (Ssegawa, 2013). Directors have no obligation to declare dividends and may reinvest the corporation's profits rather than distribute them to shareholders. Shareholders only have a legal right to the payment of dividends after, and to the extent that, the board of governors declares any. In practice, many private schools do declare and pay dividends regularly (Kim, 2013). However, most companies distribute only a modest portion of their profits to shareholders (Ilekal, 2012). Generally, shareholders do not expect to receive the bulk of the return on their investment in the form of dividends. In fact, some schools pay little or no dividends. Thus, the right to receive dividends has not been crucial for many shareholders. Shareholders also can benefit economically by selling their shares at a profit. One of the key characteristics for fully incorporated schools is free transferability of shares: shareholders can sell shares at will (Cathy, 2011). However, they are not all of equal significance; some are more important than others. While most of the other shareholder rights are either ancillary or illusory, these two are primary and important.

2.4 Gap Synthesis and Summary of the Reviewed Literature

The literature review above confirms that different scholars have conducted several studies to establish the correlation between corporate governance and staff performance. However, a number of gaps were identified as per the literature reviewed which this study sought to bridge. Most of the studies on the subject are based on developed countries with well-developed corporate governance structures yet the current study was centred on Uganda. Most studies were qualitative and did not guide us on the relationship between the study variables. The scholars did not specifically focus on the variables as laid down in this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This Chapter presents and describes the methods that were used in the study. They include the research design, study population, sample size and selection, sampling techniques and procedure, data collection methods, data collection instruments, data quality control (validity and reliability), procedure of data collection, data analysis and measurement of variables.

3.2 Research Design

A descriptive cross sectional survey design was adopted for the current study. Kothari (2004) states that cross sectional survey entails collecting data from a cross section of respondents at a single point in time. The descriptive cross sectional survey designs validate emerging constructs and proposition in the data set; guiding the study of various units within the identified case by underlining the mechanism by which an incident is brought to being (Kothari, 2004). A cross sectional survey contributes significantly to a researcher's own learning process by shaping the skills needed to do a good research. The above design is usually the simplest and least costly alternative. Though proof may be hard to come by owing to absence of hard theory, learning is certainly possible (Kothari, 2004). The study also applied both quantitative and qualitative approaches. Creswell (2009) noted that quantitative methods are more objective and help to investigate the relationships between the identified variables. The study applied qualitative approaches which involved in depths probe and application of subjectively interpreted data. As pointed out by Kothari (2004) qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior.

The quantitative and qualitative approaches were adopted in sampling, collection of data, data quality control and in data analysis. Triangulation was adopted for purposes of getting quality data. Triangulation means using more than one method to collect data on the same topic (Somekh & Lewin, 2005). This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection (Groves et.al, 2009). However, the purpose of triangulation is not necessarily to cross validate data but rather to capture different dimensions of the same phenomenon (Kothari, 2004).

3.3 Study Population

A population is the aggregate or totality of objects or individuals having one or more characteristics in common that are of interest to the researcher and where inferences are to be made (Amin, 2005). The population was made up of respondents of both sexes (male and female). The population under study was 77 comprising of 07 Board Members, 15 School Management Committee Members 55 Staff Members.

3.4 Sample Size and Selection

The study was based on a sample size of 67 that was drawn from a population of 77. The sample size of 67 was determined based on the Krejcie and Morgan Tables (1970).

3. 2: Population, Sample Size and Sampling Techniques

| Category | Target population | Sample size | Sampling technique |
|-------------------------------------|-------------------|-------------|--------------------|
| Board Members | 7 | 5 | Simple Random |
| School Management Committee Members | 15 | 14 | Simple Random |
| Staff Members (Teachers) | 55 | 48 | Simple Random |
| Total | 77 | 67 | |

Source: Adopted from St. Peters S.S.S Naalya School Manual (2016)

3.5 Sampling Techniques and Procedure

Probability sampling, or random sampling, is a sampling technique in which the probability of getting any particular sample may be calculated (Creswell, 2009). The advantage of probability sampling is its lower cost compared to non- probability sampling. Simple random sampling was adopted in sampling Board of Governors, School Management committee Members and Staff Members(teachers). According to Creswell (2009), simple random sampling ensures that every member has an equal chance of being recruited into the sample. A sample frame was constructed and then the members were randomly sampled.

3.6 Data Collection Methods

In this section, the study used data collection methods that were primary and secondary in nature (i.e. questionnaire survey, key informants interview and documentary review).

3.6.1 Questionnaire Survey

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. The researcher used the questionnaire survey because it is practical, large amounts of information can be collected, questionnaires data can easily be quantified, it is also a cheap way of collecting data, a large group of respondents is covered within a short time, it also allows in-depth research, to gain first-hand information and more experience over a short period of time (Kothari, 2004). Survey methodology is both a scientific field and a profession, meaning that some professionals in the field focus on survey errors empirically and others design surveys to reduce them (Earl-Babbie, 2013).

3.6.2 Interviews

According to Kothari (2004), interviews describe the life events and experiences of the respondents with respect to analysis of the significance of the portrayed phenomena. As Groves et.al (2009) argues, interviews are basically the correct technique to use when exploring sensitive topics, to create conducive environment for respondent to take part. This method constituted the fundamental part of the data collection for this study where three types of interviews were used. Both structured interview and semi structured interviews followed the why and how questions. Interviews were used because they have the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees (Somekh and Lewin, 2005). In addition they gave an opportunity to the researcher to revisit some of the issues that had been an over-sight in other instruments and yet they were considered vital for the study.

3.6.3 Documentary Review

In the secondary analysis of qualitative data, good documentation cannot be underestimated as it provides necessary background and much needed context both of which make re-use a more worthwhile and systematic endeavour (Kothari, 2004). Secondary data was obtained through the use of published and unpublished documents (Junker and Pennink, 2010). Various publications, magazines, newspapers, Annual School Performance Reports, historical documents and other sources of published information were reviewed by the researcher. According to Ragin (2011), secondary data can be helpful in the research design of subsequent primary research and can provide a baseline with which the collected primary data results can be compared to other methods. According to Somekh and Lewin (2005), documents can be helpful in the research design of subsequent primary research and can provide a baseline with which the collected primary data results can be compared to other

methods. The issues that were explored were as indicated in the study objectives or as laid down in the independent and dependent variables of the study.

3.7 Data Collection Instruments

The key data collection instruments used were the questionnaires, interview guide and documentary review checklist.

3.7.1 Questionnaire

A questionnaire is a reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives (Kothari, 2004). In this research, a self-administered questionnaire was used to draw information regarding the study. The researcher chose the questionnaire as an instrument because the study was virtually descriptive and the tool was an easy method of data collection. The questionnaire consisted of closed ended questions purely structured in nature whose variables were measured on a 5 point Likert scale (5 Strongly Agree, 4 Agree, 3 Not sure, 2 Disagree and 1 Strongly Disagree). The 5 point Likert scale is the most appropriate way to formulate the different questions for measuring different items from different variables. Each variable had a set of questions drawn on the basis of the indicators as illustrated in the conceptual framework in chapter one.

3.7.2 Interview Guide

The researcher also conducted interviews. An interview is a dialogue between an interviewer and interviewee. It is an organized conversation aimed at gathering data about a particular topic (Junker and Pennink, 2010). The interview guide was unstructured capturing questions on each of the four variables of the study. The interview guide was used because it has the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees (Ragin, 2007).

3.7.3 Documentary Review Check list

The documentary review list was used for purposes of reviewing documentary data. Documentary data was obtained through the use of published and unpublished documents. According to Groves et.al, (2009), documents can be helpful in the research design of subsequent primary research and can provide a baseline with which the collected primary data results can be compared to other methods. Amin (2005) noted that a documentary review checklist lists the documents that the researcher will review. Documentary data supplements primary data.

3.8 Quality Control of Data Collection

Data quality control techniques ensured that data collected is valid and reliable; the instruments were first tested to ensure validity and reliability.

3.8.1 Validity

Validity refers to the truthfulness of findings or the extent to which the instrument is relevant in measuring what it is supposed to measure (Earl-Babbie, 2013). The validity of the instrument quantitatively was established using the Content Validity Index (CVI). This involved the expert scoring of the relevance of the questions in the instrument in relation to the study variables. The instruments that yielded a CVI above 0.7 were within the accepted ranges. Index (CVI) was computed using the formula below:

$$CVI = \frac{\text{Number of relevant items}}{\text{Total number of items}} \times 100$$

To establish validity qualitatively , the instruments was given to the experts (supervisor) to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1).

