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FACULTY OF SCIENCE AND EDUCATION

DEPARTMENT OF EDUCATION

**EFFECTIVENESS OF MANAGEMENT OF UNIVERSAL SECONDARY EDUCATION
(USE) GRANT IN SECONDARY SCHOOLS IN BUSOGA SUBREGION- UGANDA**

JOHN BAGALANA

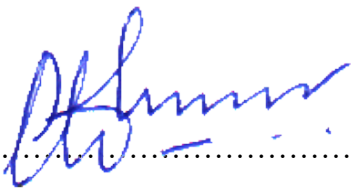
BU/GS20/EDM/20

**DISSERTATION SUBMITTED TO THE DIRECTORATE OF GRADUATE STUDIES,
RESEARCH AND INNOVATIONS IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION, LEADERSHIP AND
MANAGEMENT OF BUSITEMA
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DECLARATION

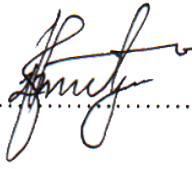
I, John Bagalana (BU/GS20/EDM/20), certify that this dissertation titled “*Effectiveness of Management of Universal Secondary Education (USE) grant in Secondary Schools in Busoga Subregion, Uganda*” is my original work and has never been submitted to any other institution of higher learning for an award. Where other sources have been used, I have duly acknowledged them.

Signature  Date. 12-03-2024

John Bagalana

APPROVAL

This dissertation, titled “*Effectiveness of Management of Universal Secondary Education (USE) Grant in Secondary Schools in Busoga Subregion, Uganda,*” has been written by John Bagalana under our guidance and is now presented for examination with our approval.

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Dedication

I dedicate this dissertation to my family and friends who helped me in one way or the other to complete this work.

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I thank the Almighty God for blessing me throughout the entire process of my research. My gratitude goes to my supervisor, Dr. Charles Eryenyu, for his kind guidance, patience, inspiration, and encouragement throughout the process leading to this piece. May the Almighty God bless his work and reward him abundantly!

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TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	iii
ACKNOWLEDGEMENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ACRONYMS	xii
ABSTRACT.....	xiii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction to the Study	1
1.1.2 Theoretical background	4
1.1.4 Contextual background	10
1.2 Statement of the Problem.....	12
1.3 Purpose of the study	13
Objectives of the study.....	13
1.5. Research questions.....	13
1.6.1 Geographical scope.....	14
1.6.2 Content scope.....	14
1.6.3 Time scope	14
1.7 Justification of the study	14
CHAPTER TWO: LITERATURE REVIEW	17
2.0 Introduction.....	17
2.1 Theoretical Review	17
2.2 Conceptual Review	20
2.3 Empirical review	22

2.3.1 Effectiveness of BOGs in enforcing USE Grant Guidelines	22
2.3.2 Effectiveness of BOG Role in Financial Management of USE Grants	25
2.3.3 Effectiveness of BOGs Supervision Role in Management of USE Grant	26
2.4 Gaps in Literature	28
2.5 Summary of Literature Review.....	29
CHAPTER THREE: METHODOLOGY	30
3.0 Introduction.....	Error! Bookmark not defined.
3.1 Research Design.....	30
3.2 Study Population	30
3.3 Sample Size.....	31
3.4 Sampling Techniques.....	31
3.5 Data Collection Methods	32
3.5.1 Questionnaire Method.....	32
3.6 Data Collection Instruments	33
3.6.1 Questionnaire survey	33
3.6.2 One- on –one Interview	34
3.7 Validity and Reliability of Research Instruments.....	35
3.7.1 Validity of Research Instruments.....	35
3.7.2 Reliability of Research Instruments.....	36
3.8 Data Collection Procedure.	37
3.9 Data management.....	38
3.10 Data Processing and Analysis	38
3.10.1 Quantitative Data Analysis	39
3.10.2 Qualitative Data Analysis	39
3.11 Ethical Considerations	39

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	41
4.0 Introduction.....	41
4.1 Response Rate.....	41
4.2 Demographic Characteristics of Respondents	42
4.2.1 Respondents by Sex	42
4.2.2 Respondents by Marital Status.....	42
4.2.3 Respondents by Age	43
4.2.4 Respondents by Level of Education.	44
4.2.5 Respondents by Years of Service as A teacher.....	44
4.3 Empirical Findings.....	45
4.3.1 Objective one: Effectiveness of BOGs in enforcing USE grant guidelines.....	45
4.3.2 Objective Two: Effectiveness of BOG Roles in Financial Management of USE Grants in Secondary Schools in Busoga Subregion	48
4.3.3 Objective Three: Effectiveness of BOG Supervision Role in Management of USE Grant in Secondary Schools in Busoga Subregion	52
CHAPTER FIVE: DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS.....	57
5.0 Introduction.....	57
5.1 Discussion of the Study Findings	57
5.1.1 Effectiveness of BOG in enforcing USE grant guidelines in secondary schools.	57
5.1.2 Effectiveness of BOG financial role in Management of USE grants in secondary schools in Busoga Subregion.	58
5.1.3 Effectiveness of BOG supervision role in management of USE grant in secondary schools in Busoga Subregion.	60
5.2 Conclusions.....	61

5.2.1 Effectiveness of BOGs in enforcing USE grant guidelines in secondary Schools	61
5.2.2 Effectiveness of BOG financial Role in management of USE grant in secondary Schools in Busoga Subregion	62
5.2.3 Effectiveness of BOG Supervision role in management of USE grant in secondary Schools in Busoga Subregion	62
5.3 Recommendations.....	63
5.3.1 Effectiveness of BOGs in enforcing USE grant guidelines in secondary Schools	63
5.3.2 Effectiveness of BOG Role in financial management of USE grant in secondary Schools in Busoga Subregion	64
5.3.3 Effectiveness of BOG Supervision role in management of USE grant in secondary Schools in Busoga Subregion	65
5.4 Limitations of the Study:	66
5.4 Areas for Further Research	66
REFERENCES	68
APPENDIX A: BUSITEMA UNIVERSITY INTRODUCTION LETTER	72
APPENDIX B: QUESTIONNAIRE FOR TEACHERS	73
APPENDIX C:INTERVIEW GUIDE FOR HEAD TEACHERS, BOG MEMBERS AND EDUCATION OFFICIALS	76

List of Tables

Table 1.1: 2022 USE grant remittance to some of the secondary schools in Busoga.....	11
Table 3.1: Target Population, Sample size and Sampling Techniques.....	31
Table 3.2: Cronbach Alapha Results	37
Table 3.3: Reliability statistics.....	37
Table 4.1: Response Rate.....	41
Table 4.2: Respondents by Sex.....	42
Table 4.3: Respondents by Years of Service as A teacher	44
Table 4.4: Views on BOG enforcement of USE grant guidelines	45
Table 4.5: Views on BOG Financial management role	48
Table 4.6: Views on BOG Supervision role	52

List of Figures

Figure 4.1: Respondents by Marital Status42

Figure 4.2: Respondents by Age43

Figure 4.3: Respondents by Educational Level44

List of Acronyms

BOG:	Board of governors.
USE:	Universal secondary Education.
USAID:	United states Agency for international Development.
BFP:	Budget framework paper.
DEO:	District Education officer.
DIS:	District inspector of schools
APHRC:	African population and health Research centre.
UNICEF:	United Nations children's emergency fund.
EFA:	Education for all.
MOES:	Ministry of Education and sports.
FPE:	Free primary Education.
FDSE:	Free Day Secondary Education
ANOVA:	Analysis of variance
USF:	Universal service fund

Abstract

This study delved into the effectiveness of the Board of Governors (BOG) enforcement of USE guidelines, financial management role and supervision role in USE secondary schools within the Busoga Subregion. It specifically examined the effectiveness of BOG (i) in enforcing USE grant guidelines in USE schools, (ii) financial role in the management of USE grant, and (iii) in the management of USE grant in secondary schools in the Busoga Subregion. The study employed a cross-sectional survey design that combined both qualitative and quantitative research approaches with a sample size of 127 respondents including 3 District Education Officers, 3 Inspector of schools, 9 BOG members, 3 Head Teachers and 82 Teachers. The validity of the questionnaire guide was established using the CVI of (80%). The study used census inquiry, simple random sampling and purposive sampling techniques. The data collection instruments used were the questionnaire and the interview guides. The reliability score was 0.763 while the validity index was at 80%. Qualitative data were analyzed using the verbatim method where direct relevant quotes to the study objectives were noted. Findings concerning BOG enforcement of USE grant guidelines revealed that BOG policies ensure that the admission process is facilitated under the USE grant (76% agreement), BOG policies on financial resources guide the management of USE grants (82% agreement), BOG school disciplinary policies are supported by USE grants (82% agreement) and BOG ensures that school academic standards are supported by USE grants (81% agreement). In addition, findings regarding whether BOGs participated in financial management reveal that BOGs participate in budgeting for USE grants (77% agreement), ensures that USE grants are used transparently (84% agreement), ensures that USE grants are appropriately allocated for the school's needs (75% agreement), and receives financial reports for USE grants (72% agreement). Regarding BOG's participation in the supervisory role, the study revealed that BOG gives regular feedback on the management of USE grants (71% agreement), follows up on the management of USE grants (72% agreement), and discusses audit reports on the management of USE grant (71% agreement). The researcher concluded that there was overwhelming support for BOG policies in facilitating the admission process under the USE grant, guiding financial resource management, upholding school disciplinary policies, and supporting academic standards. The study recommends that BOG should be actively involved in various aspects of grant management, including feedback mechanisms, follow-up, audit discussions, and regulatory functions as well as suggesting room for improvement in enhancing transparency and financial responsibility. The study concluded that the Effectiveness of BOG is pivotal in the management of USE grant in secondary schools.

Chapter One

Introduction

1.0 Introduction to the Study

The study investigated the effectiveness of the management of the Universal Secondary Education (USE) grant in secondary schools in the Busoga Sub-region of Uganda. Specifically, the study examined the relationship between BOG's policy-making role, financial management role, and supervision role in the management of USE grant. Included in this chapter are the background to the study, the statement of the problem, the purpose of the study, the specific objectives of the study, the research questions, the scope of the study, the justification of the study, and its significance.

1.1 Background to the Study

1.1.1 Historical Background

USE grants are intended to alleviate financial hurdles that hinder many youngsters from pursuing secondary school. Globally, the provision of USE grants varies depending on the country and the specific context of the school system. In some countries, USE grant is targeted at specific groups of students, such as girls or students from disadvantaged backgrounds, while in others, they are available to all students (Mugisha & Ntayi, 2017).

In Africa, the provision of school grants has been a key policy priority in many countries. For example, in Uganda, the government launched the Universal Secondary Education (USE) programme in 2007 to provide free secondary education to all eligible students (Ministry of Education and Sports, 2007). The initiative was created to enhance access to secondary education, especially for girls and children from low-income families.

In East Africa, USE grants are frequently part of a larger campaign to promote access to education. The government of Kenya, for example, has enacted various policies aimed at boosting access to education, such as the Free Primary Education (FPE) and Free Day

Secondary Education (FDSE) programmes (Republic of Kenya, 2018). The Universal Secondary Education (USE) programme in Uganda was introduced in 2007 to provide free education to all children in the country (Ministry of Education and Sports, 2014).

The programme is aimed at increasing access to secondary education, improving retention rates, and enhancing the quality of education in the country. This USE programme is funded by the Government of Uganda as well as through donor support from various organisations, including the United States Agency for International Development (USAID). USAID is a major contributor to the USE programme in Uganda through its Uganda School and Community Grants (USE) programme, and it provides funding to support the implementation of the USE. The USE grants are channelled through secondary schools and are intended to support the provision of quality education, including the improvement of school infrastructure, the provision of teaching and learning materials, and the training of teachers (USAID/Uganda, 2020).

There have been cases of the ineffectiveness of the BOG in the management of USE grant across the country. For instance, in 2016, the Auditor General of Uganda conducted a performance audit on the management of USE grant in secondary schools. The audit revealed that there were several weaknesses in the management of the USE grants, including inadequate financial management systems, poor planning and budgeting, and inadequate monitoring and evaluation systems (Office of the Auditor General, 2016).

In 2018, the Education Sector Budget Framework Paper (BFP) for the financial years 2018/19-2022/23 noted that while there had been improvements in the management of the USE grant, there were still challenges, particularly in the areas of transparency, accountability, and in general financial management as well (Ministry of Education and Sports, 2018). Furthermore, a 2019 study by the African Population and Health Research Centre (APHRC) and Twaweza East Africa discovered that secondary schools in Uganda

managed USE grants with significant variations. The study revealed that some schools had effective systems for managing the USE grants, while others lacked basic management systems (APHRC & Twaweza East Africa, 2019).

The introduction of a Universal Secondary Education (USE) grant in Uganda was part of the government's effort to improve access to education for all school-going children in the country (Kakuba et al., 2021). The grant was aimed at offering financial support to cover the cost of providing education for all school-going children, especially those from disadvantaged backgrounds. This initiative aimed to improve the quality of education, increase access to education, increase enrolment, and improve the learning environment (Otyola et al., 2022).

In the Busoga Subregion of Uganda, the management of USE grant has been a crucial aspect of efforts to enhance the effectiveness of secondary education. Busoga is a region known for its high poverty levels and limited access to quality education, making the USE grant particularly important. The background of the management of the USE grant in Busoga reveals various challenges and achievements (Kadaga Launches Busoga Education Initiative, 2021). It has been noted that there have been instances of mismanagement and corruption in the administration of the grant, leading to inadequate resource allocation and poor infrastructure in schools. Additionally, the region has struggled with issues such as teacher shortages, inadequate facilities, and limited access to education materials (Reporter, 2022).

However, there have been positive developments in the management of the USE grant in Busoga. Efforts have been made to address the challenges, including the establishment of oversight and monitoring mechanisms to ensure that the funds are used effectively. There have also been initiatives to improve infrastructure, train teachers, and provide necessary resources to schools. The historical background of the management of the USE grant in Busoga reflects a complex mix of challenges and successes. Efforts to enhance the

effectiveness of the grant continue with the goal of ensuring that all children in the region have access to quality secondary education. Universal Secondary Education (USE) grant is a type of government initiative that aims to increase access to secondary education for all children, regardless of socioeconomic status (Mugisha & Ntayi, 2017).

