

# Students' Involvement in Leadership and Academic Performance in Private Secondary Schools in Wakiso District, Uganda

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## Abstract

The central purpose of this examination is to inspect the impact of students' involvement in governance on academic performance in Uganda, Wakiso District, private secondary institutions. The succeeding distinct goals guided the study; i) To examine the influence of students' decision-making skills on academic performance, ii) To examine the influence of students' teamwork abilities on academic performance, and iii) To examine the influence of students' communication skills on academic performance in private secondary schools in Wakiso District, Uganda. The examination embraced a research technique for cross-section derived from a quantifiable strategy. The study used simple linear regression evaluation approaches besides descriptive analysis in explaining the quantifiable statistics assembled. This examination showed that students' decision-making skills possesses a statistically beneficial and considerable influence on academic success under Wakiso District, private secondary institutions, Uganda. This examination furthermore showed that students' teamwork abilities possessed an empirically beneficial and considerable influence on academic success under Wakiso District, private secondary institutions, Uganda. Further, this examination showed that students' communication skills possessed a statistically beneficial and considerable influence on academic performance under Uganda, Wakiso District, private secondary institutions. This examination deduces that students' involvement in governance possesses a beneficial and considerable impact on academic success under Uganda, privately owned secondary institutions, Wakiso District in that an increase in students' decision-making skills, students' teamwork abilities, and students' communication skills would consequently results towards an advancement in academic success under Wakiso District, private secondary institutions, Uganda. This examination commends that schools must provide leadership training initiatives focused on formal training in leadership skills such as communication, organization, and teamwork as this can make students more effective and efficient, reducing time wasted and improving academic focus which may impact an improvement in academic success under Uganda, private secondary institutions, Wakiso District.

**Keywords:** *Students' Involvement in Leadership, Students' Decision-Making Skills, Students' Teamwork Abilities, Students' Communication Skills, and Academic Performance.*

## Introduction

Students' involvement in leadership has gained increasing attention in the education sector as a strategy for promoting active participation, responsibility, and skill development among learners. It involves engaging students in roles such as prefectship, student councils, and decision-making processes, which help to build competencies in

leadership, communication, and collaboration (UNESCO, 2015). Such involvement is expected to enhance students' personal development and contribute positively to their academic performance. Academic performance remains a key aspect of academic progression, reflecting learners' mastery of knowledge and competencies. Studies suggest that learners who actively participate in governance duties apt to develop critical thinking, teamwork, and

communication skills, which support better learning outcomes and academic achievement (Leithwood, 2005). Through leadership engagement, students are inclined to become inspired, disciplined, and dedicated towards their academic operations.

In Uganda, private secondary schools increasingly promote student leadership as part of holistic education, aiming to nurture responsible and competent learners. Student leadership has been demonstrated to act a considerable part towards enhancing discipline, teamwork, and communication among learners, which are important for academic success (Byamugisha et al., 2024). However, variations in the level and effectiveness of students' involvement in leadership may influence academic performance differently across schools, as leadership practices and school management approaches vary in different educational settings (Sengendo and Eduan, 2024). In Wakiso District, where private schools operate under diverse management practices, the extent to which students' involvement in leadership contributes to academic performance remains insufficiently understood. This examination therefore inspects the influence of students' involvement under governance on academic success under Uganda, privately owned secondary institutions, Wakiso District.

### Historical Perspective

Globally, student leadership has increasingly gained recognition as an important aspect impacting academic performance and the overall school efficiency in different schools. Leadership within the school setting incorporates a variety of functions, such as guiding peers, organizing school activities, and influencing the school environment in ways that foster academic achievement and social well-being (Eryilmaz & Strietholt, 2025). By mid-20<sup>th</sup> century, formal student leadership structures such as student councils, honor societies became widespread internationally. For example, the establishment of organizations like the National Beta Club emphasized leadership and academic achievement as joint goals (Ertem, 2021). In Uganda's education system (secondary schools and universities), formal leadership structures such as prefectorial systems, student councils, and guild associations have long been present as part of school culture. For example,

many secondary schools operate prefect systems where senior students are entrusted through elections with leadership responsibilities and representation of their peers. These roles are intended to promote responsibility, discipline, and peer-level governance, attributes historically connected with holistic student development, including academic engagement (Kabakyenga & Byabashaija, 2018). Research shows that student leadership roles such as prefects, class monitors, and club leaders, are positively related to academic performance, discipline, and behavioral change, factors known to support learning outcomes in secondary schools. Students in leadership roles tend to exhibit greater engagement and positive behavioral changes, which are associated with higher academic performance (Zikusooka & Kanyesigye, 2025).