Table 3.1: Content validity Index Results

| Summary | | Results | |
|---|--------------------------------------|---------|-------|
| | | Test | Items |
| 1 | Variables | | |
| | Board of governor function | .844 | 6.0 |
| | School Management Committee function | .865 | 6.0 |
| | School Administration function | .799 | 7.0 |
| | Staff performance | .756 | 5.0 |
| a. Independent Variable: Corporate Governance b. Dependent Variable: Staff performance | | | |

Source: Primary Data (2017)

The Content Validity Index test was carried out and the test results revealed that board of governors' function had a validity result of .844, school management committee function had a validity test result of .865, school administration function had a validity test result of .799 and lastly the dependent variable (staff performance) had a validity test result of .756. All the variables had results above the standard value of .70 (70%) which showed that all items in the instruments were valid.

3.8.2 Reliability

Qualitatively, the reliability of the instruments was established through a pilot test of the questionnaire to ensure consistency and dependability and its ability to tap data that would answer the objectives of the study. The results were subjected to a reliability analysis (Creswell, 2003). Quantitatively, reliability was established using the Cronbach's Alpha Reliability Coefficient test. Upon performing the test, if the values were 0.7 and above, the items in the instrument were regarded reliable. Based on Cronbach's Alpha Coefficient, the scales for the variables were reliable. In the case of psychometric tests, must fall within the range of 0.7 above for the test to be reliable (Bill, 2011).

Cronbach Alpha Test Results for the Questionnaire

Reliability for questionnaire as a tool was determined by using the Cronbach Alpha Reliability Test. The results are tabulated in the table below.

Table 3.2: Cronbach Alpha Reliability Results

| Summary | | | |
|---|--------------------------------------|------|-------|
| | | Test | Items |
| 1 | Variables | | |
| | Board of governor function | .816 | 5.0 |
| | School Management Committee function | .890 | 6.0 |
| | School Administration function | .788 | 8.0 |
| | Staff performance | .790 | 6.0 |
| Independent Variable: Corporate Governance Dependent Variable: Staff performance | | | |

Source: Primary Data (2017)

The Cronbach Alpha Coefficient test was carried out and the test results revealed that board of governor function had a reliability result of .816, school management committee function had a reliability test result of .890, school administration function had a reliability test result of .788 and lastly the dependent variable (staff performance) had a reliability test result of .790. All the variables had results above the standard value of .70 (70%) which showed that all items in the instruments were reliable.

3.9 Data Collection Procedure

The researcher through proper channels asked for an introductory letter from Uganda Management Institute which she used for purposes of introduction before the participants when collecting data from the field. Data was collected using questionnaires and interviews and later analyzed. The researcher ensured confidentiality of the survey sheet since the identities were not important. Participants were given time to respond and after the researcher

collected the surveys the next day. The researcher did not offer them any incentives for participating in the research.

3.10 Data Analysis

The researcher used both qualitative and quantitative methods of data analysis. Data Analysis follows an inductive content analysis that permits identification of themes and patterns of explicit word used in raw data and literature reviews (Ragin, 2007).

3.10.1 Qualitative Data Analysis

To grasp the meaning of all qualitative data produced by the interviews and document analysis, explanation building through content analysis as an interpretive technique was adopted. The case content analysis is informed by deducing the inference of content textual data holding on to naturalistic patterns. These are; direct content analysis, conventional and summative content analysis (Earl-Babbie, 2013). The current study took on a summative content analysis whose basis was to understand why certain issues are held. Summative content analysis describes studied keywords to construct meaning to the themes being studied in a broader context. All primary data was thus structured through formation of categories and examining the theories fully to understand the variables of the study (Creswell, 2009). It is through this lense that meaningful concepts and themes informed by the research questions were extracted to generate credibility to raw data to meaningful processed data and draw conclusion

3.10.2 Quantitative Data Analysis

Data was sorted using the Statistical Package for Social Sciences (SPSS) method. Both Excel and SPSS have a similar feel, with pull-down menus, a host of built-in statistical functions and a spread sheet format for easy data entry. SPSS has faster and easier basic function access, it has a wider variety of graphs and charts and it is easier to find statistical tests

(Junker and Pennink, 2010). The analysis relied on both descriptive and inferential statistics. Quantitative data got from the questionnaires was computed into frequency counts and percentage. The descriptive statistics included use of frequency tables, mean, and standard deviation. The key data analysis techniques used were Pearson Correlation Coefficient and Regression analysis. Correlation Coefficients help to assess/test the degree of relationship between the selected variables of the study. In addition to frequency distribution, tables, mean, standard deviation and other measures of central tendency were used in data analysis.

3.11 Measurement of Variables

The independent variable and the dependent variable were measured on a five point Likert type scale (1- strongly disagree, 2-Disagree, 3-Not sure, 4- Agree and 5-Strongly agree). The choice of this measurement is that each point on the scale carries a numerical score which is used to measure the respondents' attitude and it is the most frequently used summated scale in the study of social attitude. According to Bill (2011), the Likert scale is able to measure perception, attitudes, values and behaviours of individuals towards a given phenomenon.

3.12 Ethical Considerations

The principles of research ethics- informed consent, privacy and confidentiality and accuracy were adhered to during the study. Participants received full disclosure of the nature of the study, benefits, alternatives, with an extended opportunity to ask pertinent questions regarding the research. The researcher treated all information provided by participants with maximum confidentiality. This was achieved by assigning respondents codes instead of using the actual names of the respondents, which are known to people.

Honesty was maintained throughout the research process; in reporting data, results, methods and procedures in order to avoid fabrication, falsification or misrepresentation of data. All quotations used and sources consulted were clearly distinguished and acknowledged by

means of references. A letter of authorisation from the department of higher degrees was provided as a request for permission to conduct the study. A covering letter accompanied the research instruments explaining the purpose of the study and the questionnaires were distributed directly to the respondents in their respective areas for filling and were collected immediately after they were filled in. The cover letter was used to provide access to the interview process, which was done on appointment

Objectivity: The researcher avoided bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, expert testimony, and other aspects of research where objectivity is expected or required. She avoided or minimized bias or self-deception.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter presents the findings, analysis and interpretations to the findings. The findings are presented according to the objectives of the study. The study once more focused on examining the relationship between corporate governance and staff performance at St. Peter's S. S. S Naalya. The study was premised on the following research objectives: to establish the relationship between board of governors function and staff performance at St. Peter's S.S.S Naalya, to assess the relationship between school management committee function and staff performance at St. Peter's S.S.S Naalya and to examine the relationship between school administration and staff performance at St. Peter's S.S.S Naalya.

4.2 Response Rate

Presentation of tabulated data according to respondent's response rate

Table 4.1: Response Rate

| Instrument | Target | Actual Response | Response rate |
|---------------|--------|-----------------|---------------|
| Questionnaire | 67 | 61 | 91% |
| Interviews | 05 | 04 | 80% |

Source Primary Data (2017)

Table 4.1 above presents the response rate from the study. The number of questionnaires distributed were 67 and 61 were returned making a response rate of 91%. Face to face interviews were carried out with the respondents; in total 04 respondents were interviewed.

Creswell (2003) notes that a response rate above 50% of the target number is adequate

4.3 Findings on Background Characteristics

This section presents findings on demographics of the respondents, namely; gender, age, education, working experience, and position of the respondent, below.

4.4 Gender characteristics of the Respondents

The gender characteristics of respondents were investigated for this study, and findings are presented in Table 4.2.

Table 4. 2: Summary statistics on the gender of the Respondents

| Gender of the Respondents | | | | | |
|---------------------------|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Female | 28 | 45.9 | 45.9 | 45.9 |
| | Male | 33 | 54.1 | 54.1 | 100.0 |
| | Total | 61 | 100.0 | 100.0 | |

Source: Primary Data (2017)

N=61

Table 4.2 shows that the majority of the respondents were male (54.1%) and female were (45.9%). Although the gender findings indicated a discrepancy in favour of males, the study was representative of all gender since both males and female were included in the study sample.

4.5 Age of the Respondents

The study looked at age distribution of the respondents by using frequency distribution. The results obtained on the item are presented in table 4.3 below

Table 4.3: Age of the Respondents

| Age of the Respondents | | | | | |
|------------------------|----------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 18-28 | 11 | 18.0 | 18.0 | 18.0 |
| | 29-35 | 20 | 32.8 | 32.8 | 50.8 |
| | 36-50 | 29 | 47.5 | 47.5 | 98.4 |
| | 50 Above | 1 | 1.6 | 1.6 | 100.0 |
| | Total | 61 | 100.0 | 100.0 | |

Source: primary data (2017)

N=61

From the above table, the majority of respondents who took part in the study were between 30-39 years implying 41.7% , 21.9 were between the age of 20 -29 , those between 40-49 years were 27.1% and those that were above 50 years were 9.4%. This shows that 72.1% of respondents were 30 years and above with only 21.9% below 30 years. This indicated that all categories of respondents in reference to different age groups were represented in this study.