This study is aimed at examining the effectiveness of the management of universal secondary education (USE) in the Busoga Subregion of Uganda.

1.1.2 Theoretical background

The study was guided by the Agency Theory proposed by Michael C. Jensen and William H. Meckling in 1976. Conflicts of interest can occur when one party hires another to execute a task, as their aims may not align. This phenomenon is referred to as the agency problem, first identified by Jensen and Meckling in 1976. The Agency Theory examines the dynamics between a principal (owner) and an agent (manager). In the case of USE grants, the government or donor organisations act as principals, while the local grant management serves as the agents. This relationship emphasises the possibility of conflicting interests and the importance of supervision and responsibility in utilising the grants (Eisenhardt, 1989). For instance, a manager could place their interests above the company's shareholders, or an employee may behave in their self-interest rather than the company's.

Agency difficulties can result in inefficiencies, moral hazards, and disagreements between the people involved. The idea suggests various methods to reduce these issues, including monitoring, incentives, and contracts. Monitoring involves the principal overseeing the agent's actions to verify they are in line with the principal's objectives (Fama, 1980). Incentives are used by the principal to motivate the agent to act in their best interests (Holmstrom, 1979). Contracts delineate the conditions of the connection between the principal and agent and can be utilised to synchronise incentives and mitigate conflicts of interest (Ross, 1973).

Agency theory provides a framework for understanding how to manage relationships between principals and agents and how to align their interests to achieve optimal outcomes (Eisenhardt, 1989). The research on the relationship between boards of governors' responsibilities in overseeing Universal Secondary Education (USE) funds in Uganda is associated with agency theory. In this situation, the Board of Governors can be viewed as the principals and the school management staff as the agents. The Board of Governors supervises the allocation of USE funds, and the school management team executes the grants to achieve the objectives set by the Board of Governors.

According to Agency Theory, conflicts of interest may arise between the Board of Governors and the school administration staff. Applying the ideas of Agency Theory to administer USE funding in the Busoga Subregion can help stakeholders comprehend the challenges and risks, and establish methods to enhance accountability, transparency, and effectiveness in using the grant. This could ultimately result in enhanced educational results and more effective administration of the grants.

1.1.3 Conceptual background

The main concepts comprehended in this study include management effectiveness, financial management, stakeholders' engagement, administrative processes, education outcomes, challenges, best practices, and success factors of managing the universal secondary education (USE) grant. School management's efficacy is defined as their capability to efficiently and effectively allocate and utilise the universal secondary education (USE) grant to support different educational programmes and activities (Drucker, 1954). This involves managing and supervising an organization's resources, personnel, and activities to accomplish organisational objectives and goals. This entails decision-making, prioritising, establishing clear communication channels, and ensuring correct roles are assigned to achieve the intended goals. Effective management involves fostering a positive work atmosphere,

offering support and advice to people, promoting innovation, and striving for continuous development. Effective management depends on the capacity to react to changes, tackle issues, and optimise efficiency and productivity within the business.

The Agency Theory indicates that handling USE grants effectively includes matching the interests of grant-giving agencies (principals) with the behaviours of school administrators (agents) responsible for managing the monies. This framework evaluates the administrators' ability to prioritise the grant givers' interests while carrying out their duties. The board of governors is in charge of the governance and direction of an organisation, including setting strategic goals, ensuring financial stability, managing risks, and guiding the executive leadership team (Salamon, 2017). The board is responsible for overseeing and giving strategic guidance to an organisation, which includes establishing policies and objectives, evaluating performance, and assuring adherence to laws and regulations. They are crucial in overseeing risk and maintaining the financial stability of the organisation (Choi & Cheng, 2019). The policy-making role involves the development and implementation of policies that guide the organization's activities and decision-making processes. This includes analysing data, researching best practices, and consulting with stakeholders to develop policies that align with the organization's mission and goals (Witte, 2015). Effective policy-making requires an understanding of the organization's goals and values, as well as the broader political and social context (Birkland, 2015).

The financial management concepts which involve the effective allocation and utilisation of the USE grant, including budgeting, accounting, and transparency in financial transactions. These involve the management of an organization's financial resources, including budgeting, accounting, financial reporting, and risk management (Eugene F. Brigham et al 1975). This role requires expertise in financial analysis, forecasting, and strategic planning (Brigham & Ehrhardt, 2013). Budgeting, financial reporting, risk

management, and investment decisions are all part of the financial management function. Effective financial management is essential for guaranteeing the organization's long-term viability and achievement of its objectives (Gibson & Fraser, 2013).

Financial management in the context of the agency – theory, relates to the principals' need to ensure that USE grant funds are utilised efficiently and transparently by school administrators. It involves monitoring financial transactions to prevent misuse or misallocation of funds aligning with the principal's interest. The supervision role involves overseeing the work of staff and ensuring that they are performing their duties effectively and efficiently. This role includes providing guidance and support, setting performance expectations, and monitoring staff performance (Berta et al., 2014). The supervision role involves overseeing the work of employees or teams to ensure that they are performing their duties effectively and efficiently. This includes providing feedback and support, setting performance goals, and monitoring progress. Effective supervision is key to maintaining a productive and engaged workforce (Campbell & Bailey, 2010).

The concept of management of USE grants refers to the oversight and administration of grants provided by the United States government's Universal Service Fund (USF). This includes ensuring compliance with grant requirements, monitoring grant progress, and reporting on grant outcomes (Federal Communications Commission, 2021). The management of USE grants involves ensuring that the funds are used effectively and efficiently to achieve the program's goals. This includes developing project plans, monitoring progress, assessing outcomes, and reporting to stakeholders. Effective grant management requires a deep understanding of program requirements and strong project management skills (Federal Communications Commission, 2021). By applying the agency- theory to the effective management of USE grant, principals can establish mechanisms to align incentives, monitor

actions and control costs thereby promoting efficient and effective grant management to achieve desired educational outcomes.

Stakeholders' engagement focuses on the involves stakeholders such as school administrators, teachers, community members and education officials in decision-making processes related to the management of USE grant. It, therefore, involves schools to collaborate with various stakeholders to support the successful implementation of the USE program and address any concerns that arise. In relation to stakeholders' engagement, the Agency Theory emphasises the importance of communication and accountability between principals and agents. In the study context, stakeholder engagement involves ensuring that school administrators effectively communicate with grant providers, parents and community members regarding the management of USE grants and seek input from stakeholders to enhance accountability and transparency.

Resource allocation is a way how resources provided by the USE grants are distributed within secondary schools including; staffing, infrastructure development, instructional materials and other educational resources. Resource allocation involves the process of distributing and utilising USE grant to support various aspects of the school's operation such as teacher training, infrastructure development and educational materials.

The Agency Theory in line with resource allocation emphasises aligning the incentives of principals and agents to ensure that agents act in the best interest of the principals. In the case of USE grants principals seek to maximise the educational benefits derived from the funds. While agents aim to fulfil their obligations and maintain their positions within the school administration. Aligned incentives encourage administrators to allocate resources in a manner that maximises educational outcomes and promotes the long-term interest of the school and its stakeholders.

Accountability and transparency, this is the extent to which school management is accountable for the use of USE grants and the extent to which the allocation and utilisation of funds are transparent and well documented (Robert Putnam, 1993). Accountability refers to the responsibility of individuals or the organisation's openness and visibility in actions to answer for their actions, decisions and use of resources to stakeholders. It involves being answerable for one's conduct and fulfilling obligation or commitment. Transparency, on the other hand, refers to openness and visibility in actions, decisions and processes. It involves providing clear and accessible information to stakeholders, enabling them to understand and evaluate the actions and decisions of individuals or organisations.

In line with accountability and transparency, the Agency Theory suggests that there is a principal-agent relationship between grant providers (principals) and school administrators (agents) responsible for managing the USE grants. School administrators are entrusted with the responsibility of utilising the funds in the best interest of the grant providers. Therefore, accountability mechanisms are essential to ensure that administrators are answerable for their actions and decisions regarding the management of USE grants. This includes providing clear explanations and justifications for resource allocation, financial decisions and educational outcomes achieved with the USE grants. By establishing clear lines of accountability, grant providers can monitor administrators' performance and hold them responsible for achieving desired outcomes.

Transparency is the key component of the Agency Theory as it facilitates the monitoring and oversight of agents' actions by the principals. In the context of USE grants in Busoga secondary schools, transparency involves making information about the allocation and utilisation of funds as well as the educational outcomes achieved easily accessible to grant providers, parents, students, and other stakeholders. Transparent reporting mechanisms such as financial statements, budgetary reports and performance evaluations, allow principals

to assess how effectively administrators are managing the USE grant and whether they are fulfilling their obligations. Additionally, transparency fosters trust and confidence among stakeholders by demonstrating a commitment to openness, honesty and integrity in the management of public funds.

By applying Agency Theory to the management of the USE grant in secondary schools in Busoga, accountability and transparency mechanism can be established to mitigate agency problems, promote efficient resource allocation and enhance the overall effectiveness of grant management.

1.1.4 Contextual background

The Ugandan government initiated the Universal Secondary Education (USE) program in 2007 to extend access to secondary education for all children, regardless of socioeconomic status (Ministry of Education and Sports, 2015). Under the universal education (USE) policy, the government provides grants to secondary schools to cover tuition fees, and other essential costs to promote equity and expand educational opportunities. However, the management of USE grants has been a challenge for many secondary schools, which has led to concerns about the program's overall impact on education outcomes (Kwesiga, 2015).

One factor that may contribute to the effective management of USE grants is the role of the board of governors (BOG) in secondary schools. The BOG is responsible for providing oversight and strategic direction for the school, including setting policies, managing finances, and supervising staff. However, little is known about the effectiveness of management of universal secondary education (USE) grant in secondary schools, particularly in Busoga Subregion- Uganda.

Busoga Subregion is one of the regions in Uganda located in the eastern part of the country. It is composed of multiple districts each with its own unique socio-economic and

educational characteristics. Understanding the specific context of Busoga is essential for assessing the challenges and opportunities related to the management of USE grants in the region. The educational landscape in Busoga Subregion includes a mix of public and private secondary schools, varying in size, and infrastructure and resource allocation. Factors such as teacher availability, student enrolment rates, infrastructure development and community engagement play a significant role in shaping the management of USE grants in the region.

The Ministry of Finance in consultation with the MOES remitted USE grants to different secondary schools in the country, Busoga sub-region inclusive for the year 2022 as below:

Table 1.1: 2022 USE grant remittance to some of the secondary schools in Busoga

s/n	School	District	Number of learners	Amount per term ×3	Total (Shs)
1.	Bishop Willigas SS	Bugweri	620	58300	108,438,000
2.	Nabukalu SS	Bugiri	525	58300	91,822,000
3.	Kifuyo SS	Namayingo	796	58300	139,220,400

Source: District local governments of Bugweri, Bugiri and Namayingo districts.

Like many other regions in Uganda, Busoga Subregion faces various challenges in the education sector, including inadequate funding, teacher shortage, infrastructure deficits, and disparities in education access. At the same time, there are also opportunities for improvement such as community involvement, innovative practices and government initiatives aimed at addressing educational inequalities.

Effective management of USE grants requires robust policy implementation mechanisms and governance structure at the national, regional and local levels. Understanding the roles and responsibilities of different stakeholders including government agencies, school administrators, community leaders and development partners is crucial for

assessing the effectiveness of grant management in Busoga. Based on the above contextual factors, the research can gain a comprehensive understanding of the challenges and opportunities associated with the management of USE grants in Busoga Subregion, Uganda and identify strategies for improving the effectiveness of grant management to enhance educational outcomes for students.

1.2 Statement of the Problem

In 2007, the Government of Uganda implemented the Universal Secondary Education (USE) programme to assist in the provision of free secondary education. The programme is supported by donors including the United States Agency for International Development (USAID) through the education sector (MOES, 2009). Several secondary schools in the Busoga Subregion of Uganda have been granted USE funds to enhance access, boost retention rates, and enhance the learning environment in secondary schools.

Although the universal secondary education (USE) programme was introduced to improve access to secondary education in Uganda, there are doubts about the efficiency of managing the USE grant in secondary schools, especially in the Busoga Subregion. The management of USE funding in secondary schools in Busoga Subregion-Uganda has not been well researched. Concerns persist over the allocation, use, and influence of these payments on educational achievements. The Board of Governors' control in managing USE grants has often proven ineffective, impacting cash distribution, expenditure, and financial accountability.

There is a lack of thorough research on the effectiveness of managing USE grants in secondary schools in the Busoga Subregion in Uganda, which impacts fund allocation, expenditure, and financial accountability. The information gap impedes the recognition of the difficulties and constraints encountered by BOGS in secondary schools in the Busoga Subregion. This study seeks to examine the present management practices of USE grants in

secondary schools, determine the elements that affect its effectiveness, and assess its influence on the quality and fairness of secondary education in the area. This study aims to investigate the effectiveness of managing USE grant secondary schools in the Busoga Sub-region, Uganda, to fill this knowledge space.

1.3 Purpose of the study

The purpose of this study is to assess BOG's Role in the management of USE grant in secondary schools in the Busoga Subregion-Uganda.

Objectives of the study

1. To determine the effectiveness of BOG in enforcing universal secondary education (USE) grant guidelines in secondary schools in the Busoga Subregion in Uganda.
2. To determine the effectiveness of BOGs financial role in the management of Universal secondary Education (USE) grants in secondary schools in the Busoga Subregion in Uganda.
3. To assess the effectiveness of BOG's supervisory role in the management of universal secondary education (USE) grants in secondary schools in the Busoga Subregion in Uganda.

1.5. Research questions

1. How effective is the BOG in enforcing universal secondary education (USE) grant guidelines in secondary schools in the Busoga Subregion in Uganda?
2. How effective is BOG's financial role in the management of Universal secondary Education (USE) grant in secondary schools in the Busoga Subregion in Uganda?
3. How effective is BOG's supervisory role in the management of universal secondary education (USE) grant in secondary schools in the Busoga Subregion in Uganda?

