



The Influence of School Board of Governors' Roles and Instructional Resource Availability on Teachers' Performance in Secondary Schools in Busia District, Uganda

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Abstract: This study explored the level of influence of school board roles and instructional resource availability on teachers' performance in secondary schools in the Busia District. Employing a cross-sectional survey, 265 teachers were randomly selected, while six head teachers and six BOGs were purposefully selected as study participants. A self-administered questionnaire, an interview guide, and an observation checklist were used as data collection instruments. Quantitative data was analyzed using descriptive statistics (frequency, percentage, mean, standard deviation), correlational analysis (Pearson product-moment correlation coefficient), and inferential statistics (linear regression analysis). Qualitative data were thematically analyzed and presented using an interpretative phenomenological approach. The results indicated that there was a moderate level of BOG performance in their roles (mean = 3.3019, SD = 1.36771), teacher performance was high ($M = 68.82$, $SD = 1.99$), and a considerable influence of BOG roles ($\beta = 0.930$, $t = 14.368$, $p < .05$) and instructional resource availability ($\beta = 0.930$, $t = 14.368$, $p < .05$) on teacher performance. The study also found that most of the private schools didn't have functional BOGs and mainly relied on the Board of Directors, who made all decisions regarding school management. We argue that the commitment and performance of school managers accelerate the achievement of the institution's vision, mission, goals, and values. Among other strategies, we recommend that school BOGs effectively play their roles in mobilizing, motivating, and focusing teachers to achieve the set goals.

Keywords: Board of Governors, Management Roles, Head Teacher, Teachers' Performance; Instructional Resources.

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1. Introduction

School effectiveness is a multidimensional concept that is highly dependent on the school's human resources, including its management, teachers, and support personnel (Masud & Daud, 2019). The role of teachers is particularly crucial among the school's human capital. However, proper

leadership by the school Board of Governors (BOG) is undoubtedly very important for the success of educational institutions (Alyahyan & Düştegör, 2020). Schleicher (2012) notes that, unlike in the past, schools in the twenty-first century have the challenge of maximizing student achievement while utilizing the resources at hand. Educational institutions' leaders can significantly impact the school's working environment and development plans

and provide leadership to the whole school for effective teacher performance (Argyriou & Iordanidis, 2014). Because BOGs are crucial to a school's survival and expansion, it is essential to comprehend their role in ensuring that teachers fulfill the established objectives (Wataba & Biodun, 2018).

Oketcho et al. (2020) assert that to optimize their subordinates' performance, managers or leaders within an organization must implement appropriate management styles. The Ugandan Education Act (2008) outlines the duties of boards of governors in managing schools under their control. The BOG is responsible for various obligations outlined in the Education Act (2008). These duties encompass: (1) overseeing school governance; (2) managing both mobile and fixed school property; (3) allocating funds appropriately; (4) ensuring the well-being and discipline of students and staff, and (5) establishing fee structures and any additional charges in consultation with, and subject to approval from, the Ministry of Education. Therefore, to affect teacher performance, educational institution administrations should be competent and follow appropriate management practices.

Therefore, this study sought to determine whether the managerial responsibilities of boards of governors and the accessibility of instructional resources affected secondary school teachers' performance in Busia District in Eastern Uganda. The study was guided by the following objectives:

1. To determine the extent of execution of BOG roles in secondary schools in Busia District in Uganda.
2. To assess the level of role performance among secondary school teachers in Busia District in Uganda.
3. To assess the influence of BOG roles on the role performance of secondary school teachers in Busia District.
4. To examine the influence of instructional resource availability on the role performance of secondary school teachers in Busia District.

The following research question was answered to achieve Objective 1:

To what extent do BOGs execute their roles in secondary schools in Busia District?