4.6 Respondents by Highest Level of Education

The table 4.3 presents the summary statistics on level of education of the respondents.

Table 4. 3: Distribution of Respondents by Highest Level of Education

| Level of Education of the Respondents | | | | | |
|---------------------------------------|-----------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Masters | 2 | 3.4 | 3.4 | 3.4 |
| | Bachelors | 57 | 93.2 | 93.4 | 93.4 |
| | Diploma | 2 | 3.4 | 3.4 | 3.4 |
| | Total | 60 | 100 | 100.0 | 100 |
| Total | | 61 | 100.0 | | |

Source: primary data (2017)

N=61

The majority of the respondents were Bachelor’s degree holders making a total percentage of 93.2%, the respondents with Masters were 3.4% and the respondents with Diplomas were 3.4%. These results indicate that the respondents had good qualifications and the right skills and knowledge to deliver. Besides, the respondents were able to understand, read, interpret the questionnaire and gave relevant responses.

4.7 Empirical Results on corporate governance and staff performance

In this section, the empirical results for each of the specific research objectives is presented, analysed and interpreted with an overall goal of demonstrating how board of governors function influences staff performance at St. Peter’s S.S.S Naalya

4.8 Objective One: the relationship between board of governors function and staff performance at St. Peter’s S.S.S Naalya

The items were structured basing on the objectives of the study. Items were measured on a five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree and 5 = Strongly Agree and analysed basing on 07 items which are statistically tabulated and presented in the table below with the frequencies and percentages according to the responses collected.

Table 4.5: Summary Statistics on board of governors’ function

| Items | SD | D | NS | A | SA | Mea n | Std. Dev |
|---|--------------|--------------|---------------|---------------|---------------|----------|-------------|
| The board of governors has played the oversight in relation to the school’s business and affairs | 14.8% (9) | 6.6% (4) | 24.6% (15) | 39.3% (24) | 9.8% (6) | 3.24 | 1.24 |
| The board of governors has effectively monitored the senior management on behalf of the shareholders. | 8.2% (6) | 7.8 (5) | 13.1 (8) | 45.9% (28) | 21.3% (13) | 3.63 | 1.17 |
| St. Peter’s S.S.S Naalya Board of governors has selected, determined the compensation of, and replacing of staff to the extent appropriate, senior management | 1.6% (1) | 3.3% (10) | 8.2% (5) | 47.5% (29) | 34.4% (21) | 4.15 | .854 |
| St. Peter’s S.S.S Naalya board of governors has effectively overseen the conduct of the school’s business affairs | 8.2% (5) | 11.5% (7) | 11.5% (7) | 32.8% (20) | 27.9% (17) | 3.80 | 1.68 |
| The Board of governors has reviewed and approved financial objectives and major school plans and actions proposed by senior management | 3.3% (2) | 14.8% (9) | 16.4 (10) | 26.2% (16) | 36.1% (22) | 3.79 | 1.20 |
| St. Peter’s S.S.S Naalya Board of Governors has effectively controlled and managed the school’s money | 3.3% (2) | 11.5% (7) | 9.8% (6) | 36.1% (22) | 29.5% (18) | 3.85 | 1.12 |
| St. Peter’s S.S.S Naalya Board of Governors has acted in the best interests of the school and its shareholders | 4.9% (3) | 11.5% (7) | 13.1% (8) | 31.1% (19) | 32.8% (20) | 3.80 | 1.20 |

Source Primary Data (2017)

N=61

Key; SD= Strongly agree, A= Agree, N= Not sure, D=Disagree, SD= Strongly disagree

As to whether the board of governors has played the oversight in relation to the school’s

business and affairs, the respondent's responses indicated that cumulatively, the larger percentage (49.1%) of the respondents agreed and 21.4% disagreed. The mean = 3.24 indicated that the respondents agreed that the board of governors has played the oversight in relation to the school's business and affairs.

Deputy Head teacher academics noted during interviews

the board of governors has played the oversight in relation to the school's business and affairs. It has effectively managed finances

It's the responsibility of the board to ensure that financial management matters are in proper shape a matter that may enhance staff performance.

Responses to the question as to whether the board of governors has effectively monitored the senior management on behalf of the shareholders (16%) disagreed while 67.2% agreed. The mean = 3.63 above the median score, three, indicated that the board of governors has effectively monitored the senior management on behalf of the shareholders.

A respondent noted that

The school does not have a functional board that operates formally. The existing board is that of the proprietors who constitute the board of Directors that serves two functions as the board of governors and board of directors. The directors have effectively monitored the senior management on behalf of the shareholders for example infrastructural development.

The ICGU Report (2010) noted that corporate governance recognizes the need for checks and balances in the process of managing institutions and it is, therefore, a more comprehensive style of institutional governance.

With respect to whether St. Peter's S.S.S Naalya Board of governors has selected, determined the compensation of, and replacing of staff to the extent appropriate, senior management, cumulatively the larger percentage (81.9%) agreed with 4.9% disagreeing. The mean = 4.15 which corresponded to agreed indicated that St. Peter's S.S.S Naalya Board of governors has selected, determined the compensation of, and replacing of staff to the extent appropriate, senior management.

Indeed a respondent noted that

St. Peter's S.S.S Naalya directors have selected, determined the compensation of, and replacing of staff to the extent appropriate. It is the responsibility of the board to organise salary payments for all teachers. Board roles if proper may enhance staff performance.

As to whether St. Peter's S.S.S Naalya board of governors has effectively overseen the conduct of the school's business affairs, cumulatively the larger percentage (60.7%) agreed with 19.7% disagreed. The mean = 3.80 meant that the respondents agreed that St. Peter's S.S.S Naalya board of governors has effectively overseen the conduct of the school's business affairs.

A Director of Studies noted that

The Directors in the name of the board of governors have effectively overseen the conduct of the school's business affairs for example authorising payment and receiving reports from senior management on the day to day operations in the school.

In disagreement, a teacher who is a member of the disciplinary committee disagreed and noted

We don't have a functional board, the directors merely usurp powers that could have been performed by a functional board, so there is need to constitute a board like other schools in a democratic manner so that it performs some of the functions the directors perform.

Where the board of director's neglects to perform functions as laid down, committees can be constituted to perform some of these functions.

With respect to whether the Board of governors has reviewed and approved financial objectives and major school plans and actions proposed by senior management, cumulatively the larger percentage (62.3%) agreed and 18.1% disagreed. The mean = 3.79 which corresponded to agreed indicated that the Board of governors has reviewed and approved financial objectives and major school plans and actions proposed by senior management

A teacher noted

In St. Peters, the directors review and approve financial matters and major school plans and actions proposed by senior management

Responses to the question as to whether St. Peter's S.S.S Naalya Board of Governors has effectively controlled and managed the school's money (65.6%) agreed while 14.8% disagreed. The mean = 3.85 above the median score three, indicated that St. Peter's S.S.S Naalya Board of Governors has effectively controlled and managed the school's money

The Deputy Head Teacher Academics lamented

St. Peter's S.S.S Naalya the Directors have effectively controlled and managed the school's money. However, they maximise profits yet the salary could have been pushed up.

The common dimensions of corporate governance control that is close supervision, monitoring and coordination.

As to whether St. Peter's S.S.S Naalya Board of Governors has acted in the best interests of the school and its shareholders, the respondent's responses indicated that cumulatively, the larger percentage (63.9%) of the respondents agreed and 16.4% disagreed. The mean = 3.80 was above the median score three, which on the five-point Likert scale used to measure the items indicated that the respondents agreed that St. Peter's S.S.S Naalya Board of Governors has acted in the best interests of the school and its shareholders.

A respondent noted that

It is not always the case that the board acts in the best interest of stakeholders but for the case of St. Peter's S.S.S Naalya, Directors are acting in the best interests of the school and its shareholders.

Teachers were asked to rate BOGs of St. Peter's whether it is active or inactive in the school.

Majority of the teachers (72.7%) rated BOGs as inactive compared to 27.3% who rated it as active. They called upon management to constitute a formal board of governors in St Peter's S S Naalya like other schools. The Ministry of Education Officer's Report (2014) recommended that members of the BOGs be appointed from among the persons who have the qualities of commitment, competence and experience; this will help get members who are active. The committee would manage and develop the school and ensure the maintenance of

school traditions and high standards of education and discipline. The dominance of powerful and influential members of the BOGs affects other members' participation, involvement and sense of ownership negatively.