1.6 Scope of the study

1.6.1 Geographical scope

The study was conducted in selected secondary schools in the Busoga Sub-region, which is located in the eastern part of Uganda and comprised of 11 districts, including Iganga, Jinja, Kamuli, Bugiri, Bugweri, Namayingo, Luuka, Kaliro, Namutumba, Mayuge and Buyende. The Busoga Subregion was selected because a number of reports showed that there the mismanagement of the USE grant was on the increase.

1.6.2 Content scope

The study examined the effectiveness of BoGs in the management of the USE grant in secondary schools in the Busoga Subregion. Effectiveness was determined by how BoG committees (i) enforce USE grant guidelines; (ii) perform their financial management role, and (iii) perform their supervisory role in the management of the USE grant in secondary schools in Busoga Subregion in Uganda.

1.6.3 Time scope

The time scope of the study focused on the period of three (3) years (2019 to 2021). This period was relevant because it covered the implementation of the USE program in Uganda and provided a sufficient time frame to assess the effectiveness of the BOG and the management of the USE grant.

1.7 Justification of the study

This research topic on USE grant management efficacy is concerning. Most secondary schools first mismanaged the USE funding, resulting in inefficiency and an inability to meet the goal. Assuming this, most research has examined the impact of the USE programme on student enrollment and academic performance without evaluating the grant management structures and processes (Wagaba & Muhanguzi, 2018). According to Dunn (2005:70), internal controls are essential to careful financial management in any school, providing

checks and balances to uncover financial errors and anomalies quickly. In a school setting, internal controls are fully handled by the BOG. However, it is seemingly possible that the board of governors' lack of involvement in USE grant management may be contributing to such challenges in the Busoga Sub-region (Ministry of Education and Sports, 2014). This comes on realizing that BOG exercises a crucial role including finances, infrastructure development, and staff welfare. Despite BOG's established roles, USE funds are poorly allocated, used, and accounted for (Wagaba & Muhanguzi, 2018). There are no empirical studies that stand out to reveal the current state of efficiency of management of USE funds having realized that the system started with mismanagement. For continuity of government intentions through USE grants, the checks and balances through such a study as this are so important.

1.9 Significance of the study.

This study is significant for several reasons. First, the study may provide information to policymakers such as MOES, DEO, Inspector of schools BOG and head teachers to understand their roles in secondary schools. This may enable them to design better ways of involving education stakeholders.

Second, it may also act as a guideline to secondary school leaders to improve their effectiveness in the management of USE grants and it is expected to contribute to a better understanding of the roles and responsibilities of the board of governors in the management of the USE grants in secondary schools in Busoga Sub-region. This understanding has helped to identify areas of weakness in the management of the funds and inform the development of evidence-based interventions to improve the effectiveness of the USE program.

Third, the study may provide insights into the challenges facing the board of governors in managing the USE grants and the strategies they use to overcome these challenges. These insights are valuable in identifying best practices and lessons learned that

can inform the management of other donor-funded programs in the education sector in Uganda and beyond.

Fourth, the study may yield empirical evidence on the impact of the involvement of the board of governors in the management of the USE grants on the effective use of the funds and the achievement of the program's objectives. This evidence would be useful in advocating for greater involvement of the board of governors in the management of donor-funded programs in the education sector, as well as informing policy and practice in the sector.

Fifth, the study could help researchers who may wish to conduct further research in the area of BOGS roles and management of USE grants

Finally, the study might contribute to the body of knowledge on the management of donor-funded programs in the education sector in developing countries. This body of knowledge is essential in advancing our understanding of the factors that contribute to the success or failure of donor-funded programs and informing the design and implementation of effective interventions in the education sector.

Chapter Two

Literature Review

2.0 Introduction

This chapter contains a review of existing literature about the effectiveness of the Board of Governors and management of USE grants in Secondary schools and is done by a selection of available documents. The chapter is structured under the headings of; Introduction, theoretical review, conceptual review, an empirical Review that is aligned to the objectives (Assessment of the effectiveness of management of USE grants, discussion of the challenges of USE grants and suggestions of the strategies for improving the management of USE grants) a summary of gaps and summary of the literature review.

2.1 Theoretical Review

The study focused on the Agency Theory proposed by Michael C. Jensen and William Mackling (1976). The theory suggests that conflicts may arise when an agent (such as the Board of Governors) acts on behalf of a principal (such as the government) and may not always act in the principal's best interest (Jensen & Mackling, 1976). In the case of managing USE grants, the Board of Governors may prioritize their interests or those of the school over the objectives set by the government, leading to ineffective grant management (Kothari, 2019). This highlights the need for proper monitoring and accountability mechanisms to ensure that the Board of Governors acts in the best interest of the principal (Bashir & Verma, 2018).

Furthermore, the principal-agent relationship may be affected by information asymmetry, where the principal may not have access to all information on the actions of the agent (Jensen & Meckling, 1976). In the context of USE grant management, the Board of Governors may not provide accurate and timely information to the government, leading to inefficient use of resources (Kothari, 2019). Therefore, the government needs to establish effective communication and reporting mechanisms to minimize information asymmetry and

ensure that the Board of Governors provides relevant and accurate information (Bashir & Verma, 2018). Moreover, agency costs may arise when the principal incurs expenses to monitor and control the actions of the agent (Jensen & Meckling, 1976). In the case of USE grant management, the government may incur costs in monitoring the actions of the Board of Governors, which may reduce the effectiveness of the grant program (Kothari, 2019). Therefore, the government needs to establish efficient monitoring and evaluation mechanisms that reduce agency costs and ensure that the Board of Governors complies with the objectives of the grant program (Bashir & Verma, 2018).

The Agency Theory highlights the need for effective monitoring and accountability mechanisms, communication and reporting mechanisms, and efficient monitoring and evaluation mechanisms to manage conflicts that may arise between the Board of Governors and the government in the context of USE grant management.

The Board of Governors (BOG) plays a critical role in managing Universal Secondary Education (USE) grants in Uganda. According to Agency Theory, the BOG serves as an agent for the government and is responsible for ensuring that the USE funds are used efficiently and effectively (Jensen & Meckling, 1976). The BOG must balance its duties as a representative of the school community with its role as an agent of the government. This creates a potential conflict of interest, as the BOG may prioritize the interests of the school community over the interests of the government (Eisenhardt, 1989). To mitigate this conflict, the BOG must establish clear lines of communication with government officials and USE program coordinators, and ensure that all decisions regarding the use of USE funds are transparent and accountable. The BOGs as agents for the government do create potential agency problems, as they may act in their interests rather than in the interests of the government or the school community (Fame& Jensen, 1983). To mitigate these problems, the

BOG must be trained in grant management and financial oversight and must establish clear policies and procedures for the use of USE funds (Malmi & Brown, 2008).

Therefore, the Agency Theory was instrumental in providing a useful framework for understanding the role of the Board of Governors in managing Universal Secondary Education grants in Uganda. By balancing their duties as agents of the government and representatives of the school community, the BOG can ensure that USE funds are used efficiently and effectively to benefit all stakeholders.

The Agency Theory as proposed by Michael Jensen in 1976 has been influential in the field of corporate governance and management. However, there are some weaknesses and criticisms of the theory and these are:

1. The theory assumes that both the principal and the Agent are rational, seeking to maximise their self-interest. This assumption may not always be right since individuals may act irrationally or have conflicting motivations.
2. Limited focus on stakeholders and more consideration of the interest of shareholders and managers, ignoring the broader range of stakeholders who may be affected by corporate actions such as employees' customers and the community.
3. The Agency Theory focuses more on the principal-agent conflict leading to a narrow view of the relationship between shareholders and management. This can majorly overlook the potential for alignment of interest and cooperation between the two parties.
4. Lack of consideration for non-financial goals and instead has a strong focus on financial performance and assumes that maximising shareholder wealth is the primary objective of the organisation. This may therefore neglect other important non-financial responsibilities and long-term sustainability.
5. The theory suggests that aligning the interests of the principals and agents can be achieved through the use of financial incentives, such as stock options and bonus schemes.

However, this overlooks the complex nature of human motivation and the potential for unintended impact of incentive structure.

6. While the theory provides a conceptual framework for understanding agency relationships, critics argue that it offers limited practical guidance for addressing agency problems in real-world corporate settings.

Despite the weaknesses, the Agency Theory has made significant contributions to the understanding of corporate governance and has been influential in shaping management practices and policies. However, it is important to recognise its limitations and consider alternative perspectives when addressing agency issues within organisations.

2.2 Conceptual Review

Assessing the effectiveness of managing USE grants in secondary schools in the Busoga Subregion, involves evaluating various aspects:

Financial management which involves efficient allocation and utilisation of USE grants is important. These among others include transparent budgeting, tracking expenditure and preventing misuse of funds. The financial management role encompasses the management of an organization's financial resources, including budgeting, accounting, financial reporting, and risk management. This role requires expertise in financial analysis, forecasting, and strategic planning (Brigham & Ehrhardt, 2013). Budgeting, financial reporting, risk management, and investment decisions are all part of the financial management function. Effective financial management is essential for guaranteeing the organization's long-term viability and achievement of its objectives (Gibson & Fraser, 2013).

Capacity building ensures that schools have the necessary resources and infrastructure to accommodate increased enrolment due to USE. This includes hiring qualified teachers, expanding facilities and providing adequate learning materials. The financial management role encompasses the management of an organization's financial resources, including

budgeting, accounting, financial reporting, and risk management. This role requires expertise in financial analysis, forecasting, and strategic planning (Brigham & Ehrhardt, 2013).

Budgeting, financial reporting, risk management, and investment decisions are all part of the financial management function. Effective financial management is essential for guaranteeing the organization's long-term viability and achievement of its objectives (Gibson & Fraser, 2013).

Schools must adhere to government policy and guidelines implementation governing the USE program. Effective management involves understanding the implementing these policies to achieve the program's objectives. The financial management role encompasses the management of an organization's financial resources, including budgeting, accounting, financial reporting, and risk management. This role requires expertise in financial analysis, forecasting, and strategic planning (Brigham & Ehrhardt, 2013). Budgeting, financial reporting, risk management, and investment decisions are all part of the financial management function. Effective financial management is essential for guaranteeing the organization's long-term viability and achievement of its objectives (Gibson & Fraser, 2013).

Stakeholders' engagement which can involve collaboration between school management, teachers, parents and local authorities is vital. Effective communication and involvement of stakeholders can help address challenges and improve the quality of education. The management of USE grants involves ensuring that the funds are used effectively and efficiently to achieve the program's goals. This includes developing project plans, monitoring progress, assessing outcomes, and reporting to stakeholders. Effective grant management requires a deep understanding of program requirements and strong project management skills (Federal Communications Commission, 2021). The effectiveness of managing USE grant secondary schools in Busoga depends on how well these aspects are addressed and integrated into the management processes. Continuous monitoring, feedback

and adaptation are essential for improving outcomes and ensuring the program's long-term success.

2.3 Empirical review

2.3.1 Effectiveness of BOGs in Enforcing USE Grant Guidelines

Uganda's Universal Secondary Education (USE) grants policy aims to enhance access to secondary education for all students, irrespective of their socioeconomic circumstances (Ministry of Education and Sports, 2020). Secondary schools get USE funds from the government according to their enrollment numbers, infrastructural quality, and academic achievements (Ministry of Education and Sports, 2020). The grants are distributed via a specified bank account overseen by the school's Board of Governors committee (Ministry of Education and Sports, 2020).

The government performs regular monitoring and evaluation activities to ensure the efficient use of USE funding. This involves checking financial records and determining if the funds are being used as intended (World Bank, 2019). Schools must provide regular reports on the use of USE funding, which should include financial statements, utilisation reports, and progress reports (Ministry of Education and Sports, 2020). The government offers capacity-building programmes to improve the financial management skills of school board of governors' committees. Additionally, a toll-free helpdesk has been developed to aid schools with financial management concerns (UNICEF, 2017; Ministry of Education and Sports, 2020).

Research on the efficacy of Boards of Governors (BOGs) policies in maximising the use of USE funding is crucial. Successful Boards of Governors should consist of a variety of individuals with different talents, experiences, and backgrounds to guarantee the best decision-making outcomes (Bell, 2019; Sargent & Hannum, 2020). Moreover, they should

engage in transparent communication and set up distinct lines of responsibility to involve all parties in the decision-making process. (Sargent & Hannum, 2020).

Grant management is a crucial component of education policy-making. Successful grant management necessitates meticulous planning, communication, and monitoring of grant operations to guarantee proper and efficient utilisation of funds (Kim & Berube, 2018). Schools must create thorough grant management strategies that outline goals, objectives, timetables, and evaluation procedures (Abdul-Aziz, 2019). The grant management team should comprise professionals skilled in project management, budgeting, and compliance (Abdul-Aziz, 2019).

In Uganda, there is a need to evaluate the effectiveness of Board of Governors (BOG) policies in maximising the use of Universal Secondary Education (USE) grants. This assessment should focus on the financial management skills of BOGs, the efficiency of the toll-free helpdesk in addressing financial management concerns, and the involvement of stakeholders in grant management (Bell, 2019; Liu, 2020; Sargent & Hannum, 2020). The Ugandan government's Basic Education Policy oversees the creation and administration of policies and management of Universal Secondary Education (USE) funds in secondary schools (Ministry of Education and Sports, 2020). The government's policy-making role involves establishing criteria and standards for the distribution and utilisation of USE funding in secondary schools.

The Ministry of Education and Sports (2020) allocates USE subsidies to secondary schools using a methodology that takes into account the school's enrollment, infrastructure, and academic performance. The grants are distributed via a specific bank account overseen by the school's Board of Governors committee. The government offers capacity-building programmes to secondary school management committees to increase their financial management skills and optimise the utilisation of USE funding (UNICEF, 2017). This

involves instruction in financial management, budgeting, and reporting. The government has set up a toll-free helpdesk to aid schools with financial management concerns (Ministry of Education and Sports, 2020). Research has focused on the roles and duties of Boards of Governors (BOGs) in policy-making within the education sector. BOGs have the responsibility of establishing policies and making decisions that influence the growth and orientation of schools. Successful Boards of Governors (BOGs) should consist of a broad group of individuals with a range of skills, experiences, and backgrounds to enhance decision-making (Bell, 2019; Sargent & Hannum, 2020). Moreover, they need to communicate openly and set up distinct lines of responsibility to include all parties in the decision-making process (Sargent & Hannum, 2020).