### Theoretical Perspective

This examination was navigated through the Student Involvement notion commended by Astin in 1984. This notion posits that the level of student's physical and psychological energy invested in academic and extracurricular activities determines the extent of their development and learning outcomes (Salleh, Osman & Azmi, 2018). According to the Student Involvement Theory, leadership involvement is positively associated with academic performance because it encourages active engagement, personal responsibility, and skill development, all essential for learning and academic success (Ouma & Nyang'au, 2020). The authors also assert that leadership roles increase engagement, responsibility, and time-on-task, which positively affects academic performance. Participation in student councils, clubs, and peer mentoring fosters capabilities for instance managing time, communication, besides problem-solving, which support learning outcomes (Ouma & Nyang'au, 2020). Then, this theory was applicable given that it unfolds an affiliation amid learners' involvement in leadership and educational efficiency.

### Contextual Perspective

This examination was covered under Wakiso District, private secondary institutions, Uganda inspecting the influence of learners' involvement in leadership on academic performance. Wakiso District was covered because educational efficiency in many Wakiso

District, secondary institutions remains low besides inconsistent, with many students achieving poor academic outcomes in national examinations such as Universal Certificate of Education (UCE), reduced participation in class activities, and increase rates of absenteeism (Wakiso District Local Government, 2022).

### **Conceptual Perspective**

Students' involvement in governance denotes the active participation of students in roles and activities that require decision-making, responsibility, and guidance of peers, usually within educational institutions. It includes formal positions like student council members, prefects, club officers, peer mentors, and informal leadership opportunities where students influence and coordinate activities, promote teamwork, or represent the student body (Salleh et al., 2018). Conversely, academic performance denotes the scope whereby a learner, instructor, or academic establishment has fulfilled their academic goals, usually evaluated through formal assessments such as examinations, tests, coursework, and overall grades. It reflects knowledge acquisition, skill development, and mastery of subject matter within a learning environment (Ouma & Nyang'au, 2020). For this study's case, students' involvement in leadership was measured in terms of students' decision-making skills, students' teamwork abilities, and students' communication skills, while academic success was measured relating to fulfillment of tasks, knowledge acquisition, grading and test results, skills development, class engagement, besides mastery of subjective matter.

### **Statement of the problem**

Ideally, increased students' involvement in leadership should be positively associated with improved academic performance, such that active participation in decision-making, teamwork, and communication enhances students' engagement, responsibility, and learning outcomes. Studies indicate that meaningful student leadership involvement contributes to better academic achievement and overall school performance (OECD, 2019; UNESCO, 2018).

The Uganda governance has undertaken numerous actions focused at improving students' academic performance by enhancing and strengthening the

school culture/climate. These initiatives concentrate on generating a safe, inclusive, and supportive learning environment, identifying its vital part towards enlightening learners' educational success and general learning consequences. For example, the Education and Sports Ministry developed a set of guiding principles to aid schools appraise and enhance the quality of students' academic performance and learning outcomes which also emphasize creating student-centered environments and encouraging positive behavior among students, all of which subsidize to a conducive school culture/climate (Ministry of Education and Sports, 2017).