4.9 Hypothesis Testing One:

Hypothesis one stated that there is a positive significant relationship between board of governors function and staff performance at St. Peter's S.S.S Naalya. The hypothesis was tested using the Pearson correlation coefficient and the regression analysis results of the hypothesis are given below.

Table 4.6: Correlation Matrix for the relationship between board of governors function and staff performance

| Correlations | | | |
|----------------------------|---------------------|------------------------------|-------------------|
| | | Board of Governors' function | Staff performance |
| Board of Governor Function | Pearson Correlation | 1 | .452** |
| | Sig. (2-tailed) | | .004 |
| | N | 61 | 61 |
| Staff performance | Pearson Correlation | .452** | 1 |
| | Sig. (2-tailed) | .004 | |
| | N | 61 | 61 |

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

Source: Primary Data (2017)

N = 61

The results in table 4.6 showed that the coefficient was .452**. This implied that board of governors' function influence employee performance at St. Peter's S.S.S Naalya. Therefore according to the results there is a positive significant relationship between board of governors function and staff performance at St. Peter's S.S.S Naalya. Therefore, the alternative hypothesis that was earlier stated in chapter one is upheld. The correlation coefficient is a numerical way to quantify the relationship between two variables, i.e the independent and dependent and it is indicated by the symbol "R". The correlation coefficient is always between -1 and 1, thus $-1 < R < 1$. The hypothesis is rejected if the earlier hypothesis was

alternate and the finally tested hypothesis is null and the vice versa. Example if the calculated value is greater than the P value we accept the hypothesis.

A regression analysis was further done to determine the strength of the relationship between board of governors function and staff performance.

Results are presented in the table 4.7 below.

Table 4.7: Regression Analysis of board of governors’ function and staff performance

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .452 ^a | .204 | .183 | 15.78039 |

a. Predictors: (Constant), Board of governors function

Source Primary Data (2017)

The Adjusted R square value is 0.183; this implied that board of governors’ function explained only 18.3% of staff performance. Therefore board of governors’ function predict employee performance at St. Peter’s S.S.S Naalya by 18.3 %. From all the results the alternate hypothesis earlier stated in chapter one that there is a significant relationship between board of governors function and staff performance at St. Peter’s S.S.S Naalya is therefore upheld.

4.10 Objective Two: school management committees’ function and staff performance

The items were structured basing on the objectives of the study. Items were measured on a five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree and 5 = Strongly Agree and analysed basing items which are statistically tabulated and presented in the table 4.8 below with the frequencies and percentages according to the responses collected.

Table 4.8: Summary Statistics on school management committees' function and staff performance

| Items | SD | D | NS | A | SA | Mea n | Std. Dev |
|---|---------------|--------------|---------------|---------------|---------------|----------|-------------|
| School management committees make decisions after consultation with the board | 9.8% (6) | 11.5% (7) | 16.4% (10) | 27.9% (17) | 26.2% (16) | 4.26 | 5.64 |
| School management committees act on behalf of the shareholders in managing the school | 19.7% (12) | 9.8% (6) | 18% (11) | 27.9% (28) | 19.7% (12) | 3.18 | 1.43 |
| St. Peters S.S.S Naalya School management committees are accountable to stakeholders | 14.8% (9) | 11.5% (7) | 27.9% (17) | 29.5% (18) | 7% (11.5) | 3.89 | 1.24 |
| School management committees of the school take the responsibility of informing the board of governors of the status of such operations | 14.8% (9) | 8.2% (5) | 18% (11) | 31.1% (19) | 19.7% (12) | 3.89 | 4.27 |
| School management committees have developed and, followed approval by the board of governors and implementing strategic plans | 16.4% (10) | 11.5% (7) | 14.8% (9) | 37.7% (23) | 11.5% (7) | 3.17 | 1.32 |
| School management committees have always followed the approvals by the board of governors, operating within annual plans and budgets | 8.2% (5) | 13.1% (8) | 21.3% (13) | 32.8% (20) | 19.7% (12) | 3.44 | 1.21 |
| School management committees have identified and managed risks taken by the corporation | 4.9% (3) | 23% (14) | 13.1% (8) | 25% (41) | 13.8% (8) | 3.36 | 1.15 |
| School management committees maintain an efficient and appropriate management and organizational structure | 6.6% (4) | 9.8% (6) | 9% (14.8) | 42.8% (26) | 19.7% (12) | 3.63 | 1.14 |
| School management committees in St. Peter's S.S.S Naalya have established internal controls to ensure accurate financial reporting | 14.8% (9) | 13.1% (8) | 11.5% (7) | 37.7% (23) | 18.4% (10) | 3.29 | 1.34 |

Primary Data 2017

N=61

As to whether school management committees make decisions after consultation with the board, cumulatively the larger percentage (54.1%) agreed with 21.3% disagreeing. The mean

= 4.26 which corresponded to agreed indicated the majority of the respondents agreed school management committees make decisions after consultation with the board.

A respondent noted that the existing management committees in St Peter's S S S Naalya are disciplinary committee, finance committee and welfare committees. School management committees always make decisions after consultation with the board

Relatedly, school management committees are independent, and in some cases may substitute or complement each other.

From the results, it is evident that some teachers are constituted in the school management committees. The findings are in agreement with the Education Act. Presence of SMCs in schools has made it possible to carry out their duties like improvement of the school infrastructure to enhance implementation of education.

Responses to the question as to whether School management committees act on behalf of the shareholder's in managing the school (47.6%) agreed while 29.5% disagreed. The mean = 3.18 above the median score, three, indicated that School management committees act on behalf of the shareholders in managing the school.

A respondent noted that

School management committees act on behalf of the shareholders in managing the school.

Relatedly, a member of the disciplinary committee noted that *"we set good guide lines that are useful in the administration of the school, by the time the academic year opens, every teacher has to be aware of the new rules"*.

As to whether St. Peters S.S.S Naalya School management committees are accountable to stakeholders who are affected by board decisions, the respondent's responses indicated that cumulatively, the larger percentage (36.5%) of the respondents agreed and 26.3% disagreed. The mean = 3.89 indicated that the respondents agreed that St. Peters S.S.S Naalya School management committees are accountable to stakeholders who are affected by board decisions.

Responses to whether school management committees of the school take the responsibility of informing the board of governors of the status of such operations, 50.8% agreed with 23% disagreed. The mean 3.89 close to the median score three indicated that SMC take the responsibility of informing board of governors of the status of their operations.

Responses to the question as to whether School management committees have developed and, followed approval by the board of governors and implementing strategic plans (49.2%) agreed while 27.9% disagreed. The mean = 3.17 close to the median score, three indicated that School management committees have developed and, followed approval by the board of governors and implementing strategic plans.

In agreement, a respondent pointed out that

School management committees enact the administrative guidelines for` example the rules for teachers code of conduct were enacted by the school management committees. All teachers follow these guidelines to enhance the performance of the respective schools where they work.

With respect to whether school management committees have always followed the approvals by the board of governors, operating within annual plans and budgets, cumulatively the larger percentage (52.5%) agreed with 21.3% disagreeing. The mean = 3.44 which corresponded to agreed indicated the majority of the respondents agreed that School management committees have always followed the approvals by the board of governors, operating within annual plans and budgets.

The Deputy Academics noted that

The school administration normally holds briefings and meetings with the Directors to brief them about what is happening in the school on a weekly basis. School management committees have always followed the approvals by the board of governors, operating within annual plans and budgets

Documentary evidence supports primary data, regular monitoring of staff may enhance staff performance, and however this should be carefully invoked. ICGU (2015), noted that while some shareholders are actively involved in managing the business, others decide to take more passive roles, both deriving different objectives and preferences from such a role selection.

As to whether school management committees have always followed the approvals by the board of governors, operating with in annual plans and budgets, cumulatively the larger percentage (52.5%) agreed with 21.3% disagreed. The mean = 3.44 meant that School management committees have followed the approvals by the board of governors and have operated with in annual plans and budgets.

As to whether school management committees have identified and managed risks taken by the corporation, cumulatively the larger percentage (38.8%) agreed with 27.9% disagreed. The mean=3.36 meant that school management committees have identified and managed risks taken by the corporation.

With respect to whether School management committees maintain an efficient and appropriate management and organizational structure, cumulatively the larger percentage (62.5%) agreed with 16.4% disagreeing. The mean = 3.63 which corresponded to agreed indicated the majority of the respondents agreed that School management committees maintain an efficient and appropriate management and organizational structure.