Studies on grant management in schools suggest that successful management involves thorough planning, communication, and monitoring of grant activities to guarantee proper and efficient use of money (Kim & Berube, 2018). Schools should create detailed grant management plans that specify goals, objectives, timetables, and evaluation methodologies to accomplish this. The grant management team should be composed of professionals who are knowledgeable in project management, budgeting, and compliance (Abdul-Aziz, 2019).

Schools should create precise procedures for grant reporting, monitoring, and compliance to ensure funds are used in line with the grant conditions (Liu, 2020). Successful grant administration necessitates continuous communication and cooperation among school personnel, grantors, and other stakeholders to guarantee that grant operations are in line with school requirements and objectives (Liu, 2020).

Research on BOG policies and grant administration in schools has been conducted, but there are knowledge gaps about their link in Busoga Sub-region, Uganda. The gaps consist of the efficacy of BOG policies in guaranteeing optimal utilisation of USE funding, the proficiency of financial management skills among BOGs, the efficiency of the toll-free

helpdesk in aiding with financial management matters, and the involvement of stakeholders in grant management. Additional research is required to evaluate these areas and pinpoint possible obstacles and resolutions.

2.3.2 Effectiveness of BOG's Role in Financial Management of USE Grants

The National Association of Elementary School Principals (NAESP, 2017) research emphasises the critical role of the Budget Oversight Group (BOG) in ensuring a school's financial stability. The BOG members oversee budgeting, financial planning, accounting, and financial reporting. Efficient administration of the budget can help schools achieve their financial objectives, fulfil financial obligations, and sustain financial stability. Research by the National Centre for Education Statistics (NCES, 2015) revealed that numerous schools face challenges in efficiently handling funds. Common issues include of insufficient staff capability, inadequate grant administration systems, and lack of proper training. Efficient grant administration is crucial to ensure schools utilise grant monies correctly, adhere to grant stipulations, and attain intended results.

A study conducted by the Institute of Education Sciences (IES) in 2017 concluded that capacity building is crucial for successful grant management. This involves enhancing personnel skills, optimising systems and procedures, and offering continuous training and assistance. Schools that prioritise capacity building are more likely to properly manage grants and achieve desired results. The Government Accountability Office (GAO, 2019) assessment revealed that numerous institutions face challenges in adhering to grant management regulations. Typical compliance difficulties involve insufficient documentation, inadequate monitoring, and failure to fulfil grant criteria. Schools must comprehend and adhere to all grant requirements for effective grant management.

Research conducted by the Office of Inspector General (OIG, 2018) concluded that schools are responsible for the proper utilisation of grant funding. This involved guaranteeing

that funds are utilised for their designated purpose, overseeing the allocation of funds, and providing reports on fund utilisation. Schools that are responsible for the utilisation of grant funding are more likely to excel in grant management and accomplish intended results.

The papers referenced offer valuable insights into the significance of BOG and grant administration in schools, but there is a study deficit in the particular context of the Busoga Sub-region in Uganda. Further research is required to comprehend the influence of BOG financial management procedures on the utilisation of USE funding in secondary schools in this area. Furthermore, it was necessary to investigate the effects of capacity building and compliance challenges on grant management in the Busoga Sub-region. Additional research is required to investigate the involvement of stakeholders in grant management within this specific setting. Comprehending these challenges can pinpoint areas requiring actions to enhance grant administration and bolster the financial stability of schools in the Busoga Sub-region.

2.3.3 Effectiveness of BOG Supervision Role in Management of USE Grant

The Business Office Manager (BOG) plays a crucial role in overseeing grant management in secondary schools by ensuring compliance with rules, managing budgets, and supervising the financial components of the grant. Studies have demonstrated that the Board of Governors' involvement in grant management is crucial for the achievement of grant-funded initiatives. Proficient and knowledgeable BOGs are more likely to assure compliance and effectively handle grants (Seltzer & McCartney, 2013; Kane, 2015).

The main duty of the Board of Governors (BOG) in grant management was to guarantee adherence to grant regulations. This involved guaranteeing that all grant monies were utilised for their designated purpose and that all necessary documentation was delivered promptly and accurately (Seltzer & McCartney, 2013). Efficient oversight of BOG is essential for the prosperity of initiatives sponsored by grants. According to Hudson & Pickett

(2016), BOGs that undergo training and professional development in grant administration are more likely to excel in their position. Continuous training and professional development can enhance the Board of Governors' expertise and abilities, resulting in improved grant management results.

The BOG oversees the grant budget, ensuring proper allocation of funds and adherence to the agreed budget (Eckert & Guthrie, 2018). Efficient budget control is crucial for the prosperity of initiatives sponsored by grants. Effective communication and cooperation among the Board of Governors (BOG), project director, and other stakeholders are essential for the success of projects funded by grants (Woolf & Rich, 2019). Consistent meetings to review progress, address obstacles, and make necessary changes can guarantee alignment and collaboration among all stakeholders towards shared objectives.

Effective management of grants in schools necessitates proficient BOGS who possess a deep understanding of grant regulations and processes. They must ensure compliance, handle budgets efficiently, and oversee the financial aspects of the grant. Efficient communication and cooperation between the Board of Governors (BOG) and other parties are crucial for the prosperity of initiatives funded by grants. Continuous training and professional development can enhance the knowledge and abilities of Board of Governors (BOGs), resulting in improved outcomes in grant administration (Seltzer & McCartney, 2013; Kane, 2015; Hudson & Pickett, 2016; Eckert & Guthrie, 2018; Woolf & Rich, 2019). Research is needed to precisely examine the function of BOGs in administering USE funding in secondary schools in the Busoga Sub-region, as their relevance in properly managing grants in schools has been emphasised. The research should pinpoint particular obstacles, training requirements, communication and collaboration methods, as well as the oversight function of the Board of Governors in assessing and reviewing grant-funded initiatives.

2.4 Gaps in Literature

One gap in the literature is the lack of research on the efficiency of managing USE funding in secondary schools in the Busoga Subregion. Comprehensive studies primarily concentrating on the management of USE grant in the Busoga Subregion are lacking. Existing literature is often generic and lacks region-specific focus.

However, there is a shortage of studies on the effectiveness of USE grant administration. There is existing literature on the use of USE funds in secondary schools, but there is a lack of research on how these grants are administered and their impact on educational outcomes. There is a lack of emphasis on the difficulties and obstacles encountered in handling USE funding. Insufficient comprehensive study exists on the obstacles and difficulties encountered by schools in Busoga Subregion in handling USE funding, and the subsequent effects on the grants' overall efficacy.

There is a lack of research on the most effective methods for managing USE grant. Research is needed to identify and examine the best strategies for effectively administering USE funding in secondary schools, especially in the setting of the Busoga Subregion.

There is a shortage of research on the viewpoints and encounters of stakeholders specifically literature discussing the viewpoints and experiences of several stakeholders engaged in the administration of USE funds, including school administrators, teachers, students, and parents.

There is scant data on how the management of USE grants affects educational outcomes. Research is needed to investigate the direct influence of managing USE grants on educational results in secondary schools in the Busoga Subregion, including students' academic performance, retention rates, and school completion rates.

There is a requirement for more detailed and thorough research on the management of USE grants in secondary schools in the Busoga Subregion, focusing on its effectiveness, obstacles, best practices, and effects on educational outcomes.

2.5 Summary of Literature Review

In summary, research suggested that the effectiveness of the management of USE grant policy-making and grant management required communication, collaboration, transparency, and accountability to ensure that decisions are made in the best interest of students and the school community (Bell, 2019; Kim & Berube, 2018; Liu, 2020; Sargent & Hanuman, 2020). BOGs play a critical role in financial management and the optimal utilization of USE grants in secondary schools in Uganda. Effective financial management requires transparency, accountability, and collaboration among BOG members, school staff, and other stakeholders. Grant management is also crucial, and schools should develop comprehensive grant management plans and establish clear procedures for reporting, monitoring, and compliance. This research is needed to assess the effectiveness of BOG policies and the role of stakeholders in grant management.

The current study tries to fill this gap by investigating the effectiveness of the BOG in the management of USE grant which is critical to the success of secondary schools. BOG members play a crucial role in financial management, while grant management requires capacity building, compliance, and accountability. Schools that invest in effective financial and grant management are more likely to achieve their financial and educational goals.

Chapter Three

Methodology

3.0 Introduction

This section outlines the structure in which the study took place. The chapter presents the research design (methodology), study population, sample size and sampling techniques, data collection instruments, validity and reliability of research instruments, research procedure, and data analysis.

3.1 Research Design

The study utilised a cross-sectional survey approach, which was deemed cost-effective, and efficient, and allowed for data collecting at a specific point in time over a brief period, as mentioned by Amin (2005). Qualitative and quantitative research methods were used together to enhance the research quality. The results from each method can reinforce each other, leading to more consistent findings, as suggested by Sarantakos (1998). The design was suitable for analysing a wide range of respondents, including DEOs, BOGs, school inspectors, head teachers, and teachers during the study's timeframe.

3.2 Study Population

The study was conducted in Bugiri, Namayingo, and Bugweri districts within the Busoga Subregion. One government-aided secondary school was purposefully selected from each district to represent the features of all government-aided schools in the area. The selected schools were Bishop Willigas SS, Nabukalu SS, and Kifuyo SS. The researcher selected these schools because they were accessible and government secondary schools that execute the USE programme in Busoga Sub-region. The study sample comprised 100 respondents, consisting of 82 teachers, 3 Board of Governor members, 3 District Education Officers, 3 Inspectors of schools, and 3 Head teachers involved in implementing education policies.

3.3 Sample Size

The sample size for the research was determined using the Krejcie and Morgan (1970) mathematical table for sample size selection. This table was used to determine the number of teachers who participated in the study. Additionally, the respondents who were interviewed were selected purposefully as key informants, including head teachers, board chairpersons, and district education officials.

Table 3.1: Target Population, Sample Size and Sampling Techniques

Category	Target Population	Sample size	Sampling technique	Instrument
1. District Education Officer	3	3	Census Inquiry	Interview
2. Inspector of Schools	3	3	Census Inquiry	Interview
3. BOG members	36	9	Purposive sampling	Interview
4. Head teachers	3	3	Census Inquiry	Interview
5. Teachers	100	82	Simple random	Questionnaire
Total	145	100		

Source; *Namayingo, Bugiri and Bugweri Local Government Records (2023) and compiled by researcher*

3.4 Sampling Techniques

Sampling techniques refer to the procedures used by a researcher to select the required study sample, as noted by Kombo and Tromp (2006). This study utilized; Census Inquiry, simple random sampling and purposive sampling techniques as follows:

3.4.1 Census Inquiry

The census inquiry, also known as complete enumeration, is a method used by researchers to collect information from every individual in a population. Creswell (2012) defines census inquiry methodology as a method that involves a complete count and is used

when the researcher does not need to use sampling. In this study, census inquiry was used for head teachers, District Education officers, and inspectors of schools as there was no requirement for sampling procedures for these groups.

3.4.2 Purposive Sampling

Purposive sampling involves the intentional and precise selection of a sample. In this study, purposive sampling was used to select key informants (BOG) because they were the ones who knew the implementation of the USE grant management in the schools. For this study, this technique was used to select the BOG chairpersons of the three (3) schools since they are directly responsible for the oversight roles. While this technique may not have provided a representative sample, Gay (1996) and Amin (2005) noted that it could enable the researcher to gain an in-depth understanding of the problem. The purposively selected sample was a rich source of data on the subject of interest.

3.4.3 Simple Random Sampling

Mugenda and Mugenda (1999) used simple random sampling when each possible respondent had an equal chance of being chosen for the study. Simple random sampling was employed to choose 64 teachers as participants in the study. Random numbers from 1 to 64 were assigned, written down, folded, and mixed, and then one number, 64, was selected. Each number had an equal probability of being selected in this scenario.

3.5 Data Collection Methods

The researcher utilized both qualitative and quantitative data collection methods. In the study, the researcher employed the questionnaire survey and interview guides to collect the findings.

3.5.1 Questionnaire Method

A questionnaire is a data-gathering approach that consists of a meticulously crafted series of written and tested questions delivered to specific respondents to obtain information

for the study, as explained by Enon (1998). The data collection strategy involved using both closed and open-ended questions to elicit responses from a group of participants, as described by Mugenda & Mugenda (1999). The tool was suitable for the researcher to utilise due to the high number of teachers that could not be personally covered. The questionnaire was suitable for efficiently gathering a substantial amount of data in a short timeframe.

3.5.2 Interviews Method

An interview is a direct verbal discussion between a researcher (interviewer) and a respondent (interviewee) where ideas are shared and documented, as outlined by Kombo et al. (2006). A structured interview guide was created and given to Head teachers, BOG members, School inspectors, and District Education authorities. This strategy was selected for its ability to generate comprehensive data on the subject. Interviews were an effective way of gathering data based on the priorities, opinions, and ideas of informants. Informants were able to elaborate on their thoughts, articulate their perspectives, and pinpoint what they deemed to be essential elements, as documented by Mugenda & Mugenda (1999) and Amin (2005).

3.6 Data Collection Instruments

The study employed the following study instruments to gather the study findings: namely the questionnaire guide and interview guides.

3.6.1 Questionnaire survey

A questionnaire is a structured set of questions that are uniformly administered to respondents. The questions can be open-ended, closed-ended or both and respondents are requested to provide their responses in writing or electronically. Questionnaires are often used when researchers need to gather quantitative data that can easily be analyzed and compared across a large sample. This instrument is cost-effective and can be distributed to a wide range of respondents. The questionnaire was designed with mainly closed-ended

questions to be answered by the respondents (teachers). The closed-ended questionnaire was advantageous in that it was easy to fill out, saved time, kept respondents on the subject, and allowed for relatively objective data collection (Mugenda & Mugenda, 1999). The questionnaire was systematically organized to include the demographic characteristics of the respondents, the activities of the Board of Governors, and academic performance in secondary schools. The teachers' questionnaire (Appendix B) had four sections and these are:

Section A: Demographic information. This suggests filling and ticking where applicable; sex, marital status, Age group, highest educational level attained and years spent as a teacher

Section B: BOG Enforcement of USE guidelines. This is a four close ended item questionnaire measured on four subscales namely; (i) I am familiar with the BOG guidelines, (ii) BOG effectively enforce the USE grant guidelines, (iii) I am satisfied with the allocation of USE grants, (iv) BOG ensure transparency in the allocation of USE grants.