The following null hypotheses were tested to achieve Objectives 2, 3 and 4 respectively:

1. Ho1: There is no statistically significant influence of BOG roles on the role performance of secondary school teachers in Busia District.
2. Ho2: There is no statistically significant influence of the availability of instructional resources on the role performance of secondary school teachers in Busia District.
3. Ho3: There is no significant relationship between the availability of instructional materials in schools and teacher performance.

2. Literature Review

2.1 The Influence of Execution of Board of Governors' Roles on the Role Performance of School Teachers

The Board of Governors (BOG) is the top management body in a secondary school and is tasked with establishing a positive, engaging environment by providing leadership, guidance, and open lines of communication (Ramani & Zhimin, 2010). The BOG ensures that teachers and other staff members of the school uphold appropriate policies, processes, and effective communication and that all school stakeholders collaborate and foster amicable relationships among the entire school community to provide support. In essence, the BOG's capacity to mobilize support for maintaining open lines of communication is essential to the efficient operation of the school (Wilkins & Gobby, 2022).

Ibrahim and Orodho (2014) also observe that effective BOG management will lead to better school monitoring and improved teacher effectiveness. Ibrahim and Orodho further state that the BOG members have a crucial role in managing the discipline of their employees. Nzambi (2012) argues that the incentives or awards that BOGs provide to teachers enhance their overall performance, which aids the school in carrying out its mandate through exceptional teacher productivity.

According to Ibrahim and Orodho (2014), BOGs are responsible for staff and student recruitment, motivation, and eventual exit. In this case, BOGs can punish teachers, administrators, and students. The Uganda Education Act 2008, Cap. 127 specifies how students will be disciplined, including by suspension, prohibition, and discharge by the BOG—the Education Act further tasks BOGs with counseling and administration of disciplinary measures for misbehaving teachers.

Murkatik et al. (2020) also mention that BOG impacts teacher performance. These authors point out that BOGs are obligated to encourage teachers by rewarding them to

improve their role performance in the classroom. They add that schools with amicable BOGs and teachers outperform those with dissenting BOGs and teacher relationships regarding academic performance. Against this background, we sought to assess the influence of BOG roles on the role performance of secondary school teachers in Busia District in Eastern Uganda.

2.2 The Influence of Availability of Instructional Resources on Teachers' Role Performance

Guloba et al. (2010) note that the availability of instructional resources that facilitate successful teaching positively impacts the performance of teachers in most of Uganda's secondary schools. Teaching resources are a critical factor in influencing the teaching approach that teachers choose to use. When learning resources such as reference books, laboratory and demonstration materials, and specimens of plants and animals are unavailable, a teacher-centered approach usually takes precedence (Ogott, 2021). In situations where learning materials are easily accessible, skilled and self-driven teachers will effectively employ the tools at their disposal to involve students in hands-on activities that allow them to conduct research, solve problems, and collaborate, thereby fostering curiosity, critical thinking, and the generation of new ideas (Guru & Al-Hilal, 2022). Therefore, teacher effectiveness in any learning and teaching setting hinges on using appropriate instructional materials made available as a result of the excellent leadership of BOGs.

In addition, Chumba et al. (2014) note that the availability of textbooks, images, and audiovisual teaching aids are important factors in determining how well a lesson is taught. Teachers' ability to provide high-quality instruction is severely impacted by their unfavorable working conditions induced by bad management and a lack of instructional materials. Accordingly, teachers are an essential resource in the educational process; as such, it becomes difficult for them to carry out their responsibilities as if what is required of them is insufficient or seems absurd to them (Alda et al., 2020).

On a similar note, Malunda and Atwebembeire (2018) argue that once facilitated, teachers will appropriately guide students using a variety of teaching approaches, such as hands-on, demonstration, or conversation, and make appropriate use of instructional resources for effective teaching. So, sufficient and relevant study materials and a peaceful working environment are prerequisites for teachers' good performance (Barus et al., 2021). Therefore, for schools to function efficiently and carry out their

curricular functions, the school BOG must offer improved physical facilities in a suitable school environment.