A respondent noted that

School management committees maintain an efficient and appropriate management and organizational structure. They include regular meetings to track current issues and changes in education, engaging parents to support school activities, facilitating funding for learning materials and other school facilities, discussing examination results with parents and holding induction or training courses on how to improve their schools performance

It was further noted that in place are the welfare, finance, disciplinary committees etc. These committees are playing a key role in improving performance. It is a key function of the school management committees to control the major activities of the schools.

Responses to the question as to whether school management committees in St. Peter’s S.S.S Naalya have established internal controls to ensure accurate financial reporting (56.1%) agreed while 27.9% disagreed. The mean = 3.29 above the median score, three, that indicated that School management committees in St. Peter’s S.S.S Naalya have established internal controls to ensure accurate financial reporting.

The respondents were asked to list most important activities of SMC and noted that they have enhanced the performance of students in National examination. The most cited activities are monitoring the performance of students.

4.11 Hypothesis Testing Two:

Hypothesis Two stated that there is a positive significant relationship between school management committees’ function and staff performance. The hypothesis was tested using the Pearson correlation coefficient and the regression analysis and results of the hypothesis are given below.

Table 4.9: Correlation Matrix for school management committees’ function and staff performance

| | | Correlations | |
|--|---------------------|--|-------------------|
| | | School management committees’ function | Staff performance |
| School management committees’ function | Pearson Correlation | 1 | .639** |
| | Sig. (2-tailed) | | .000 |
| | N | 61 | 61 |
| Staff performance | Pearson Correlation | .639** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 61 | 61 |

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

Source: Primary Data (2017) N = 61

The results in table 4.9 showed that the coefficient is .639**. This implied that school management committees, function influence staff performance at St. Peter’s S.S.S Naalya. Therefore according to the results there is a positive significant relationship between school management committee function and staff performance at St. Peter’s S.S.S Naalya. Therefore, the alternative hypothesis that was earlier stated in chapter one is upheld. The correlation coefficient is a numerical way to quantify the relationship between two variables, i.e the independent and dependent and it is denoted by the symbol R. The correlation coefficient is always between -1 and 1, thus $-1 < R < 1$. The hypothesis is rejected if the earlier hypothesis was alternate and the finally tested hypothesis is null and the vice versa. Example if the calculated value is greater than the P value, we accept the hypothesis.

A regression analysis was further done to determine the strength of the relationship between school management committees’ function and staff performance at St. Peter’s S.S.S Naalya. Results are presented in the table 4.13 below.

Table 4.4: Regression Analysis for school management committees’ function and staff performance

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .639 ^a | .408 | .386 | 14.97243 |

a. Predictors: (Constant), school management committees’ function

Source primary data (2017)

The coefficient of determination (Adjusted R square) value is 0.386; this implied that school management committees’ function explained only 38.6% of staff performance. Therefore school management committees’ function predicts staff performance at St. Peter’s S.S.S Naalya by 38.6%. From all the results the alternate hypothesis earlier stated in chapter one

that there is a positive significant relationship between school management committee function and staff performance at St. Peter’s S.S.S Naalya is therefore upheld.

Table 4.5: Regression summary for school management committee function and staff performance

| Staff performance | Standardised B | Sig. P |
|---|-------------------|-----------|
| P | 0.253 | 0.000 |
| Adjusted R ² = 0.386 F = 2.593, p = 0.000 | | |

a. Dependent Variable: Staff performance

Primary data (2017)

The results in Table 4.11 show that, school management committees’ function explained 38.6% of the variation in staff performance (adjusted R² = 0.386). The R value is 0.63, which represents the simple correlation and, therefore, indicates a moderate degree of correlation. The R² value indicates how much of the dependent variable, staff performance can be explained by the independent variable. Therefore the adjusted square value of .039 implied that school management committees’ function predict staff performance; in other words staff performance is dependent on school management committees’ function by 38.6%. The regression model was good/ significant (F = 2.593, p = 0.000 < 0.05). All the independent variables included ($\beta = 0.253$ and school management committees’ function, p = 0.000). The magnitudes of the respective betas suggest that school management committees’ function most significantly predicted staff performance

In summary, the respondents were asked to give their summary opinions about school management committees’ function. Several responses were given but generally they indicated

that the responses on the school management committees' function were fair. In total 61 respondents provided responses indicating that the school management committees' function drafted are good but staff performance has been faced with significant challenges.

4.12 Objective Three: The relationship between School administration and Staff

Performance

The items were structured basing on the objectives of the study. Items were measured on a five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree and 5 = Strongly Agree and analysed basing 05 questions which are statistically tabulated and presented in the table below with the frequencies and percentages according to the responses collected.

Table 4.6: Summary Statistics on School administration and Staff Performance

| Items | SD | D | NS | A | SA | Mean | Std. Dev |
|--|----------|-----------|-----------|-----------|------------|------|----------|
| School administration and the board of governors have ultimately worked for the benefit of the school's shareholders | 8.2%(5) | 9.9%(6) | 9.9%(6) | 29.5%(18) | 29.5%(18) | 4.48 | 5.76 |
| The school administrators attend school meetings regularly | 13.1%(8) | 9.8(6) | 8.2(5) | 32.8%(20) | 26.2%(16) | 3.58 | 1.42 |
| The school administration acts in the best interests of the school and its shareholders | 8.2%(5) | 6.6%(4) | 18%(11) | 39.3%(24) | 21.3%(113) | 4.13 | 4.03 |
| The school administration carries out the day to day operations of the school | 9.8%(6) | 19.7%(12) | 16.4%(10) | 34.4%(21) | 13.1%(8) | 3.22 | 1.23 |
| The school administrators ensure smooth running of | 13.1%(8) | 8.2%(5) | 18(11) | 27.7%(17) | 23%(14) | 4.14 | 5.45 |

| | | | | | | | |
|-------------------|--|--|--|--|--|--|--|
| school activities | | | | | | | |
|-------------------|--|--|--|--|--|--|--|

Source Primary Data (2017)

N=61

With respect to whether school administration and the board of governors have ultimately worked for the benefit of the school's shareholders, cumulatively the larger percentage (59%) agreed with 18.1% disagreeing. The mean = 4.48 which corresponded to agreed indicated the majority of the respondents agreed that school administration and the board of governors have ultimately worked for the benefit of the school's shareholders.

A respondent noted that

The school administration and the board of governors have ultimately worked for the benefit of the school's shareholders.

A critical analysis of the ICGU Report (2015) has it that the school administration is the legal trustee of the schools in Uganda. Muguluma (2004) similarly observed that school administration has role in the schools ranging from budgeting of school funds to monitoring the school projects.

Responses to the question as to whether the school administrators attend school meetings regularly (59%) agreed while 22.9% disagreed. The mean = 3.58 close to the median score, three, that indicated that the school administrators attend school meetings regularly.

The Director of studies noted that *the school administrators attend school meetings regularly for example Monday briefings and staff meetings in general.* In order to make resolutions there is need for a formal meeting and minutes must be taken.

As to whether the school administration acts in the best interests of the school and its shareholders, the respondents' responses indicated that cumulatively, the larger percentage (60.6%) of the respondents agreed and 14.8% disagreed. The mean = 4.13 indicated that the respondents agreed that the school administration acts in the best interests of the school and its shareholders.

A respondent lamented during interviews that: *the school administration always acts in the best interests of the school and its shareholders*. In corroboration, documentary data from the World Bank Report (2015) noted that the configuration of the governance elements can potentially influence interests of active shareholders and non-active shareholders and support the reaching of consensus

Responses to the question as to whether the school administration carries out the day to day operations of the school (47.5%) agreed while 29.5% disagreed. The mean = 3.22 above the median score, three, that indicated that the school administration carries out the day to day operations of the school.

Findings revealed that the school administration carries out the day to day operations of the school. Majority of the respondents said that the school administration has succeeded in managing school affairs, collection of school fees and supervising teacher and students welfare. Similar views were advanced by Odeke (2009) who noted that school administration must succeed in areas that include planning and procurement, supervision of construction projects in schools, mobilization of parents and community and sourcing for funds from project donors such as parents

With respect to whether the school administrators ensure smooth running of school activities, cumulatively the larger percentage (50.7%) agreed with 21.3% disagreeing. The mean = 4.14 which corresponded to agreed indicated that the majority of the respondents noted that the school administrators ensure smooth running of school activities.