Section C: Financial management roles. This is a five close ended item questionnaire measured on five subscales namely; (i) BOG is involved in budgeting, (ii) BOG ensures that USE grants are used transparently, (iii) BOG ensures that USE grants are appropriately allocated, (iv) BOG receives financial reports, (v) BOG prioritises school's financial needs.

Section D: BOG Supervision roles. This is also a five close ended item questionnaire measured on five subscales namely; (i) BOG receives feedback on the management of the USE grant, (ii) BOG gives regular feedback, (iii) BOG follows up on the management of USE grants, (iv) BOG discusses audit report, (v) BOG regulates the management of USE grants.

3.6.2 Interview Guide

The interview instrument is a more interactive and flexible data collection method where a trained interviewer asks questions to individuals in a face-to-face setting. Interviews

can be structured or unstructured and allow for in-depth probing and follow-up questions to explore the respondent's answers in more detail. Interviews are used when researchers need to gather qualitative data to gain a deeper understanding of the respondent's experiences, perceptions and motivations.

The interview guide was designed to explore the perceptions, experiences, and opinions of the key informants regarding the relationship between the roles of the Board of Governors and the management of universal secondary school (USE) grants in selected secondary schools. The open-ended questions allowed for a more detailed and nuanced response, allowing the key informants to express their views in their own words. The interview guide was pilot-tested to ensure that it was clear, concise, and relevant to the research questions. The pilot test also helped to identify any potential problems with the questions and allowed for adjustments to be made before the actual interviews were conducted

3.7 Validity and Reliability of Research Instruments

The validity and reliability of the research instrument were measured as follows:

3.7.1 Validity of Research Questionnaire

Validity assesses the accuracy of outcomes based on how well the instrument aligns with the concept being studied. Thus, in this study, content validity is utilised to assess the questionnaire's validity. Three renowned academics in the Department of Education at Bisitema University assessed the content validity of the item designed to collect quantitative data by ensuring that the questionnaire items aligned with the study's aims. The research supervisors were requested to provide feedback on each question by categorising it as relevant, irrelevant, or in need of improvement. The questionnaire and interview guide's content validity was verified by three experts from the Education Department at Busitema University. The content validity index (CVI) was calculated and assessed according to Lynn's

(1986) criteria. A CVI above 70% is deemed excellent. Items were considered relevant if they were reviewed by a maximum of three experts who all reached a unanimous agreement (Polit, Beck, & Owen, 2007). The formula used for this evaluation was:

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

$$= \frac{24}{30} \times 100 = 80\%$$

Since the CVI of 80% was greater than 70%, it was accepted. This is according to Lynn's (1986) criteria where any CVI greater than 70% is considered excellent and items are passed as relevant if they were tested by three experts minimum and were all in perfect agreement (Polit, Beck, & Owen, 2007).

3.7.2 Reliability of Research Questionnaire

Reliability pertains to the consistency and stability of the instruments used in data collection when the same groups of individuals are frequently measured under the same conditions (Kombo et al., 2006). Internal consistency was assessed by calculating reliability using Cronbach's coefficient alpha. The coefficient represents the reliability of a test and often rises as the correlation between variables increases. The scale spans from 0 to 1, with values closer to 1 indicating higher reliability in assessing the variable. The researcher utilised a specific sort of questionnaire and assessed its reliability among the teachers utilising Cronbach's alpha test. Cronbach (1950) stated that coefficient alpha values equal to or greater than 0.7 are deemed satisfactory. The researcher conducted a pilot study in a secondary school not included in the main study to test the reliability of the teachers' questionnaire. The Cronbach's alpha coefficient in the Statistical Package for the Social Sciences (SPSS) programme was utilised to assess and establish the reliability of the instrument. The Cronbach's alpha value of 0.763 ($\alpha = 0.763$) was derived from the data presented in table 3.2. This exceeds the

recommended threshold of 0.70 (Amin, 2005) for a dependable device. The Cronbach alpha values for the sub-scales were 0.80, 0.71, and 0.71 for the BOG enforcement of USE grant standards, Finance management role, and BOG Supervision roles in USE grants management in secondary schools, respectively. The values ensured the scales utilised were consistent. The values of Cronbach alpha for the sub-scales are as shown in the table below:

Table 3.2: Cronbach Alpha Results

Variable	Cronbach Alpha	Number of items
Enforcement of grant guidelines	.0.80	4
Financial management roles	0.71	5
Supervision roles	0.71	5

Source: Result of analysis 2024

Table 3.3: Reliability statistics

Cronbach	Cronbach's Alpha based on standardized items	Number of items
0.763	0.763	24

Source: Result of analysis.

3.8 Data Collection Procedure.

After the approval of the research proposal, the researcher obtained a letter of introduction from Busitema University to facilitate access to the participants. Subsequently, the researcher requested permission from the head teachers of the selected secondary schools in Busoga Sub-region to conduct the study. To administer the questionnaires, research assistants were hired to collect data from the targeted group of secondary school teachers.

The collected data were then processed and analyzed, and a report was written by the researcher.

3.9 Data management

This is the process of collecting, organizing, storing, and analyzing data systematically and efficiently. Data management involves various activities such as data collection, data entry, data cleaning, data storage, data analysis and data dissemination. Effective data management is essential for ensuring the accuracy, reliability and security of research data.

In data collection, systematic gathering of information through questionnaire and interview methods was done. After data collection, information was typically entered into a digital format (database) to facilitate the analysis. Data cleaning involving the process of identifying and correcting errors or inconsistencies in the data to ensure accuracy and reliability was done. Research data was then stored in a secure and organized manner to prevent loss or unauthorized access and this involved using a data management system or secure data repositories. Once the data was collected and cleaned, it was analyzed to draw conclusions and make informed decisions. Effective data management in research was critical for maintaining the integrity and validity of research findings and ensuring that they can be effectively used and interpreted by other researchers.

3.10 Data Processing and Analysis

Data processing involves organizing and manipulating raw data to convert it into meaningful information. This process may include data entry, validation, sorting, summarizing and calculations. After processing, the data is analyzed to identify patterns, trends and relationships and derive insights and conclusions. Data analysis involves various techniques and methods to interpret the data such as statistical analysis or inferential analysis, qualitative analysis and visualizations. These were used because of the need to extract

meaningful information from the data, which can be used for decision-making and problem-solving.

3.10.1 Quantitative Data Analysis

The acquired quantitative data were inputted into a computer and analysed with the social science data analysis software, SPSS. Descriptive statistics, such as frequencies, percentages, mean, mode, and median, were employed for data analysis. Data were also shown through the use of graphs, histograms, and pie charts. Descriptive statistics enabled a numerical and graphical display of data to offer a comprehensive comprehension of the gathered information, as stated by Amin (2005). Data within the same category was collected, and analysed, and a report was created using the results.

3.10.2 Qualitative Data Analysis

The researcher used the thematic analysis technique which involved identifying, analysing and reporting themes within qualitative data. In this case, the researcher systematically coded and categorized data to uncover underlying themes and concepts, providing insight into participant's perspectives, experiences and attitudes.

Qualitative data collected from the key respondents were analyzed through transcription and coding of responses into themes and categories. The researcher conducted a careful review of the interview transcripts and identified key themes that emerged. These themes were then organized and presented in a narrative form to represent the major findings of the study. The information was presented in a summarized form and quoted where necessary with the permission of the respondents. The goal of this process was to provide a detailed and nuanced understanding of the issues at hand.

3.11 Ethical Considerations

The study upheld two important ethical considerations. Firstly, the confidentiality of information provided by the respondents was strictly maintained. Secondly, the researcher

also ensured ethical compliance with copyright laws and intellectual property rights to avoid any instances of plagiarism while referencing other studies. These measures were crucial in ensuring ethical standards and were observed throughout the research process.

Chapter Four

Presentation, Analysis and Interpretation of Findings

4.0 Introduction

This study was set to investigate the effectiveness of the management of Universal secondary education (USE) grant in secondary schools in the Busoga Subregion in Uganda. Specifically, the study aimed to establish the effectiveness of BOG enforcement of USE grant guidelines, BOG financial management role and BOG supervision role in the management of USE grant in secondary schools in the Busoga Subregion. This chapter presents the rate of response, research findings, analysis and interpretation of findings based on the specific objectives of the study.

4.1 Response Rate

The response rate was computed to establish whether it was adequate for the generation of the required data. It was calculated to find out if the sample size was sufficient to support valid conclusions. The researcher reflected on the response rate to indicate the extent of participation of the targeted sample. The findings were as follows:

Table 4.1: Response Rate

Instrument	Expected Sample	Acquired sample	Response Rate
Questionnaire	82	82	82
Interview guide	18	18	18
Total	100	100	100

Source; primary Data

Out of a sample size of 100 respondents, all respondents (100%) managed to respond to the questionnaire and interviews. These included; 82(82%) teachers, 3(3%) head teachers, 9(9%) BOG members, 3(3%) DEO and 3(3%) Inspector of schools. Amin (2005) noted that a response rate of 50% in a study is reasonable and would produce binding results. Among the

targeted 82 respondents for the questionnaire (teachers) and 18 respondents for the interview were reached.

4.2 Demographic Characteristics of Respondents

This section presents the sample characteristics or demographic features of the respondents such as their sex, marital status, age, educational level and number of years worked as a teacher in secondary schools.

4.2.1 Respondents by Sex

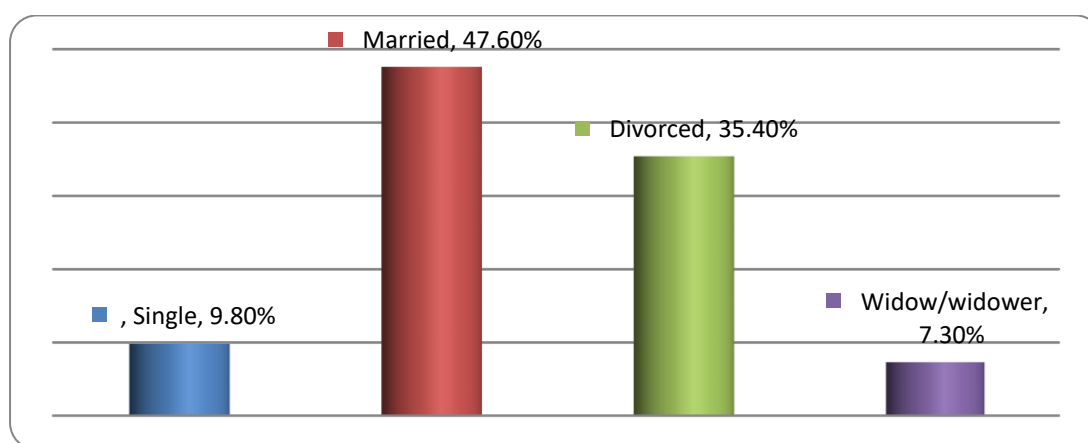
Table 4.2: Respondents by Sex

Gender	Frequency	Percentage
Male	78	78
Female	22	22
Total	100	100

Source: Primary Data

Table 4.2 shows that the majority of the respondents, 78(78%) were male as opposed to females who were 22(22%). This shows that generally, there is slightly a big margin between males and females in selected secondary Schools in the Busoga Subregion.

4.2.2 Respondents by Marital Status

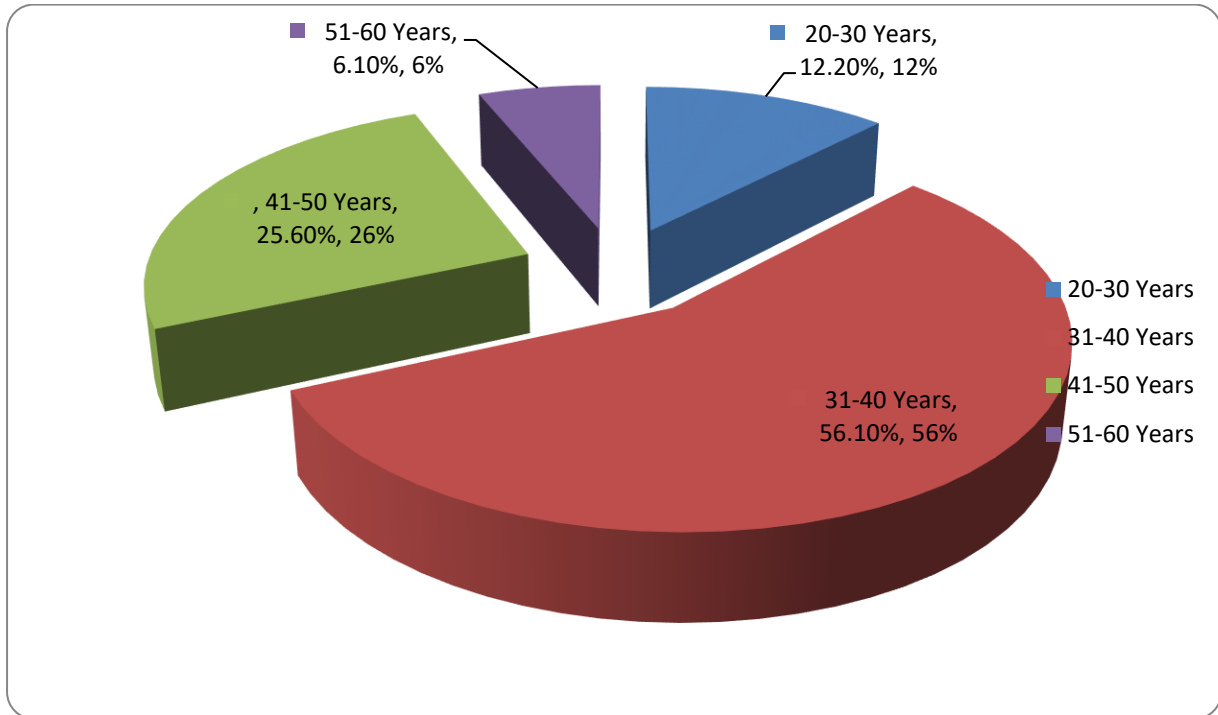


Source: Primary Data

Figure 4.1: Respondents by Marital Status

Figure 4.1 shows that 49% of the respondents were married, 35% were divorced, 10% were single, and only 6% were widows or widowers. The results indicate that the sample size contained a fair representation of the entire population under study.