Consequently, notwithstanding every notable effort and initiatives, educational efficiency under many Wakiso District, secondary institutions remains low and inconsistent, with many students achieving poor academic outcomes in national examinations such as Universal Certificate of Education (UCE), reduced participation in class activities, and increase absenteeism rates (Wakiso District Local Government, 2022). Proof specifies a deterioration under educational efficiency from 77.2% in 2018 to 69.8% in 2021 of students who passed with Division I & II in Universal Certificate of Education examinations under Wakiso District, secondary institutions (Wakiso District Local Government, 2022). This as a consequence has led to increase dropout cases, failure to progress to A-Level, and increased challenges to acquire formal employment among the students who failed or performed poorly in the district. Therefore, it was on this ground that this examination reviewed the consequence of learners' involvement under leadership on educational efficiency under Wakiso District, private secondary institutions, Uganda.

### **Objectives of the Study**

#### **General Objective**

The general objective of the study is to examine the influence of students' involvement in leadership on academic performance in private secondary schools in Wakiso District, Uganda.

#### **Specific Objectives**

- i. To examine the influence of students' decision-making skills on academic

- performance in private secondary schools in Wakiso District, Uganda.
- ii. To examine the influence of students' teamwork abilities on academic performance in private secondary schools in Wakiso District, Uganda.
  - iii. To examine the influence of students' communication skills on academic performance in private secondary schools in Wakiso District, Uganda.

**Ha1:** Students' decision-making skills significantly influence academic performance in private secondary schools in Wakiso District, Uganda.

**Ha2:** Students' teamwork abilities significantly influence academic performance in private secondary schools in Wakiso District, Uganda.

**Ha3:** Students' communication skills significantly influence academic performance in private secondary schools in Wakiso District, Uganda.

### Conceptual Framework

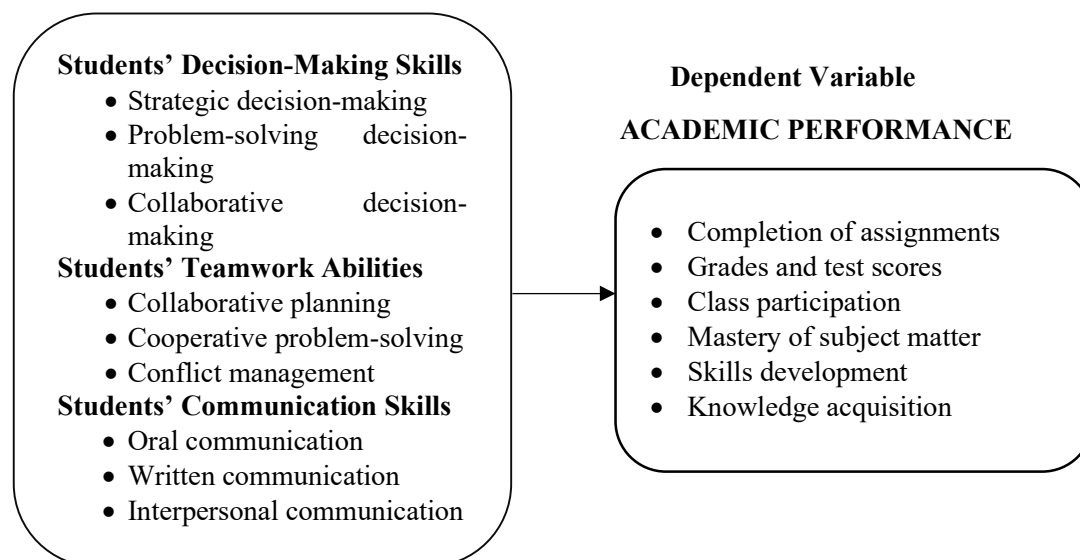
A conceptual model provides an illustration on an affiliation amidst students' involvement in leadership and academic performance.

### Study Hypotheses

This examination furthermore was guided by these numerous different theories;

### Independent Variable

#### STUDENTS' INVOLVEMENT IN LEADERSHIP



*Source: Adopted from Ouma and Nyang'au (2020)*

The conceptual model specifies an affiliation amidst learners' involvement in leadership and academic performance. Students' involvement in leadership was measured in terms of students' decision-making skills, students' teamwork abilities, and students' communication skills, while academic success was measured relating towards fulfillment of tasks, knowledge acquisition, grading and test results, skills development, class engagement, and mastery of subjective matter. Consequently, the above conceptual model is derived from on the preposition

that students' involvement in leadership influences an enhancement in academic performance.