3. Methodology

The research adopted a cross-sectional survey design, incorporating quantitative and qualitative data collection approaches. This design facilitated a more comprehensive exploration and interpretation of the subject matter and an in-depth examination of the data collected from the study participants at a precise stage. Quantitative data were collected from secondary school teachers in Busia District in Eastern Uganda to provide a comprehensive overview of the many roles played by BoGs, teacher role performance, and the availability of instructional resources in secondary schools within the district. Meanwhile, a qualitative approach was used to gather data from head teachers and BoG members through key informant interviews. This was aimed at seeking explanations for the levels of execution of the many tasks fulfilled by BoGs, assessing the effectiveness of teacher performance, and evaluating the availability of instructional resources.

A collection of standardized questionnaires comprising four distinct sections, A, B, C, and D, was employed. Section A has items describing the demographic characteristics of the participants, while the rest contain items that address the four research objectives. Quantitative data collection involved distributing the questionnaire to the teachers after obtaining research ethics clearance and permission to collect research data. The data were analyzed using SPSS version 20. To achieve Objectives 1 and 2, descriptive statistics (frequency, percentage, mean, and standard deviation) were generated. To achieve Objectives 3 and 4, normality testing, Pearson Product Moment Correlation analysis and simple linear regression analysis were conducted. Qualitative data were collected on appointments made with critical informants for interviews. The interviews were audio recorded and transcribed, and the transcripts were then analyzed using an interpretative phenomenological approach.

4. Results and Discussion

4.1 Demographic Information

Results for sample distribution by demographic characteristics are presented in Table 1.

Table 1: Demographic Information

Characteristic	Category	N	%
Number of years in the current school	<10	183	69.1
	10-20	80	30.2
	21-30	02	0.7
	>30	00	00
School Type	Public	154	58.1
	Private	111	41.9
Responsibility	HOD	113	42.6
	DOS	18	6.8
	CP	87	32.8
	DHT	10	3.8
	NON	37	14.0
Teaching Experience	<10	112	42.3
	10-20	102	38.5
	21-30	50	18.9
	>30	1	0.4
Highest Level of Qualification	Diploma	81	30.6
	Degree	179	67.5
	Post Graduate	05	1.9

The data shown in Table 1 reveals that most respondents (69.1%) reported having served less than ten years at their current station. Additionally, 30.2% of the respondents were in service between 10 and 20 years, while the remaining 0.7% had worked between 21 and 30 years at their current station. Of all the respondents, 154 (58.1%) were from public schools, while 111 (41.9%) were from private schools. This statistic confirmed that private schools had a lower teacher-to-student ratio despite being many in the district.

4.2 The Level of Execution of BOG Roles in the Management of Secondary Schools in Busia District, Uganda

The first study objective was to examine BOGs' roles in managing secondary schools in Busia District. The study findings are presented in Table 2.

Table 2: The roles of BOGs in the management of secondary schools in Busia District

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
The BOGs involve teachers in making decisions on financial matters at school.	265	1.00	5.00	2.9811	1.65019
The BOGs play an oversight role in monitoring and supervising teacher performance.	265	1.00	5.00	3.3019	1.36771
The BOGs are fully in charge of overseeing curriculum implementation by the teachers.	265	1.00	5.00	3.0830	1.41177
The BOGs provide incentives to performing teachers.	265	1.00	5.00	3.1094	1.43525
The BOGs provide a conducive working environment for the achievement of the set targets.	265	1.00	5.00	3.2189	1.39168
The BOGs provide a conducive working environment for the achievement of the set targets.	265	1.00	5.00	3.1547	1.37160
BOGs encourage teachers to participate in problem-solving matters at school.	265	1.00	5.00	3.1509	1.49489
The BOGs provide accommodation to teachers.	265	1.00	5.00	2.8226	1.50336
The BOGs facilitate orientation programs to educate and remind new as well as old teachers about the school's vision, mission, values, culture, and objectives.	265	1.00	5.00	2.9245	1.45967
The BOGs have clearly established policies that help the teachers improve their performance.	265	1.00	5.00	3.1396	1.51737
Valid N (listwise)	265				