Table 4.7: Frequencies, Percentages and Means on Staff Performance (Dependent variable)

| Items | SD | D | NS | A | SA | Mean | Std. Dev |
|---|---------------|--------------|--------------|---------------|----------------|------|----------|
| I know when to start a task and end a task | 11.5% (7) | 6.6% (4) | 8.2% (5) | 49.2% (30) | 16.4% (10) | 3.57 | 1.23 |
| There are set deadlines to accomplish tasks provided | 8.2% (5) | 9.8% (6) | 8.2% (5) | 32.8% (20) | 31.1% (19) | 3.76 | 1.29 |
| The necessary resources for doing work are available | 6.6% (4) | 9.8% (6) | 14.8% (9) | 34.4% (21) | 27.9% (118) | 3.71 | 1.20 |
| There is difficulty in measuring tasks in this school | 6.6% (4) | 8.2% (5) | 11.5% (7) | 31.1% (19) | 32.8% (20) | 3.83 | 1.27 |
| I am efficient in whatever I do | 6.6% (8) | 11.5% (7) | 8.2% (5) | 39.3% (24) | 27.9% (17) | 3.75 | 1.21 |
| Effective service delivery is part of my daily schedule and tasks | 6.6% (5) | 13.1% (8) | 8.2% (5) | 36.1% (22) | 27.9% (17) | 3.71 | 1.24 |
| I always account for all the resources I use | 16.4% (10) | 8.2% (5) | 8.2% (5) | 32.8% (20) | 26.2% (16) | 4.17 | 5.42 |
| Staff are involved in decision making especially on what affects them at St Peter's S.S.S. Naalya | 6.6% (4) | 6.6% (4) | 9.8% (6) | 39.3% (24) | 27.9% (17) | 3.83 | 1.16 |

Source Primary Data (2017)

N=61

With respect to whether they know when to start a task and end a task (65.6%) agreed with 18.1% disagreeing. The mean = 3.57 which corresponded to agreed indicated the majority of the respondents agreed that they know when to start a task and end a task.

A respondent noted

We know when to start and end a task and this is why we teach the A and O Level syllabus on time and complete before the month of July paving way for revision in candidate classes.

A better understanding of the role of the school administration is needed to pave way for timely accomplishment of tasks in St. Peters S.S.S, Naalya. This will put an end to the overlapping roles.

The respondents were also asked whether they discuss the national examination results with the teachers and parents. Majority (84%) said yes while 16% said no. Kabumba(2011) noted

that it is important to analyse and discuss national examinations in a school. Those who said no were asked to give reasons for their answer. Respondents were asked to indicate how St. Peters management motivate teachers and pupils to perform. Among the most cited motivation initiatives by the Director of Studies and Deputy Head teacher Academics included prizes and organizing resource person's talks but no salary increments made

Responses to the question as to whether there are set deadlines to accomplish tasks provided (63.9%) agreed while 18% disagreed. The mean = 3.76 above the median score, three, that indicated that there are set deadlines to accomplish tasks provided.

A respondent noted that *we set deadlines for every task and a programme is put up at every beginning of term and all teachers must fit in the programme. For example early submission of results.*

The role of the school administrators, on the other hand, is much less clear. Although the school administrators are often said to be the managers or owners, the status is to work towards beating deadlines.

The respondents were asked to explain whether the governance function has helped to improve the performance of Naalya. The key areas that are of emphasis are dedication of teachers in their work, motivation of teachers and pupils by parents, pupils and teachers are being rewarded for good performance, good relationship between teachers and parents, a solid teamwork from teachers, directors and parents and purchase of instructional materials

As to whether the necessary resources for doing work are available, the respondents' responses indicated that cumulatively, the larger percentage (62.3%) of the respondents agreed and 16.4% disagreed. The mean = 3.71 was above the median score, three, which on the five-point Likert scale used to measure the items indicated that the necessary resources for doing work are available.

Responses to the question as to whether there is difficulty in measuring tasks in this school (63.9%) agreed while 14.8% disagreed. The mean = 3.83 above the median score, three, indicated that there is difficulty in measuring tasks in this school.

With respect to whether they are efficient in whatever they do, cumulatively the larger percentage (67.2%) agreed with 18.1% disagreeing. The mean = 3.75 which corresponded to agreed indicated the majority of the respondents agreed that they are efficient in whatever they do.

The Director of Studies noted that

The teachers in St Peter's S S S Naalya are efficient in the following areas: discipline monitoring, teaching, punctuality, attending class days.

One of the key characteristics for fully incorporated schools is free execution of tasks, punctuality and discipline.

On the contrary another respondent noted that

Some teachers are lazy; they dodge lessons and other activities like failure to supervise preparations at night, meals and games. Some teachers fail to submit plans and schemes of work on time.

As to whether effective service delivery is part of their daily schedule and tasks, cumulatively the larger percentage (64%) agreed with 19.7% disagreed. The mean = 3.71 meant that the respondents agreed that effective service delivery is part of their daily schedule and tasks.

With respect to whether they always account for all the resources they use (59%) agreed with 24.6% disagreeing. The mean = 4.17 which corresponds to agreed indicated the majority of the respondents agreed that they always account for all the resources they use.

Responses to the question as to whether staff are involved in decision making especially on what affects them at St Peter's S.S.S, Naalya (67.2%) agreed while 13.2% disagreed. The mean = 3.83 indicated that staff are involved in decision making especially on what affects them at St Peter's S.S.S. Naalya.

4.13 Hypothesis Testing Three:

Hypothesis Three Stated that there is a positive significant relationship between school administration function and staff performance at St. Peters S.S.S Naalya. The hypothesis was tested using the Pearson correlation coefficient and the regression analysis and results of the hypothesis are given below.

Table 4.8: Correlation Matrix for school administration and staff performance

| | | Correlations | |
|--------------------------------|---------------------|--------------------------------|-------------------|
| | | School Administration function | Staff performance |
| School Administration function | Pearson Correlation | 1 | .358* |
| | Sig. (2-tailed) | | .032 |
| | N | 61 | 61 |
| Staff performance | Pearson Correlation | .358* | 1 |
| | Sig. (2-tailed) | .032 | |
| | N | 61 | 61 |

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data (2017)

N = 61

The result in table 4.14 showed that the correlation coefficient is .358*. This implied that school administration function influences staff performance at St. Peters S.S.S Naalya. Therefore according to the results there is a positive significant relationship between school administration function and staff performance at St. Peters S.S.S Naalya. Therefore, the alternative hypothesis that was earlier stated in chapter one is upheld. The correlation coefficient is a numerical way to quantify the relationship between two variables i.e the independent and dependent and it is denoted by the symbol R. The correlation coefficient is always between -1 and 1, thus $-1 < R < 1$. The hypothesis is rejected if the earlier hypothesis was alternate and the finally tested hypothesis is null and the vice versa. Example if the calculated value is greater than the P value we accept the hypothesis.

A regression analysis was further done to determine the strength of the relationship between school administration function and staff performance at St. Peters S.S.S Naalya. Results are presented in the table 4.18 below.

Table 4.15: Regression Analysis for school administration function and staff performance

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .358 ^a | .128 | .103 | 17.01525 |

a. Predictors: (Constant), School administration function

Source primary data (2017)

The Adjusted R square value is .103; this implied that school administration function influences staff performance at St. Peters S.S.S Naalya. Therefore school administration function predicts staff performance at St. Peters S.S.S Naalya by 10.3%. From all the results the alternate hypothesis earlier postulated stated that there is a positive significant relationship between school administration function and staff performance at St. Peters S.S.S Naalya is therefore upheld.

Conclusion: This Chapter focused on presenting the findings, interpretation and analysis , the next chapter focuses on the summary of findings, discussion of the findings, conclusions, recommendations and areas for further research. The researcher now turns to chapter five to present the summary of findings, discussion of the findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, discussion, conclusions, recommendations and areas for further study based on the study objectives.

5.2 Summary of Major Findings

The summary of the major findings is presented based on the study objectives as laid in chapter one of this report.

5.2.1 Board of Governors function and Staff Performance

The results showed that the coefficient was .452**. Therefore according to the results there is a positive significant relationship between board of governors' function and staff performance at St. Peters S.S.S Naalya. A regression analysis was further done to determine the strength of the relationship between board of governors' function and staff performance at St. Peters S.S.S Naalya. Results showed that the Adjusted R square value is 0.183; this implied that board of governors' function explained only 18.3% of staff performance at St. Peters S.S.S Naalya. Therefore board of governors' function predicts staff performance at St. Peters S.S.S Naalya by 18.3 %. Therefore, the alternative hypothesis that was earlier stated in chapter one is upheld.