4.2.3 Respondents by Age

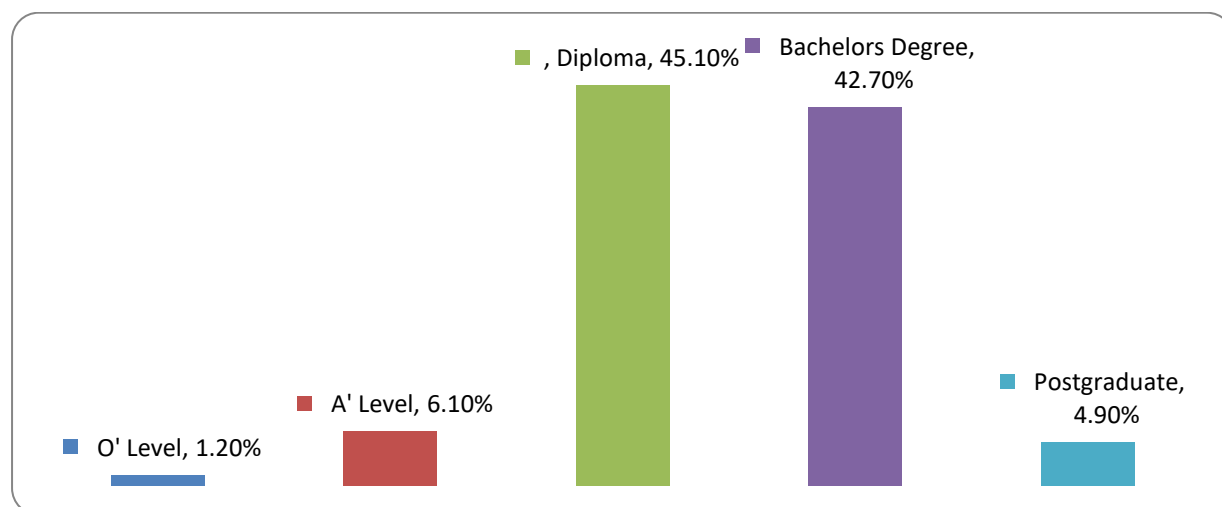


Source: Primary Data

Figure 4.2: Respondents by Age

Figure 4.2 above shows that the majority of the respondents (56.1%) were between 31 and 40 years old, followed by 25.60% of the respondents who were aged between 41 and 50 years old, 12.2% who were between 20 and 30 years old, and lastly, 6.1% of the respondents were between 51 and 60 years old. This implies that these schools had a fairly young, productive, and energetic staff and most likely would take the study seriously and give honest answers.

4.2.4 Respondents by Level of Education.



Source: Primary Data

Figure 4.3: Respondents by Educational Level

Figure 4.3 shows that the majority (45.1%) of respondents had diplomas in terms of level of education, 42.1% had bachelor's degree qualifications, and only 4.9% had postgraduate qualifications, while 7.3% of respondents had attained only secondary education as their highest level of education. This implies that the respondents were highly experienced in the field of education and therefore had sufficient knowledge about grant management in government-aided secondary schools; hence, the data provided is valid for drawing logical conclusions and recommendations about the issue investigated.

4.2.5 Respondents by Years of Service as A teacher

Table 4.3: Respondents by Years of Service as A teacher

Period	Frequency	Per cent
1. Below 3 years	5	6.1
2. 4-5 years	30	36.6
3. 6-10 years	29	35.4
4. Above 10 years	18	21.9
Total	82	100.0

Source: Primary Data

Table 4.3 shows that the majority, that is, 36.6% of the respondents, had spent between 4 and 5 years; 35.4% had spent between 6 and 10 years; 35.4% had served for over

10 years; and 6.1% had only worked for less than 3 years. This implied that the majority of the teaching staff had served in their current school for 4 years or more and were therefore sufficiently conversant with what was affecting grant management in those schools.

4.3 Empirical Findings

This section dealt with the findings obtained on the effectiveness of the management of the USE grant; this univariate study was conceptualized in terms of enforcement of guidelines, financial management role, and supervision role. In this study, strongly agree and agree are taken to refer to agree, and strongly disagree and disagree are considered to refer to disagree. Different views of the respondents were rated on a 5-point Likert scale as strongly agree (SA) = 5, agree (A) = 4, not sure (N) = 3, disagree (d) = 2, and strongly disagree (SD) = 1. The results are presented according to the objectives of the study.

4.3.1 Objective one: Effectiveness of BOGs in enforcing USE grant guidelines

This part presents results on BOG enforcement of the USE grant guidelines in the management of the USE grant in secondary schools in Busoga. This section explored findings on the management of USE grants, which were investigated using four questions. These questions focused on safeguard procedures, screening of subprojects, and school grievance redress. Findings on BOG enforcement of USE grant guidelines in the management of USE grants were presented in Table 4.7, followed by an analysis and interpretation. The views of the respondents were rated on a 5-point Likert scale as strongly agree, agree, undecided, disagree, and strongly disagree. In this study, strongly agree and agree were taken to mean agree, and strongly disagree and disagree were taken to mean disagree. The mean and standard deviation were also used to analyse the data. The results are presented in Table 4.4.

Table 4.4: Views on BOG enforcement of USE grant guidelines

Statements on BOG enforcement of USE grant guidelines	SA	A	UD	D	SD	Mean	Std. Devn
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1. BOG policies ensure that the admission process is facilitated under the USE grant	33% (27)	46% (38)	20% (16)	1% (1)	0% (0)	4.11	.754
2. BOG policies on financial resources guide the management of USE grants	49% (40)	33% (27)	13% (11)	4% (3)	1% (1)	4.24	.910
3. BOG school disciplinary policies are supported by USE grants	38% (31)	44% (36)	12% (10)	5% (4)	1% (1)	4.12	.894
4. BOG ensures that school academic standards are supported by USE grants	43% (35)	38% (31)	17% (14)	1% (1)	1% (1)	4.20	.853

Source: Primary Data

The first statement examined whether BOG policies effectively facilitate the admission process under the USE grant. The findings indicated that a substantial portion of respondents, comprising 79% in total, either strongly agree (33%) or agree (46%) with this assertion. The mean score of 4.11 suggested that, on average, respondents held a positive view of this aspect, with a relatively low standard deviation of 0.754, indicating that opinions are relatively consistent among respondents. These results can be interpreted using agency theory in that they suggest that BOG policies are successful in streamlining the admission process and ensuring that it aligns with the goals of the USE grant. The high level of agreement among respondents also indicates a strong level of trust and confidence in the effectiveness of these policies. The findings support the idea that clear and well-implemented policies can positively impact the success of educational programmes like the USE grant. This was confirmed by a response from one interviewee who asserted that;

“In schools where the Board of Governors consistently enforce the Universal Secondary Education grant guidelines in secondary schools in the Busoga Subregion, the performance of students and teachers was at its peak.”

This implies that the effective enforcement of the USE grant guidelines by the Board of Governors in secondary schools within the Busoga Subregion not only positively influenced the admission process but also had a significant impact on the performance of both students and teachers, contributing to an overall enhancement in educational outcomes in the region.

The second statement pertained to BOG policies guiding the management of USE grants, with a focus on financial resources. The results showed a clear majority of respondents (82% in total) either strongly agree (49%) or agree (33%) with the effectiveness of these policies. The mean score of 4.24 indicated a relatively strong positive sentiment, but the standard deviation of 0.910 suggested some variability in respondents' opinions. In comparison with the agency theory that guided the study, the high level of agreement with BOG policies indicates that stakeholders believe in the effectiveness of using financial resources by these guidelines. The standard deviation of the opinions indicates that there may still be room for improvement in stakeholders' understanding and communication of these policies. The results support the notion that clear and well-defined policies can help guide the management of USE grants effectively.

The third statement explored the relationship between BOG school disciplinary policies and USE grants. A majority of respondents, 82% in total, either strongly agree (38%) or agree (44%) that these policies receive support from USE grants. The mean score of 4.12 suggested a positive perception, but the standard deviation of 0.894 indicates some variability in opinions, with a slightly lower agreement compared to the previous two statements. In relation to the agency theory, the findings suggest that there is a significant influence of

external funding on school disciplinary policies, as evidenced by the strong agreement among respondents. However, the variability in opinions indicated by the standard deviation may suggest that there are differing perspectives on the extent of this influence. This highlights the complexity of the relationship between BOG school policies and USE grants and the need for further research to better understand the dynamics at play.

The fourth statement focused on whether BOG ensured that school academic standards were supported by USE grants. The findings revealed that 81% of respondents either strongly agree (43%) or agree (38%) with this assertion. The mean score of 4.20 indicated a generally positive perception, and the standard deviation of 0.853 suggested a moderate level of variability in opinions. A comparative analysis of these results with the agency theory reveals that the majority of stakeholders believe that BOG effectively ensures that school academic standards are upheld with the help of USE grants. This positive perception indicates a high level of confidence in the organisation's ability to support educational quality. The moderate level of variability in opinions suggests that, while most stakeholders agree on this aspect, there are still some differing views among respondents. In other words, these findings suggest that BOG is generally successful in meeting this particular goal, as supported by agency theory.

4.3.2 Objective Two: Effectiveness of BOG Roles in Financial Management of USE Grants in Secondary Schools in Busoga Subregion

The views of the respondents were rated on a 5 Point-Likert scale as strongly agree, agree, undecided, disagree and strongly disagree. In the presentation of the study results, strongly agree and agree were taken to mean agree and strongly disagree and disagree were taken to mean disagree. Mean and standard deviation were also used to analyze the data.

Table 4.5: Views on BOG Financial Management role

Statements on BOG Financial management role	SA	A	UD	D	SD	Mean	Std dev
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1. The Board of Governors is involved in budgeting for USE grants	39%	38%	8%	6%	8%	3.93	1.225
	(32)	(31)	(7)	(5)	(7)		
2. The Board of Governors ensures that USE grants are used in a transparent manner	56%	28%	5%	10%	1%	4.28	1.022
	(46)	(23)	(4)	(8)	(1)		
3. The Board of Governors ensures that USE grants are appropriately allocated for the school's needs	46%	29%	12%	12%	7%	3.83	1.294
	(34)	(22)	(10)	(10)	(6)		
4. BOG receives financial reports for USE grants	45%	27%	11%	10%	7%	3.93	1.274
	(37)	(22)	(9)	(8)	(6)		
5. The Board of Governors prioritizes the school's financial needs in the use of USE grants	39%	26%	13%	16%	6%	3.76	1.292
	(32)	(21)	(11)	(13)	(5)		

Source: Primary Data

In the first statement, "The Board of Governors is involved in budgeting for USE grants," respondents' opinions were somewhat divided. Cumulatively, 77% of the respondents agreed, 14% disagreed, and 8% were undecided in response to the statement that the BOG plays a role in budgeting for USE grants. By implication, it can be inferred that a majority of respondents recognize the important role that the Board of Governors plays in the allocation and distribution of funds for USE grants. The level of agreement among respondents suggests a general understanding of the BOG's financial responsibilities within the organization. In relation to the agency theory, the findings indicate a level of trust and confidence in the BOG's ability to effectively manage and allocate funds for USE grants in a way that aligns with the organization's goals and objectives. This level of agreement also suggests that the respondents believe the BOG is acting in the best interest of the organization

and its stakeholders when it comes to financial decision-making. The data reflects a positive perception of the BOG's role in budgeting for USE grants and highlights the importance of transparency and accountability in financial management within the organization.

Moving on to the second statement, "The Board of Governors ensured that USE grants are used transparently," the majority of respondents (84%) expressed confidence in the BOG's ability to ensure transparency in the utilisation of these grants. A notable 56% strongly agreed with this statement, demonstrating a high level of trust. This implies that the Board of Governors has established a strong reputation for accountability and oversight when it comes to the allocation of USE grants. The respondents' overwhelming confidence in the BOG's transparency also suggests that they believe the grants are being used effectively and for their intended purposes. The results in relation to the agency theory show that stakeholders view the BOG as a trustworthy and reliable entity for managing USE grants. This positive perception is crucial for maintaining public trust and support for the agency's initiatives. Additionally, the high level of confidence in the BOG's transparency indicates that stakeholders are likely to continue supporting future grant allocations and programmes. The survey results reflect a strong endorsement of the Board of Governors' performance in ensuring accountability and effectiveness in the use of USE grants.

Regarding the allocation of USE grants, the third statement, "The Board of Governors ensured that USE grants are appropriately allocated for the school's needs," revealed a mixed perception. While a significant percentage (75%) either strongly agreed or agreed with the statement, indicating a sense of appropriateness in allocation, a relatively high proportion (19%) were uncertain or disagreed, suggesting some ambiguity in this area. This means that there is room for improvement in the transparency and communication surrounding the allocation of USE grants. The Board of Governors needs to address these concerns and provide clarity on how funds are distributed to ensure that all stakeholders understand and

trust the process. By addressing any ambiguities and actively involving the school community in the decision-making process, the Board can work towards building consensus and support for their allocation decisions. In comparison with agency theory, the issue of transparency in the allocation of USE grants highlights the importance of accountability and stakeholder involvement in decision-making. Without clear communication and understanding of how funds are distributed, there is a risk of distrust and disengagement from the school community. By aligning their practices with agency theory principles, the Board of Governors can demonstrate their commitment to fulfilling their fiduciary duties and promoting transparency in their governance practices. One respondent noted that; *“In our school, the Board of Governors frequently monitors activities related to the allocation of USE grants at the beginning of the term but their presence becomes increasingly scarce as the term nears its end.”*

The fourth statement, "BOG receives financial reports for USE grant," showed that a substantial majority of respondents (72%) believed that the BOG received financial reports for these grants. This signified a perception of transparency and accountability in financial reporting. However, some respondents expressed uncertainty or disagreement. The findings in this case imply that the BOG's handling of financial reports for USE grants may not be clear or consistent. This discrepancy in opinions highlights the need for clearer communication and more detailed guidelines regarding financial reporting procedures. Moving forward, it may be beneficial for the BOG to address these concerns and ensure that all stakeholders have a clear understanding of the financial reporting process for USE grants. In relation to the agency theory, this lack of clarity could potentially lead to a breakdown in trust between the BOG and stakeholders. Without clear guidelines and communication, stakeholders may question the integrity of the financial reporting process and the accountability of the BOG. By addressing these concerns and providing more detailed

information, the BOG committee can demonstrate their commitment to transparency and accountability, ultimately strengthening relationships with stakeholders and upholding the principles of agency theory.