Based on the five-point Likert scale, whose mean is 3.0, Table 2 shows that the BOGs perform their roles moderately. The teachers did accept that BOGs played an oversight role in monitoring and supervising teacher performance (mean = 3.3019, SD = 1.36771), but were in charge of overseeing curriculum implementation by the teachers (M = 3.0830, SD = 1.41177), and BOGs provided incentives to performing teachers (M = 3.1094, SD = 1.43525).

During the interview, it was observed that there are different management approaches between Government schools and private schools. The researcher discovered that many private schools didn't have functional BOGs. The researcher asked some head teachers in private schools to give some of the roles performed by the BOGs in the school and some said:

you know, private schools have BOGs on paper, but the boards do not operate formally. The proprietors serve as the Board of Directors and play two roles. That is to say as board of governors and directors. It's the managing director who actually monitors the senior leadership in the school on behalf of other directors (Head teachers' interview)

Another also noted that:

our school is a private one that has BOGs who need to sit whenever they are called upon. However, the BOGs are very busy people as most of them are working in faraway places such as Kampala, so finding them could be a problem (Head teachers' interview)

These revelations mean that private schools are run by directors of the school who sometimes do not follow the school management guidelines but do what they think is right. This creates a lack of checks and balances and thus may lead to poor performance since the directors take the services provided by their schools as business instead of a service.

Other interviewees from public schools had this to say:

The school has members of the board who constantly meet to talk about school matters. These matters include academic performance and remuneration of teachers, among others. However, the school's administration entirely depends on the school administration, and the teachers' performance depends on how they relate well with the administration or the students (interview held with chair BoGs in a public school on the 21st /02/2022).

4.3 The level of performance of secondary school teachers in Busia District, Uganda

The second study objective was to examine the performance levels of secondary school teachers in Busia District. The results indicate that there was generally a high level of performance among the secondary school teachers in Busia District (M = 68.82, SD = 1.99).

Concerning the performance of teachers, the interviewees said that:

Teachers are motivated to work especially if their welfare is well looked after. Teachers endeavour to work hard because it is their professional call.” (Interview held with School Head on 23rd /02/2022)

Another also noted asserted that:

The teachers in this school are very hardworking, make schemes of work, keep students’ records, and use productive teaching techniques, although

the administrators have to supervise more work in order for them to perform. There are constant departmental meetings and guidance to teachers in order to support them to work. (Interview held with School Head on 23rd /02/2022).

This implies that teachers’ performance is high in such schools due to strict supervision by administrators. Therefore, administrators need to work harder for teachers to perform well.

4.4 The influence of BOG involvement in schools’ management on teacher performance in secondary schools in Busia District

To determine the third objective, we hypothesized no statistically significant influence of the Board of Governors’ management role on teachers’ performance. A Pearson product-moment correlation coefficient was computed to test a null hypothesis, and the results are shown in Table 3.

Table 3. Pearson Product-Moment Correlation Between BOG Role and Teacher Performance

		BOGROLE	TEAPERF
BOGROLES	Pearson Correlation	1	.669**
	Sig. (2-tailed)		.000
	N	265	265
TEAPERF	Pearson Correlation	.669**	1
	Sig. (2-tailed)	.000	
	N	265	265

The results in Table 3 indicate a statistically significant correlation ($r = .669^{**}$) between the Board of Governors’ management role and teachers’ performance in secondary schools in the Busia District. This implies that the more Boards of Governors get involved in school affairs and the day-to-day running of schools following the Board of Governors’ guidelines, the more teachers perform. Therefore, the null hypothesis was rejected. The alternative hypothesis that the Board of Governors management role has a statistically significant influence on teachers’ performance in secondary schools in Busia District was accepted.