5.2.2 School Management committee and Staff Performance

The results showed that the coefficient is .639**. Therefore according to the results there is a positive significant relationship between school management committee and staff performance. A regression analysis was further done to determine the strength of the relationship between school management committee and staff performance at St. Peters S.S.S

Naalya. Results indicated that the coefficient of determination (Adjusted R square) value is 0.386; this implied that school management committee predicts staff performance. School management committee explained only 38.6% of staff performance at St. Peters S.S.S Naalya. Therefore school management committee predicts staff performance at St. Peters S.S.S Naalya by 38.6%. Therefore, the alternative hypothesis that was earlier stated in chapter one is upheld.

5.2.3 School Administration function and Staff Performance

The result showed that the correlation coefficient is .358*. Therefore according to the results there is a positive significant relationship between school administration and staff performance at St. Peters S.S.S Naalya. A regression analysis was further done to determine the strength of the relationship between school administration and staff performance at St. Peters S.S.S Naalya. Results indicated that the Adjusted R square value is 0.103; this implied that school administration explained only 10.3% of staff performance at St. Peters S.S.S Naalya. Therefore organisational practices predict staff performance at St. Peters S.S.S Naalya by 10.3%. Therefore, the alternative hypothesis that was earlier stated in chapter one is upheld.

5.3 Discussion of Findings

The findings are discussed on the basis of the study objectives as laid down in chapter one

5.3.1 Board of Governor function and Staff Performance

Findings revealed that there is a positive significant relationship between board of governors function and staff performance at St. Peters S.S.S Naalya. Findings revealed that the board of governors has played the oversight in relation to the school's business and affairs. It has effectively managed finances. Similarly, McCormick (2006) noted that it's the responsibility of the board to ensure the financial management matters are in a proper shape.

Study findings revealed that the school does not have a functional board that operates formally. The existing board is that of the proprietors who constitute the board of Directors that serves two functions as the board of governors/board of directors. The directors have effectively monitored the senior management on behalf of the shareholders for example infrastructural development. Relatedly, the ICGU Report (2010) noted that corporate governance recognizes the need for checks and balances in the process of managing institutions and it is, therefore, a more comprehensive style of institutional governance.

Findings further revealed that St. Peter's S.S.S Naalya directors have selected, determined the compensation of, and replacing of staff to the extent appropriate. It is the responsibility of the board to organise salary payments for all teachers. In line Kim (2013), the current study focused on board size, policy & decision making as indicators of corporate governance in relation to board roles, contingency, board effectiveness and staff performance of private schools in Uganda

The Directors in the name of the board of governors have effectively overseen the conduct of the school's business affairs for example authorising payment and receiving reports from senior management on the day to day operations in the school. The school does not have a functional board, the directors merely usurp powers that could have been performed by a functional board, so there is need to constitute a board like other schools in a democratic manner so that it performs some of the functions the directors perform.

Relatedly, Kisuze (2012) noted that where the board of director's neglects to perform functions as laid down, committees can be constituted to perform some of these functions.

In St. Peters, the directors reviewed and approved financial matters and major school plans and actions proposed by senior management. Masibo (2010) researched on board governance

and firm performance of selected state owned corporations and noted that financial decisions should be left to the board.

Findings revealed that St. Peter's S.S.S Naalya the Directors have effectively controlled and managed the school's money. However, they maximise profits yet the salary could have been pushed up. Kabumba(2011) noted that the common dimensions of corporate governance control that is close supervision, monitoring and coordination

It was observed that it is not always the case that the board acts in the best interest of stakeholders but for the case of St. Peter's S.S.S Naalya Directors are acting in the best interests of the school and its shareholders

Johnson (2011) noted that the principles of corporate governance target separation of powers, leadership collaboration and stakeholder participation aspects that promote good governance.

5.3.2 School Management Committee function and Staff Performance

Findings revealed that there is a positive significant relationship between school management committee function and staff performance at St. Peters S.S.S, Naalya. Findings revealed that the existing management committees in St Peter's S. S. S, Naalya are disciplinary committee, finance committee and welfare committees. School management committees do not always make decisions after consultation with the board. In agreement, Lumumba (2011) argues that school management committees are independent, and in some cases may substitute or complement each other

School management committees act on behalf of the shareholders in managing the school. School management committees enact the administrative guidelines for` example the rules for teachers code of conduct were enacted by the school management committee. All teachers follow these guidelines to enhance the performance of the school where they work.

Krambia and Psaros (2016), through the company objectives the school management committees set objectives and ensure that these objectives are achieved.

The school administration normally holds briefings and meetings with the Directors to brief them about what is happening in the school on a weekly basis. School management committee has always followed the approvals by the board of governors, operating within annual plans and budgets

Tagiuri and Davis (2010), noted that while some shareholders are actively involved in managing the business, others decide to take more passive roles, both deriving different objectives and preferences from such a role selection.

School management committees maintain an efficient and appropriate management and organizational structure. They include regular meetings to track current issues and changes in education, engaging parents to support school activities, facilitating funding for learning materials and other school facilities, discussing examination results with parents and holding induction or training courses on how to improve their schools performance

Kabumba(2011) noted that it is a key function of the school management committees to control the major activities of the schools.

5.3.3 School Administration Function and Staff Performance

Findings revealed that there is a positive significant relationship between school administration and staff performance at St. Peters S.S.S, Naalya. The study findings revealed that the school administration and the board of governors have ultimately worked for the benefit of the school's shareholders. It was observed that the school administrators attend school meetings regularly for example Monday briefings and staff meetings in general. It was noted further that the school administration always acts in the best interests of the school and its shareholders. Witt (2013) noted that the configuration of the governance elements can

potentially influence interests of active shareholders and non-active shareholders and support the reaching of consensus

Findings revealed that the school administration carries out the day to day operations of the school. Majority of the respondents said that the school administration has succeeded in managing school affairs, collection of school fees and supervising welfare. Similar views were advanced by Odeke (2009) that school administration must succeed in areas that include planning and procurement, supervision of construction projects in schools, mobilization of parents and community and sourcing for funds from project donors such as parents.

It was observed that the teachers know when to start and end a task and this is why they teach the A and O Level syllabus on time and complete before the month of July paving way for revision in candidate classes. According to Kelene (2013), a better understanding of the role of the school administration is needed to pave way for timely accomplishment of tasks

Findings revealed that the school administrators discuss the national examination results with the teachers and parents. Kabumba(2011) noted that it is important to analyse and discuss national examinations with all stakeholders concerned to invoke the principle of participation.

Findings revealed that the management set deadlines for every task and a programme is put up at every beginning of term and all teachers must fit in the programme. The role of the school administrators, on the other hand, is much less clear (Dene, 2013). Although the school administrators are often said to be the managers or owners, the status is to work towards beating deadlines.

The teachers in St Peter's S S S Naalya are efficient in the following areas: discipline monitoring, teaching, punctuality, attending class days. One of the key characteristics for fully incorporated schools is free execution of tasks, punctuality and discipline (Cathy, 2011).

5.4 Conclusions

This study was designed to answer three research questions and this section will summarize the key findings. Study conclusions were drawn basing on the different research objectives as shown below;

5.4.1 Board of Governors' Function and Staff Performance

Findings revealed that there is a positive significant relationship between Board of governors' function and staff performance at St. Peters S.S.S Naalya. An improvement on the board of governor's function like monitoring/evaluating company performance, articulating shareholders' objectives and focusing the attention of key executives on company performance, reducing agency costs and ratifying and monitoring important decisions, will lead to an improvement on staff performance in St. Peters S.S.S, Naalya.

5.4.2 School Management Committee Function and Staff Performance

From the foregoing findings however, there is a positive significant relationship between school management committees' function and staff performance at St. Peters S.S.S, Naalya. An improvement on the board of governor's function like acting on behalf of the shareholders in managing the school, enacting the administrative guidelines for` example the rules for teachers code of conduct will lead to an improvement on staff performance in St. Peters S.S.S, Naalya .

5.4.3 School Administration Function and Staff Performance

Findings revealed that there is a positive significant relationship between school aadministration function and staff performance at St. Peters S.S.S Naalya. Therefore improving on the school administration function like attending school meetings regularly for example Monday briefings and staff meetings in general, acting in the best interests of the school and its shareholders will enhance staff performance in St. Peters, S.S., Naalya.

5.5 Recommendations

The researcher recommends that;

5.5.1 Board of Governors Function and Staff Performance

The board needs sufficient relevant skills and understanding to review and challenge management performance. Integrity should be a fundamental requirement in choosing corporate officers and board members. Directors should be informed and act ethically and in good faith, with due diligence and care, in the best interest of the company and the shareholders. The board should review and guide corporate strategy, objective setting, major plans of action, risk policy, capital plans, and annual budgets without influence from top management.