In the fifth statement, "The Board of Governors prioritizes the school's financial needs in the use of USE grants," opinions were more divided. While a significant portion (65%) either strongly agreed or agreed with the statement, indicating that the BOG is seen as prioritizing the school's financial needs, a combined 29% expressed uncertainty or disagreed. This implies that there is some disagreement or lack of clarity among stakeholders regarding the extent to which the Board of Governors prioritizes the school's financial needs in the use of USE grants. It may be important for the BOG to communicate more effectively with the school community about their decision-making processes and priorities to address these concerns and build trust. The idea in agency theory, in relation to these findings, is that the Board of Governors may be seen as acting in their self-interest rather than in the best interest of the school. This perception of potential conflicts of interest could be damaging to the overall reputation and trustworthiness of the school's leadership.

4.3.3 Objective Three: Effectiveness of BOG Supervision Role in Management of USE Grant in Secondary Schools in Busoga Subregion

The views of the respondents were rated on a 5-point Likert scale as strongly agree, agree, undecided, disagree, and strongly disagree. In this study, strongly agree and agree were taken to mean agree, and strongly disagree and disagree were taken to mean disagree. The mean and standard deviation were also used to analyze the data. The results are presented in Table 4.6.

Table 4.6: Views on BOG Supervision role

Statements on BOG Supervision role	SA	A	UD	D	SD	Mean	Std dev
1. BOG receives feedback on the	35%	31%	20%	7%	7%	3.79	1.214

management of USE grants	(29)	(25)	(16)	(6)	(6)		
2. BOG gives regular feedback on the management of USE grants	37%	34%	17%	10%	2%	3.93	1.075
	(30)	(28)	(14)	(8)	(2)		
3. BOG follows up on the management of USE grants	45%	27%	15%	5%	9%	3.95	1.256
	(37)	(22)	(12)	(4)	(7)		
4. BOG discusses audit reports on the management of USE grants	39%	32%	16%	10%	4%	3.93	1.131
	(32)	(26)	(13)	(8)	(3)		
5. BOG regulates the management of USE grants	54%	16%	17%	9%	5%	4.05	1.226
	(44)	(13)	(14)	(7)	(4)		

Source: Primary Data

In the first statement, "BOG receives feedback on the management of USE grants," respondents were divided in their opinions. A significant 66% either strongly agreed or agreed that the BOG received feedback, suggesting the presence of feedback mechanisms, but 27% were either undecided or disagreed, indicating room for potential improvement in the feedback process. By implication, this demonstrates that there is a need for the BOG to further engage with stakeholders to ensure that feedback is collected effectively and used to improve the management of USE grants. Additionally, the outcomes emphasise the significance of openness and communication in the feedback process to address any issues or potential improvement areas mentioned by respondents. Moving forward, the BOG should consider implementing strategies to increase participation and gather more diverse perspectives to enhance the overall effectiveness of their feedback mechanisms. In comparison with agency theory, the BOG should prioritize building trust and fostering relationships with stakeholders to ensure a more collaborative and transparent approach to grant management. By actively involving stakeholders in decision-making processes and valuing their input, the BOG can strengthen accountability and governance practices.

Aligning the organization's goals with the needs and expectations of stakeholders will lead to more successful outcomes and a sustainable impact in the management of USE grants.

Concerning the statement, "BOG gives regular feedback on the management of USE grants," a substantial 71% combined either strongly agreed or agreed that the BOG provides regular feedback. This implied an active role in offering feedback, although the 19% who were either undecided or disagreed may highlight a need for more consistent feedback practices. In relation to the agency theory, the BOG's role in providing feedback on USE grants is crucial for aligning the interests of the agency (the organization receiving the grant) with those of the principal (the university). By offering regular feedback, the BOG can ensure that USE grants are being managed effectively and in line with the university's goals and objectives. The need for more consistent feedback practices for the 19% who were not fully satisfied underscores the importance of clear communication and transparency in the grant management process.

In the third statement, "BOG follows up on the management of USE grant," the majority of respondents (72%) either strongly agreed or agreed, indicating a proactive approach to oversight. Nonetheless, the 24% who were either undecided or disagreed suggest opportunities for refining follow-up procedures. By implication, it is clear that there may be room for improvement in the way USE grants are managed and monitored. This feedback highlights the need for clearer guidelines and communication between BOG and grant recipients to ensure that all parties are on the same page. The results can be compared with ideas in agency theory that emphasize the importance of effective monitoring and control mechanisms in mitigating agency problems. By addressing these issues, the Board of Governors can strengthen accountability and transparency in the allocation of USE grants, ultimately enhancing the overall effectiveness of the program. Additionally, implementing regular evaluations and feedback mechanisms can help identify areas for improvement and

foster a culture of continuous improvement within the organization. One interviewee remarked that:

“After conducting an assessment, a report is forwarded to the head of the school containing a comprehensive summary of the findings from the review, along with any recommendations put forth by the Board of Governors based on their observations regarding the management of USE grants in schools within the Busoga Subregion.”

This implies that the existing follow-up procedures employed by the Board of Governors (BOG) involved a systematic approach to assessment and reporting. After conducting an assessment of the management of USE grants in schools within the Busoga Subregion, the BOG ensured a structured process where a detailed report is generated. This report not only summarized the key findings from the assessment but also included specific recommendations that were derived from the observations made by the BOG during their evaluation. The proactive nature of this approach, as indicated by the majority of respondents' agreement, demonstrated the BOG's commitment to monitoring and improving the management of USE grants in these schools. However, the presence of a segment of respondents who expressed uncertainty or disagreement suggests room for potential enhancements in the follow-up process to make it even more effective and transparent.

The fourth statement, "BOG discusses audit reports on the management of USE grants," revealed that 71% either strongly agreed or agreed that the BOG engages in discussions regarding audit reports. This implies a commitment to reviewing audit findings, though the 26% who were either undecided or disagreed may indicate a desire for more transparent discussion processes. In comparison with the agency theory which guided the study, the results suggest that there is generally a positive relationship between the Board of Governors and the management of USE grants. However, the presence of a significant percentage of respondents who were not fully convinced of the transparency of the

discussions calls for further investigation and improvement in communication practices. It may be beneficial for the BOG to address concerns raised in the study and work towards enhancing accountability and trust among stakeholders.

Lastly, in the statement, "BOG regulates the management of USE grant," a significant majority (70%) either strongly agreed or agreed that the BOG plays a regulatory role. This suggests robust regulatory oversight. However, the 26% who were either undecided or disagreed may signal a need for further clarification or strengthening of regulatory processes. This implies that there may be some confusion or lack of understanding among a portion of stakeholders regarding the role and effectiveness of the BOG in managing USE grants. As the agency theory suggests, this discrepancy in perception could lead to potential agency problems within the organization. The BOG must address any misunderstandings and ensure transparency in their regulatory processes to maintain trust and accountability. Clear communication and consistent monitoring of grant management practices are essential to prevent any potential conflicts of interest or misuse of funds.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This study investigated the effectiveness of the management of USE grants in secondary schools in the Busoga Subregion. The previous chapter was concerned with analyzing, presenting, and interpreting data obtained from teachers, head teachers, BOG members, inspectors of schools, and district education officials in secondary schools in the Busoga Subregion. This chapter presents the summary, discussion, conclusions, and recommendations according to the three specific objectives of the study.

5.1 Discussion of the Study Findings

This section presents the summary of findings in line with the specific objectives of the study.

5.1.1 Effectiveness of BOG in enforcing USE grant guidelines in secondary schools in Busoga Subregion.

The study analyzed the efficacy of Board of Governors (BOG) policies concerning the Universal Secondary Education (USE) grant in Busoga Subregion. The results show significant backing from participants for these measures across different areas. Initially, findings showed that BOG policies aid in the admittance process for the USE grant. Furthermore, research shows that Board of Governors (BOG) rules are successful in directing the management of financial resources for the USE grant. Smith and Johnson (2024) emphasized the significant roles that the Board of Governors (BOG) play in assuring compliance with Grant guidelines, particularly in the financial management of the USE program execution and reporting. The study investigated the different techniques and strategies used by the Board of Governors (BOGs) to effectively enforce the USE Grant requirements.

The study indicates that the BOG school disciplinary rules are supported by USE grants, and BOG's safeguard procedures and participation in sub-project screening could improve teacher performance. Comparing the results with Mweemba (2017) suggests that enforcing the USE grant management guidelines is essential for maintaining academic achievement. He contended that rigorously enforcing USE standards ensures that school administrators are held responsible for their actions and decisions, thereby fostering the convergence of their interests with those of the students and other stakeholders. This aligns with the agency theory, which stresses the importance of agents acting in the best interest of their principals to accomplish desired educational outcomes in secondary schools in the Busoga Subregion.

In addition, the researcher emphasized that disciplinary actions should be both equitable and easily understood. The board of governors emphasized the significance of engaging all stakeholders, such as teachers, parents, and community leaders, in creating and enforcing disciplinary measures to provide a friendly and conducive learning atmosphere. Thus, in the realm of enforcing rules and maintaining order in schools in the Busoga Subregion, the agency theory supports the idea of clearly defining roles, providing rewards based on performance, monitoring, and ensuring responsibility. Training and capacity building for school administrators. Policymakers might focus on boosting the enforcement of USE standards and discipline in schools in the Busoga Subregion to improve educational outcomes.

5.1.2 Effectiveness of BOG's financial role in the Management of USE grants in secondary schools in Busoga Subregion.

The study analyzed different facets of the Board of Governors' participation in overseeing Universal Secondary Education (USE) grants in the Busoga Subregion. The results showed that respondents had varied perceptions. Most respondents trust the BOG's

budgeting for USE grants and its transparency in grant utilization, but there are differing opinions and uncertainties in other aspects. Opinions differ on whether the Board of Governors appropriately distributes USE funds for the school's needs agreement. This aligns with Kagoya and Namubiru's (2024) study that examined the financial management responsibilities of schools, specifically emphasizing the use of the USE grant. Several different areas of financial management, such as budgeting, tracking, and procurement processes. Furthermore, this aligns with the discovery that BOGs participate in budgeting, financial reporting, and resource allocation. Their study also pinpointed obstacles and optimal strategies concerning financial management in schools. The obstacles involved financial literacy among school administrators and a lack of openness in financial operations.

Many respondents thought that the BOG received financial reports for USE funds, although there is uncertainty and debate on this matter. Opinions vary on whether the BOG gives priority to the school's financial needs when using USE funding. James S. Coleman (1990) emphasizes the significance of harmonizing incentives between principals (MOES) and agents (BOG members) to guarantee efficient resource allocation and accountability. He supports clear communication, monitoring, and performance-based incentives to address agency problems and enhance outcomes in organizational settings, which can be directly applicable to managing USE grant and financial resources in schools in Busoga Subregion.

The study found a moderate, significant positive correlation between the financial management role of the Board of Governors (BOG) and the management of USE grants. This indicates that BOG's participation in budgeting, financial reporting, and resource allocation could improve the effective use of USE grant funds in Busoga secondary schools. Carolyn J. Heinrich (2002) examines several ways to manage grants and budgets in educational organizations to handle varied motivations and dynamics. He stressed the significance of creating incentive systems that synchronize the interests of principals and agents. He

emphasized the importance of transparency, accountability procedures, and performance to reduce agency problems.

5.1.3 Effectiveness of BOG supervision role in the management of the USE grant in secondary schools in Busoga Subregion.

The study examined how the Board of Governors (BOG) managed Universal Secondary Education (USE) funding in the Busoga Subregion, providing detailed insights into their level of participation. Although most respondents recognized that the Board of Governors (BOG) receives feedback on the administration of USE funds and provides regular feedback, there is potential for enhancement as a significant percentage of respondents either remained unclear or disagreed in both aspects. The study by Nakayiza and Mugerwa (2024) thoroughly examines the supervision responsibilities carried out by BOGs, including evaluating academic performance, ensuring compliance with educational policies, and overseeing finances. Nakayiza and Mugerwa found that empirical evidence and qualitative analysis helped to clarify the methods used by the Board of Governors (BOGs) to carry out their supervisory roles successfully.

Respondents acknowledge the BOG's diligent monitoring of USE funding, demonstrating a proactive oversight strategy, despite some individuals expressing doubt or disagreement. Respondents supported discussions on audit reports but encountered mistrust. William (1971) agrees with the principal agency relationship, highlighting the difficulties in overseeing bureaucrats to ensure they prioritize the principal's best interests, particularly in public sectors such as secondary schools. The individual emphasizes the significance of clearly assigning authority, implementing monitoring mechanisms, and providing incentives to ensure alignment between principals and agents.

Finally, the Board of Governors oversees the administration of University Student Enterprise awards, however, some are unsure or do not agree with this. There is a moderate

positive link between BOG's supervisory function and the accountability of USE grant monies. This indicates that BOG's oversight of school aspects may not have a big impact on fund accountability. The results highlighted the complex role of BOG in managing USE grants, showing strengths and areas for improvement in openness and accountability. Within the framework of USE grant administration, MOES would offer clear guidelines to BOG, establish oversight mechanisms to monitor their operations and create incentives to guarantee efficient stewardship of resources and compliance with program objectives. Niskanen's work does not specifically discuss Schools in the Busoga Subregion or the implementation of the usage program. However, his insights on agency theory can help in developing strategies to enhance grants management and BOG monitoring in secondary schools.

5.2 Conclusions.

Based on the study findings, several conclusions were drawn.