On the influence of BOG involvement in schools’ management on teacher performance in secondary schools in Busia District, interviewees noted that:

In this school, the board sits and decides about so many school issues, and the head teacher consults them whenever some decisions have to be made. Most consultations are especially about academic and financial matters.

This implies that when the board is involved in the school affairs, the school activities run smoothly, and could help to explain why there is a high level of teacher performance in some schools with functional BOGs.

4.5 The influence of instructional resource availability on teacher performance in secondary schools in Busia District

Further analysis determined the cause-and-effect relationship between instructional resource availability and teacher performance. This simple linear regression analysis results are revealed in Tables 4 and 5, as indicated below.

Table 4: ANOVA of The Simple Linear Regression Of Instructional Resources On Teacher Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	33516.384	1	33516.384	206.451	.000 ^b
	Residual	42696.922	263	162.346		
	Total	76213.306	264			

To determine the significance of a regression model, the verdict is that the considered p-value (level of significance) must be less than or equal to 0.05. Given that the considered p-value of 0.000 in Table 4 is below 0.05, the regression model was found to be statistically significant ($F = 206.451$, degree of autonomy (df) = 1, $p < 0.05 = 0.000$). The null hypothesis, which stated that there is no statistically significant influence of instructional resource

availability on teachers' performance in secondary schools in Busia District, was thus discarded, and another, which states that there is a statistically significant influence of instructional resource availability on teachers' performance in secondary schools in Busia District, was adopted. This means that instructional resource availability significantly affects teacher performance in secondary schools in Busia District.

Table 5. Simple Linear Regression Analysis Of Instructional Resource Availability On Teachers' Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.962	2.221		13.043	.000
	Instructional R/A	.930	.065	.663	14.368	.000

The results in Table 5 show that instructional resource availability was established to contribute to teacher performance in secondary schools in Busia District. The unstandardized B coefficient ($\beta = 0.930$, $t = 14.368$, $p < 0.05$) implies that for every unit improvement in instructional resource availability, there is a resultant improvement of 0.930% in teacher performance in secondary schools in Busia District.

Concurring voices were heard during the interview, for example, one head teacher observed that:

For better teacher performance to be realized, parents need to be brought on board because sometimes they tend to relax in providing instructional resources to their children as required of them (Interview held with chairperson BOG on 25/02/2022).

There was also an agreement among the interviewees that:

School boards are primarily involved in supervising and purchasing instructional resources. For example, in a panel of 12 members, 3 members buy learning resources like books and stationeries. They purchase and approve them before taking them to the store (Interview held with Headteacher on 24/02/2022).

These accounts show a fundamental conformity with the link between instructional resource availability and teacher performance.

4.6 Discussion

The findings indicated that the administration of secondary schools in Busia District generally exhibited a moderate degree of BOG role performance, with a mean score of 30.8868 and a standard deviation of 10.85416. However, qualitative data analysis in private schools revealed the absence of an operational board, with decision-making and administrative responsibilities primarily resting on the Parent-Teacher Association (PTA). Consequently, the school boards at these institutions are primarily symbolic in nature. The findings further demonstrate that the Board of Governors (BOGs) at private educational institutions are individuals with demanding schedules, often occupied with distant professional commitments, resulting in limited availability for overseeing the school's day-to-day operations. This implies that a significant proportion of private schools lack functional boards of trustees, in which case the school's proprietors take on the responsibilities of BOGs.

According to the participants from government schools, it was found that their respective educational institutions have Boards of Governors (BOGs) that are responsible for overseeing various aspects of school development. These responsibilities include supervising school development activities, approving school action plans and budgets, procuring teaching and learning materials, managing student discipline, and enhancing school infrastructure. The objectives encompassed establishing connections between the school and the community, addressing matters pertaining to students and teachers, fostering motivation among high-achieving students, motivating staff members, and identifying academic requirements within the school. However, the responsibility for the school's management rests solely with the head teacher, and the teachers' effectiveness is contingent upon how the school is managed. This suggests that many school board members in public schools understand their expected tasks and responsibilities.