5.5.2 School Management Committee Function and Staff Performance

Organizations should clarify and make publicly known the roles and responsibilities of the board and school management committees to provide stakeholders with a level of accountability. SMC should also implement procedures to independently verify and safeguard the integrity of the company's financial reporting. Disclosure of material matters concerning the organization should be timely and balanced to ensure that all investors have access to clear, factual information. Managers should ensure proper internal control systems in the organisation and on the other hand. The employees should be informed of the actions on time and not be taken by surprise, in case of a disagreement; top management should grant the employees a fair hearing.

5.5.3 School Administration Function and Staff Performance

The school administration should provide direction and clear channels of communication for optimal interactions in the school. Success in the management of the school depends on the ability of the school administration to rally the need for keeping open communication channels. Accordingly, it is recommended that institutions should strengthen the monitoring mechanisms in order to promote academic performance and excellence. Education

stakeholders should recognize and appreciate the role of teachers in improving the performance of students in National Examinations. By and large, study findings point to the pivotal role of evaluation in the performance improvement upon which it is recommended that schools need to strengthen their evaluation mechanisms in order to enhance academic performance.

5.6 Limitation of the Study

Given the time factor it was not possible for the researcher to carry out the study beyond study scope in terms of time, geography and subject, therefore future studies should include the time series collection of data on the perception of service. There were a number of limitations associated with decisions made regarding the methodology. The research study took long to conduct, particular interviews, which delayed the study. This was due to the fact that some respondents were not in office at the time of data collection. The researcher relied on a few respondents for the interviews. The study used a small sample and so it was not easy to generalize results. Adopting a mixed methodological approach required a lot of skills and reading about the two approaches which was not easy. There were a number of limitations when it came to nature and the environment. Weather was a big obstacle as it rained on certain occasions as data was being collected for the study. The roads were inaccessible during the rainy days. There was also a problem of taking long to appear for interviews due to weather. Therefore collecting data from them through the questionnaires proved to be a big challenge.

5.7 Areas for further research

The research was carried out in a private entity, there is need to carry out a similar research in a public entity. There is need to carry out a study on corporate governance and profitability of a company. There is need to assess the influence of corporate governance in enhancing the company's corporate image.

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APPENDICES:

Appendix I: Questionnaire

QUESTIONNAIRE FOR BOARD OF GOVERNORS, SCHOOL MANGEMENT COMMITTEES, STAFF MEMBERS AND PTA MEMBERS

My name is **Margaret Ainembabazi** a student of Masters in Business Administration of Uganda Management Institute. In partial fulfillment of the requirements for the degree, I am required to conduct a research in an area of my interest. My interest in this study is to evaluate the **relationship between corporate governance and staff performance at St. Peter's Senior Secondary School Naalya**. You have been sampled to participate in this study and the information you give will be used strictly for academic purposes and will never be used against you or your office. The information got from you will be kept confidential. You are also requested not to write your name on this questionnaire. Fill out the questionnaire and return to me.

Thank you for your cooperation.

SECTION A BIO-DATA

Please tick the most appropriate option

| | | | | | |
|---------------------------|---------|-----------|---------|-------------|----------------|
| Age | 20-29 | 30-39 | 40-49 | Above 50 | |
| Gender | Male | Female | | | |
| Marital status | Married | Single | Widowed | Divorced | |
| Level of Education | Masters | Bachelors | Diploma | Certificate | Others Specify |

Instructions from question 1- tick the number that best indicates your opinion on the questions using the following scale.

| | | | | | |
|--------------|----------------|----------|----------|----------|-------------------|
| Scale | 5 | 4 | 3 | 2 | 1 |
| | Strongly Agree | Agree | Not sure | Disagree | Strongly disagree |

SECTION B

BOARD OF GOVERNORS

| | | 5 | 4 | 3 | 2 | 1 |
|---|---|----------|----------|----------|----------|----------|
| 1 | The board of governors has played the oversight in relation to the school’s business and affairs | | | | | |
| 2 | The board of governors has effectively monitored the senior management on behalf of the shareholders. | | | | | |
| 3 | St. Peter’s S.S.S Naalya Board of governors has selected, determined the compensation of, and replacing of staff to the extent appropriate, senior management | | | | | |
| 4 | St. Peter’s S.S.S Naalya board of governors has effectively overseen the conduct of the school’s business affairs | | | | | |
| 5 | The Board of governors has reviewed and approved financial objectives and major school plans and actions proposed by senior management | | | | | |
| 6 | St. Peter’s S.S.S Naalya Board of Governors has effectively controlled and managed the school’s money | | | | | |
| 7 | St. Peter’s S.S.S Naalya Board of Governors has acted in the best interests of the school and its shareholders | | | | | |

SCHOOL MANAGEMENT COMMITTEE

| | | 5 | 4 | 3 | 2 | 1 |
|---|--|----------|----------|----------|----------|----------|
| 8 | School management committee makes decisions after consultation with the board | | | | | |
| 9 | School management committee acts on behalf of the shareholders in managing the school. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 10 | School management committee is accountable to a range of stakeholders who are affected by board decisions | | | | | |
| 11 | School management committee of the school is responsible for informing the board of governors of the status of such operations | | | | | |
| 12 | School management committee develops and, follows approval by the board of governors and implementing strategic plans | | | | | |
| 13 | School management committee follows the approvals by the board of governors, operating within annual plans and budgets | | | | | |
| 14 | School management committee identifies and manages risks taken by the corporation | | | | | |
| 15 | School management committee is responsible for maintaining an efficient and appropriate management and organizational structure | | | | | |
| 16 | School management committee in St. Peter's S.S.S Naalya establishes internal controls to ensure accurate financial reporting and providing channels for reports of potential misconduct | | | | | |

SCHOOL ADMINISTRATION

| | | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 17 | School administration and the board of governors ultimately work for the benefit of the school's shareholders | | | | | |
| 18 | The school administrators attend school meetings regularly | | | | | |
| 19 | The school administration acts in the best interests of the school and its shareholders | | | | | |
| 20 | The school administration carries out the day to day operations of the school | | | | | |
| 21 | The school administrators ensure smooth running of school activities | | | | | |

SECTION C

STAFF PERFORMANCE

| | | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 22 | I know when to start a task and end a task | | | | | |
| 23 | There is lack of clear guidance from superiors | | | | | |
| 24 | The necessary resources for doing work are available | | | | | |
| 25 | There is difficulty in measuring tasks in this school | | | | | |
| 26 | I am efficient in whatever I do | | | | | |
| 27 | Effective service delivery is part of my daily schedule and tasks | | | | | |
| 28 | I always account for all the resources I use | | | | | |
| 29 | Staff are involved in decision making especially on what affects them at St Peter's S.S.S. Naalya | | | | | |

**Appendix 2: Interview guide for Board of Governors School Management Committees,
Staff members and PTA members**

- 1) How is corporate governance handled in St. Peter's S.S.S Naalya?
- 2) What role has shareholders played as far as corporate governance is concerned?
- 3) What role has the top management played as far as corporate governance in St. Peter's S.S.S Naalya?
- 4) What role has the board of governance played in St. Peter's S.S.S Naalya as far as corporate governance is concerned?
- 5) To what extent is the school administration fulfilling its designated goals in St. Peter's S.S.S Naalya?
- 6) To what extent is the board of governance fulfilling its designated goals in St. Peter's S.S.S Naalya?
- 7) To what extent are the shareholders fulfilling its designated goals in St. Peter's S.S.S Naalya?
- 8) What are the challenges to corporate governance in St. Peter's S.S.S Naalya?
- 9) What is the way on corporate governance at St. Peter's S.S.S Naalya?
- 10) Comment on the efficiency and effectiveness of employees at St. Peter's S.S.S Naalya?
- 11) Comment on the quality of work produced by St. Peter's S.S.S Naalya Employees
- 12) Comment on the fact that the management labors to make you aware of the responsibilities
- 13) Comment on the level of job satisfaction among employees at St. Peter's S.S.S Naalya?
- 14) How best can St. Peter's S.S.S Naalya improve employee performance?

Appendix 3: Documentary Review Checklist

The following documents will be reviewed during the field work exercise

1. St. Peter's S.S.S Naalya Manual will be reviewed
2. St. Peter's S.S.S Naalya Reports will be reviewed
3. St. Peter's S.S.S Naalya Quarterly Reports will be reviewed
4. Articles
5. St. Peter's S.S.S Naalya Minutes of Meetings
6. Strategic plan

**Appendix 4: Determining Sample size from a given population by small sample
technique for selection of sample**

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |

Note.—*N* is population size.
S is sample size.