5.2.1 Effectiveness of BOGs in enforcing USE grant guidelines in Secondary Schools in Busoga Subregion

In conclusion, the study provided compelling evidence of the significant role played by the Board of Governors (BOG) policies in the effective management of the Universal Secondary Education (USE) grant within the Busoga Subregion. The overwhelmingly positive support from respondents regarding the facilitation of the admission process, financial resource management, school disciplinary policies, and academic standards highlights the vital contribution of BOG policies in enhancing educational outcomes. Furthermore, the observed positive correlation between BOG's enforcement of USE grant guidelines and the allocation of funds, signifying potential improvements in teacher performance, reinforces the pivotal role BOGs can play in ensuring the efficient utilization of grant resources. While the study acknowledged some variability in opinions and areas for potential enhancement, the overall findings underscored the valuable impact of BOG policies

in advancing the educational landscape within the Busoga Subregion, emphasizing the need for continued collaboration and effective policy implementation to sustain and further improve these positive outcomes.

5.2.2 Effectiveness of BOG's financial Role in management of USE grant in Secondary Schools in Busoga Subregion

In conclusion, the study painted a complex and nuanced picture of the Board of Governors' (BOG) involvement in the management of Universal Secondary Education (USE) grants in the Busoga Subregion. While there is a clear vote of confidence in certain areas, such as budgeting and transparency, the findings revealed significant areas of concern and uncertainty, particularly in the allocation and prioritization of USE grants. These mixed perceptions underscored the need for a more comprehensive and consistent approach to BOG involvement in grant management. The observed moderate positive correlation between BOG's financial management role and USE grant management suggested that there is room for improvement and potential for a more significant impact through effective budgeting, financial reporting, and resource allocation.

5.2.3 Effectiveness of BOG Supervision Role in the Management of the USE Grant in Secondary Schools in the Busoga Subregion

In conclusion, the study provided valuable insights into the multifaceted role of the Board of Governors (BOG) in the management of Universal Secondary Education (USE) grants in the Busoga Subregion. The findings revealed a complex landscape where the BOG is actively engaged in various aspects, including feedback mechanisms, follow-up, discussions on audit reports, and regulatory functions. While there is a significant level of support for these roles, the presence of uncertainty and disagreement in some areas underscored the need for improved clarity and consistency in BOG practices. Importantly, the observed moderate positive correlation between BOG's supervisory role and fund

accountability suggests a potential avenue for enhancing transparency and financial responsibility. Overall, the study highlighted the importance of refining BOG's functions and fostering greater collaboration among stakeholders to ensure more effective and accountable management of USE grants, ultimately benefiting secondary education in the Busoga Subregion.

5.3 Recommendations

Based on the study conclusions, several recommendations were made.

5.3.1 Effectiveness of BOGs in enforcing USE grant guidelines in Secondary Schools in Busoga Subregion.

- i) **Strengthen Transparency and Communication:** To address the variability in opinions regarding the BOG's role and effectiveness, it is crucial to establish clear and transparent communication channels. The BOG should regularly update stakeholders, including teachers, parents, and community members, about their policies and activities related to USE grants. Additionally, the BOG should ensure that feedback mechanisms are well-defined and consistently utilized, fostering trust and engagement among all stakeholders. This transparency will help dispel uncertainties and foster a more positive perception of BOG actions.
- ii) **Capacity Building for BOG Members:** To maximize the impact of BOG policies, it is essential to invest in the training and capacity building of BOG members. This should include workshops and training sessions on financial management, grant allocation, and regulatory oversight. By equipping BOG members with the necessary skills and knowledge, they can better fulfil their roles and responsibilities, leading to more effective management of USE grants and improved educational outcomes.
- (ii) **Regular Evaluation and Monitoring:** The study identified the potential for improvement in various aspects of BOG involvement, including allocation and

prioritization of USE grants. Therefore, it is advisable to establish a system of regular evaluation and monitoring of BOG activities and grant management practices. This should include periodic audits of financial reports, assessments of fund allocation effectiveness, and assessments of adherence to grant guidelines. Such evaluations will not only enhance accountability but also identify areas for continuous improvement, ensuring that USE grants are optimally utilized for the benefit of Busoga's secondary schools.

5.3.2 Effectiveness of BOG Role in the financial management of USE grant in Secondary Schools in the Busoga Subregion

i) Standardize Grant Allocation and Prioritization Guidelines: To address the mixed perceptions regarding the allocation and prioritization of USE grants, it is essential to establish standardized guidelines for fund allocation that are clear, consistent, and aligned with the educational needs of individual schools. These guidelines should involve input from various stakeholders, including teachers, parents, and community members. By ensuring a transparent and standardized approach to grant allocation, the BOG can mitigate uncertainties and enhance the perception of fairness in resource distribution.

ii) Capacity Building for BOG Members and Stakeholders: To bridge the gap in understanding and perceptions, it is crucial to provide training and capacity-building opportunities not only for BOG members but also for all stakeholders involved in grant management. This includes teachers, parents, and community representatives. Capacity-building programs should focus on financial literacy, grant management best practices, and the importance of clear communication. Empowering stakeholders with knowledge and skills will lead to a more informed and collaborative approach to USE grant management.

iii) Establish an Independent Oversight Mechanism: Given the complexities and potential conflicts of interest in grant management, the study suggested the establishment of an

independent oversight mechanism or committee. This oversight body can review and monitor BOG decisions and actions related to USE grants, ensuring adherence to guidelines and policies. An independent oversight mechanism would contribute to increased transparency, accountability, and public confidence in the grant management process.

5.3.3 Effectiveness of BOG Supervision role in the management of USE grant in Secondary Schools in the Busoga Subregion

i) Standardize Reporting and Feedback Mechanisms: To address the mixed perceptions and uncertainties surrounding the BOG's feedback, follow-up, and discussions on audit reports, it is imperative to establish standardized reporting and feedback mechanisms. The BOG should develop clear guidelines for reporting on grant management activities, conducting regular follow-up assessments, and facilitating discussions on audit findings. This standardization will ensure consistency and transparency in BOG practices and provide stakeholders with a clear understanding of the processes involved.

ii) Enhance Stakeholder Engagement: To foster collaboration and a better understanding of BOG activities, it is essential to actively engage stakeholders, including teachers, parents, students, and community members, in the grant management process. Regular meetings, workshops, and information sessions should be organized to keep stakeholders informed about BOG activities, decisions, and the utilization of USE grants. Effective communication and engagement will contribute to building trust and reducing uncertainty among stakeholders.

iii) Establish an Independent Audit and Oversight Committee: To bolster transparency and financial accountability, the study recommended the creation of an independent audit and oversight committee responsible for reviewing BOG decisions and financial practices related to USE grants. This committee should comprise experts in finance, education, and governance who are not directly affiliated with the schools or the BOG. Their role would

include conducting regular financial audits, ensuring compliance with grant guidelines, and providing an impartial assessment of grant management. The presence of an independent oversight body will enhance confidence in the grant management process.

5.4 Limitations of the Study:

Under the study, the following limitations were registered:

There was a limited sample size because few schools were selected. This could affect the study results since the study was conducted in fewer secondary schools.

Another limitation was the lack of control variables. The study faced limitations related to the inability to control for all the potential variables that could affect the management of USE grants in schools such as differing levels of administrative support, resources or community involvement.

Ethical considerations where the study faced limitations related to ethical considerations such as privacy concerns for individuals or schools involved in research especially when dealing with sensitive information related to funds management

5.4 Areas for Further Research

Future research in the field of education and grant management in the Busoga Subregion should consider several areas for investigation. First, it would be beneficial to delve deeper into the specific factors that contribute to the varying perceptions and effectiveness of Board of Governors (BOG) roles, such as budgeting, financial management, and supervision. Understanding the underlying reasons for differences in opinions can inform targeted interventions and policy improvements.

Additionally, a longitudinal study tracking the long-term impact of BOG policies on educational outcomes and student performance could provide valuable insights into the sustainability of positive effects. Furthermore, exploring the experiences and challenges faced

by BOG members themselves in implementing grant-related policies and practices would shed light on the practical barriers and opportunities for enhancing their effectiveness.

Lastly, comparative studies that analyze the BOG's role in grant management across different regions or countries could offer valuable cross-context insights into best practices and areas for improvement in education grant management.

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APPENDIX A

BUSITEMA UNIVERSITY INTRODUCTION LETTER



BUSITEMA
UNIVERSITY
Empowering Excellence

P.O. Box 236, Tororo, Uganda
Gen. +256 - 47 444 8026
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Email: info@busitema.ac.ug
www.busitema.ac.ug

OFFICE OF THE DEAN FACULTY OF SCIENCE AND EDUCATION

Date: 10/3/2023

Your Ref:

Our Ref: BU/NAG/1001/1

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: BACALANA JOHN Reg. BU/GS20/Edm/20

The above named is a student of Busitema University pursuing a Masters Degree in Education Leadership and Management (MELM) at Faculty of Science and Education (FSE). In partial fulfilment for the award, he/she is conducting a research on EFFECTIVENESS OF MANAGEMENT OF UNIVERSAL SECONDARY EDUCATION (USE) GRANT IN SECONDARY SCHOOLS IN BUSOGA SUBREGION IN UGANDA

The purpose of this letter is to formally request you to allow him/her collect data from your organization which is relevant to this research. This is purely an academic research and therefore any information collected will be treated with utmost confidentiality in accordance with the research ethics principles.

Any assistance accorded to him/her in this regard will highly be appreciated.

Thank you.

Sincerely,

Assoc. Professor David Kani Olema
FACULTY DEAN

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a student at Busitema University pursuing a Masters' degree in Education Leadership and Management. In order to complete the study, I am kindly requesting you to take of a few minutes to participate in this research study. After your consent, I am kindly asking you to fill out the questionnaire at your most convenient time. This study is aimed at assessing the effectiveness of management of Universal secondary Education (USE) grants in secondary schools in Uganda, with particular focus on Busoga Subregion. All information provided will be treated with utmost confidentiality. Your participation in this study is voluntary but I will be glad if you accept to participate in it.

Thank you for your cooperation.

Sincerely,

John Bagalana

SECTION: A

I. Demographics:

Please fill and tick (✓) where applicable.

1. Sex

☐ Male

☐ Female

2. Marital Status

☐ Single

☐ Married

☐ Divorced

☐ Widow/widower

☐ Other (Specify).....

3. Age group

☐ 20-30years

☐ 31-40years

☐ 41-50years

☐ 51-60yrs

4. Highest Educational level attained

☐ A level

- ☐ Diploma
- ☐ Bachelor's degree
- ☐ Post graduate
- ☐ Others (Specify).....

5. Years spent as a teacher

- ☐ Below 3 years
- ☐ 4 – 5 years
- ☐ 6-10 years
- ☐ Above 10 years

Section B: BOG Roles

Please use the rating scale 1-5 as provided below to select an option that you most agree with on each of the aspects. Tick (✓) the appropriate number.

1. BOG enforcement of USE grant guidelines

No.	BOG enforcement of USE grant guidelines	1 SD	2 D	3 U	4 A	5 SA
1	I am familiar with the BOG guidelines for enforcing the USE grant in our school					
2	The BOG effectively enforces the USE grant guidelines in our school					
3	I am satisfied with the allocation of USE grant funds in our school					
4	In my opinion, the BOG ensure transparency in the allocation of USE grant funds in our school					

2. BOG financial management roles

No.	BOG financial management roles	1 SD	2 D	3 U	4 A	5 SA
1	The Board of Governors is involved in budgeting for USE grants					
2	The Board of Governors ensures that USE grants are used in a transparent manner					
3	The Board of Governors ensures that USE grants are appropriately allocated for the school's needs					
4	BOG receives financial reports for USE grants					
5	The Board of Governors prioritizes the school's financial needs in the use of USE grants					

3. BOG supervision roles

No.	Particulars on BOG supervision roles	1 SD	2 D	3 U	4 A	5 SA
1	BOG receives feedback on the management of USE grants					
2	BOG gives regular feedback on the management of USE grants					

3	BOG follows up on the management of USE grants					
4	BOG discusses audit reports on the management of USE grants					
5	BOG regulates the management of USE grants					

Section C: Management of USE grants in secondary Schools

Please use the rating scale 1-5 as provided below to select an option that you consider most appropriate. Tick (✓) the most appropriate number.

No.	STATEMENT	1 SD	2 D	3 U	4 A	5 SA
	Allocation of funds					
1	The USE grant funds are well allocated in our school					
2	Sufficient funds are allocated towards improving the quality of education in our school					
3	Teacher training in our school is allocated additional funding under the USE Grant					
4	Allocation of funds is based on student enrollment under the Universal Secondary Education Grant					
	Using the money					
5	The money we receive under the Universal Secondary Education Grant are used in hiring more teachers in my school					
6	The money we receive under the Universal Secondary Education Grant are used in providing resources for students in my school					
7	The money we receive under the Universal Secondary Education Grant are used in upgrading facilities					
	Accounting for the money					
8	There is always proper reporting for money under the USE grant in our school					
9	Managers' report on their use of funds under the USE Grant quarterly in our school					
10	There is sufficient oversight in place to ensure that my school is accurately reporting our use of funds under the USE Grant					

Thank you for your Cooperation

APPENDIX C:**INTERVIEW GUIDE FOR HEAD TEACHERS, BOG MEMBERS AND
EDUCATION OFFICIALS**

1. Can you describe the process of BOG enforcement of USE grant guidelines in your school? How are the guidelines communicated and implemented?
2. How would you characterize the relationship between the BOG's enforcement of USE grant guidelines and management of USE funds in your school? Are the guidelines effectively followed when allocating funds?
3. What role does the BOG play in financial management concerning the USE grant in your school? How are the funds managed, disbursed, and tracked?
4. Can you discuss any challenges or successes you have experienced regarding financial management and the utilization of USE grant funds in your school?
5. How does the BOG exercise its supervision role in relation to the management of USE grant? What mechanisms or processes are in place to ensure proper use and transparency in fund utilization?
6. What measures does the BOG take to ensure that the allocated USE grant funds are used for their intended purposes? Are there any specific reporting or documentation requirements?
7. Have you observed any instances where the BOG's financial management or supervision role has contributed to improved accountability and effective utilization of USE grant funds? Can you provide examples?

Thank you for your cooperation.

APPENDIX D

Morgan and Krejcie Table for determining sample size of a known population.

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

EFFECTIVENESS OF MANAGEMENT OF UNIVERSAL SECONDARY EDUCATION (USE) GRANTS IN SECONDARY SCHOOLS IN BUSOGA SUBREGION- UGANDA BY JOHN BAGALANA

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