This aligns with the findings of a study conducted by Nkundabanyanga et al. (2015) on the correlation between governing boards and the perceived performance of secondary schools in Uganda. Nkundabanyanga suggests that governing boards play a crucial role in facilitating regular inspection and monitoring of schools, hence promoting school development. By engaging in this practice, the board is able to identify pressing issues that require their immediate attention inside the schools under their jurisdiction. This suggests that when boards actively engage in school affairs, there is a consistent level of oversight, resulting in enhanced collaboration and effectiveness between the administration and teachers. For example, functional boards support in-service training for

teachers, which empowers them to fulfill their responsibilities effectively and enhance the overall school performance (Okendu, 2017).

The study's findings revealed that the overall level of teacher performance among teachers in Busia District was high ($M = 68.8189$, $SD = 16.99078$). The notable level of performance can be ascribed to the teachers' mastery of topic matter, effective communication, and diligent lesson preparation. Thus, activities are supported by good management under the leadership of the school BOGs. Teachers possess the potential to exert a significant impact on the educational achievements of their students. The teachers within Busia District exhibit a high level of professionalism by engaging in various activities such as planning, setting development objectives, conducting self-evaluations, undertaking additional duties, adhering to punctuality, developing comprehensive lesson plans and schemes of work, consistently delivering instruction with attentiveness and integrity, fostering a positive classroom environment, employing effective teaching strategies and methods, maintaining discipline, diligently documenting their work, and providing opportunities for student engagement through exercises, quizzes, examinations, and debates. Through effective collaboration between administrators and teachers, achieved through regular supervision and meetings, it is possible to enhance teacher performance significantly.

This analysis aligns with the findings of Selman (2020), who observed that teacher performance primarily encompasses the following aspects: consistently delivering instruction with attentiveness, genuineness, and timeliness; creating an adequate number of written and practical exercises for assessing students' work; promptly and attentively evaluating all activities; and adhering to school regulations and instructions. In schools with functional BOGs, the acknowledgment of teachers' accomplishments by the school administration normally occurs upon the attainment of the pre-established goals. Anguzu (2018). The evaluation of teachers is contingent upon the outcomes or achievements that teachers generate in relation to predetermined goals.

A statistically significant association ($r = .669^{**}$) was seen between the managerial function of the Board of Governors and the performance of teachers in secondary schools within the Busia District. This finding is consistent with the research conducted by Rohma et al. (2020), which highlights the impact of the Board of Governors (BOGs) on teacher performance. The authors observe that motivating teachers and enhancing their performance in schools lies within the purview of the Board of Governors (BOGs), who should provide incentives to achieve this objective. According to Oketcho et al. (2020), the

administration's acknowledgement of teachers' efforts is a source of encouragement for attaining goals. This means increased participation of boards of governors in school matters leads to heightened motivation among teachers to excel, mainly when the board's engagement is constructive.

These findings, when compared to previous research on the role of BOGs, led to a conclusion that Boards of Governors (BOGs) have the responsibility of overseeing and supervising teachers during their professional duties (Ibrahim & Orodho, 2014; Nkundabanyanga et al., 2015; Wataba & Abiodun, 2018).

Though BOG works through headteachers and other school management teams, the Board of Governors (BOGs) indirectly shoulders the role of evaluators, ensuring that teachers fulfill their duties. Failure to meet these expectations results in a decline in teacher performance, leading to unfavorable outcomes. The Board of Governors (BOG) facilitates teacher motivation by cultivating self-esteem and enhancing performance.