### Literature Review

#### Students' Involvement in Leadership and Academic Performance

Students' involvement in governance acts as a significant part in shaping educational efficiency by fostering active engagement and personal responsibility. Leadership positions in schools, such as prefects, student council members, club officers, and peer mentors, require students to allocate time

and effort to organize activities, manage peers, and participate in decision-making processes. The more energy students invest in both academic and extracurricular activities, the greater their learning and personal development (Ertem, 2021). The author argues that engaging in leadership cultivates critical skills such as time management, problem-solving, communication, and collaboration, which directly support academic success (Ertem, 2021). According to Eryilmaz and Strietholt (2025) students who hold leadership positions, such as class representatives, prefects, or club leaders, are frequently required to make decisions that affect their peers and school activities. These decisions can range from organizing school events, resolving conflicts, to coordinating group projects, which enables them to develop problem-solving and decision-making abilities. The authors argue that when students apply these skills effectively, they are better able to manage their time, prioritize tasks, and navigate academic challenges, leading to improved performance in examinations and classroom assessments (Eryilmaz & Strietholt, 2025).

According to Aquino, Micheal, Christian and Luis (2025) beyond skill development, student leadership enhances motivation, self-efficacy, and accountability, which are critical determinants of academic performance. Students' belief in their capacity to achieve goals influences their effort, persistence, and resilience, which has a direct impact on academic performance. Leadership responsibilities expose students to challenges that require critical thinking and responsibility, fostering confidence in their abilities. In addition, the authors assert that students involved in leadership role in school are more motivated to attend classes, complete assignments on time, and engage in peer-assisted learning, leading to improved academic performance outcomes. This enhanced motivation also translates to positive behavioral changes, including better discipline and reduced absenteeism, which indirectly improve academic achievement (Aquino et al., 2025). Student leadership contributes to peer learning and the creation of a positive school climate, which can further enhance academic performance. Leaders often serve as role models, mentors, or facilitators for their peers, promoting collaboration, knowledge sharing, and collective problem-solving. Active student

leaders encourage teamwork, reinforce school rules, and support academic initiatives, establishing a setting that is favorable to education, which can impact an improvement in academic performance within the respective schools (Sengendo & Eduan, 2024). The authors argue that leadership engagement strengthens students' social networks and fosters a sense of belonging, which is positively correlated with cognitive and academic growth (Sengendo & Eduan, 2024). Similarly, Salleh et al. (2018) asserts that student leadership in form of mentorship and resources support effectively supports learning through reducing disruptions and fostering comfort, which enriches the students' learning experiences, consequently resulting towards an improvement under academic efficiency.

Students' involvement in leadership roles helps students develop holistic competencies that go beyond academics but indirectly influence performance. These competencies include organizational skills, emotional intelligence, and the capability towards managing competing duties. Students who engage in leadership roles cultivate higher order abilities including judgment, analytical thinking, and reflective learning, all of which contribute to better academic outcomes. Consequently, fostering student leadership is not merely an extracurricular pursuit but a strategic mechanism to enhance learning, engagement, and performance in schools (Kabakyenga & Byabashaija, 2018). According to Masudi, Muhammad and Rahim (2023) decision-making skills in leadership roles foster critical thinking and analytical abilities, which directly contribute to academic success. Leadership requires students to weigh options, anticipate consequences, and select the best course of action, reinforcing higher-order cognitive processes that are transferable to academic tasks. The authors argued that students who actively engage in leadership roles that require decision-making exhibit higher engagement levels, better organization, and improved academic outcomes compared to non-leadership peers (Masudi et al., 2023).