According to Ogott (2021), there is a positive correlation between enhanced teacher productivity in Kenya and the incentives the Board of Governors (BOGs) provides to teachers. This implies that the effective operation of the Board of Governors (BOGs) leads to enhanced levels of teacher discipline. These incentives contribute to schools' support in curriculum implementation and overall school processes, ultimately resulting in exemplary teacher performance. Hence, having a strong Board of Governors (BOG) in schools leads to increased efficiency and a culture of discipline among the administrative staff, teachers, and students.

Based on interview transcripts, it has been observed that the accessibility and availability of instructional materials play a crucial role in enhancing school efficiency. The data indicated that a significant proportion of schools had a high level of responsiveness, as nearly all educational institutions supplied instructors with the necessary instructional materials to effectively carry out their professional duties. Hanushek et al. (1996) observed that educational resources, including print and non-print materials, facilitate the transmission of knowledge to students within the educational curriculum. They are vital as a component of optimal academic performance among students. Several educational resources, such as science kits, textbooks, newspapers, films, workbooks, and electronic media encompassing music, movies, radio, and CD-ROMs, are widely perceived to enhance learning by providing accessible means of acquiring knowledge. This suggests that the presence of instructional materials within educational institutions might enhance students' engagement and contribute to teachers' overall

effectiveness. So, in addition to the supervisory role of BOGs, providing the needed instructional material is the functional duty of school boards.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the study's findings, it can be generally concluded that the Board of Governors (BOGs) play a critical oversight role in teacher performance and curriculum implementation. This includes monitoring and supervising teacher performance, ensuring the provision of incentives to high-performing teachers, creating a conducive working environment to facilitate the achievement of set targets, engaging in effective planning to ensure proper resource utilization by teachers, encouraging teacher participation in problem-solving activities within the school, providing accommodation for teachers, facilitating orientation programs to educate and remind both new and experienced teachers about the school's vision, mission, values, culture, and objectives, as well as establishing clear policies that support teacher improvement. However, because most private schools don't have ceremonial BOGs, they don't benefit from the oversight and supervisory roles of BOGs.

For the school board to enhance its performance, it must work with a responsible and competent management team capable of transforming the board's decisions into activities. School management is the first conclave of teachers whose performance must be enhanced by the BOG to improve the performance of teachers in the school.

The notable level of performance observed in the Busia District was attributed to various factors. These include the teachers' practice of setting clear objectives, evaluating lessons, engaging in additional duties, effectively managing their time, creating well-structured lesson plans and schemes of work, consistently teaching with dedication and care, demonstrating sincerity and regularity, providing ample assessment and exercises to learners, employing effective teaching strategies, and being motivated by their professional calling.

Increased involvement of boards of governors in school matters and adherence to their standards leads to improved teacher performance. Hence, the Board of Governors (BOGs) must acknowledge their responsibilities inside educational institutions and actively fulfill their jobs since this has the potential to enhance the effectiveness of teachers.

We can infer that to enhance teachers' performance, it is imperative that school administration prioritize providing

instructional resources, including textbooks, laboratories, sufficient seating arrangements, and adequate classroom space for mobility. Therefore, in order to optimize teacher performance and achieve the stated objectives, it is imperative for head teachers to cultivate a conducive climate for educators by ensuring the provision of essential instructional materials.

5.2 Recommendations

It is imperative for private school administrators to revitalize their Boards of Governors (BOGs), as these entities play a central role in enhancing school performance. Furthermore, it is imperative for the government to impose sanctions on private schools that lack operational Boards of Governors (BoGs).

The school stakeholders need to provide capacity-building opportunities for members of the Board of Governors (BOG) to enhance their effectiveness in executing their management roles. This, in turn, is expected to lead to increased teacher performance. The government has to raise awareness among Boards of Governors (BOGs) in private schools, enabling them to make independent decisions to enhance instructors' performance.

It is recommended that parents assume the responsibility of supplying learners with personalized instructional resources, such as textbooks, rather than relying on the government's provision, which is characterized by lengthy delays and limited availability of textbooks, impeding academic progress.

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