Teamwork abilities are an essential aspect of effective student leadership, and they play a consequential part in advancing academic efficiency. Leadership positions, like prefects, student council members, and

club officers, often require student to work collaboratively with peers to organize events, manage projects, and solve problems. By practicing teamwork in leadership contexts, students learn to coordinate tasks, share responsibilities, and support each other in achieving common goals, which strengthens organizational and planning skills relevant to academic success (Zikusooka & Kanyesigye, 2025). Additionally, the authors asset that teamwork in leadership roles enhances communication and social skills, which are critical for academic performance. Students who effectively collaborate with peers develop the ability to listen, negotiate, and articulate ideas clearly, skills that are transferable to classroom interactions and group-based learning activities. Also, students who engage in leadership roles requiring teamwork demonstrate higher engagement levels and improved problem-solving capabilities, which contribute to better performance in examinations and assignments (Zikusooka & Kanyesigye, 2025).

According to Ouma and Nyang'au (2020) communication skills are afundamental component of effective student leadership and serve a crucial part towards enhancing academic performance. Learners under leadership positions, such as prefects, student council members, class representatives, are required to interact effectively with peers, teachers, and school administrators. Strong communication enables student leaders to articulate ideas clearly, give instructions, resolve conflicts, and motivate others. Active participation in leadership roles enhances students' personal and cognitive development, with communication being a key skill that facilitates engagement, collaboration, and learning, that can translate to improved academic performance. The authors argued that effective communication within leadership positions helps students develop clarity in thought and expression, which translates into better classroom participation, presentations, and academic interactions (Ouma & Nyang'au, 2020).

## Methodology

### Research Design

The examination embraced a research techniques cross-sectional based on a quantifiable strategies. A research technique cross-section is engrossed towards assessing the incidence of some factors under

a specified populace at a certain moment (Kassu, 2019). Consequently, this technique was needed in inspecting the impact of students' involvement in leadership on educational efficiency under Uganda, privately owned secondary institutions, Wakiso District at a specific duration. A quantifiable strategy was central in gaining statistics under numeric form utilized to investigate the examination occurence.

### Target Population and Sample Size

An examination populace is a cluster of people having features of attention from where a model is taken (Majid, 2018). This examination populace constitutes of 100 individuals both executives and instructors from three private secondary institutions, Wakiso District, Uganda from which a sample was taken (Wakiso District Local Government, 2022). The Krejcie and Morgan formula was utilized to ascertain the size of sample given as;

$$n = \frac{X^2 N p (1 - p)}{d^2 (N - 1) + X^2 p (1 - p)}$$

Where; n = sample size,  $X^2$  = Chi-Square value (3.841) at a 95% confidence interval with 1 degree of freedom, N = population size (100), p = population proportion (0.5), and d = level of accuracy (0.05).

$$n = \frac{3.841 * 100 * 0.5 * 0.5}{(0.05^2 * 99) + (3.841 * 0.5 * 0.5)}$$

n = 80 respondents

A sample of 80 respondents both administrators and teachers was considered to provide the necessary data.

### Sampling Procedure

Sampling denotes a principle of selecting samples of people from an intended populace (Singh & Masuku, 2017). The investigator utilized convenient samples to draw respondents to participate in this study. Convenient sampling involves choosing available and accessible individuals which was deliberated to designate administrators and instructors from numerous private secondary institutions designated in Wakiso District, Uganda to participate under this examination.

## Data Collection Methods

### Questionnaire Survey Method

A questionnaire inquiry strategy is a process for generating metrics through a sequence of inquiries from responders (Anokye, 2020). The inquiry survey strategy was used so as to generate consistent statistics that assures correspondence of statistics engaging inquiries that are organized and easier to comprehend. Hence, this strategy was employed since it enables the investigator to acquire and assemble statistics from responders under the quickest amount of time available.

### Data Collection Instruments

#### Structured Questionnaire

A structured survey could be a tool embraced to assemble statistics from responders constituting organized inquiries having closed-end replies from which they intend to designate (Kuphanga, 2024). Structured surveys were engaged to assemble quantifiable statistics from responders constituting of structured closed-end questions with coded answers disbursed to respondents under various selected privately owned secondary institutions. The structured surveys were used as they don't require much time to collect massive statistics on the elements being examined.

### Validity and Reliability

The validation of the study instruments was assured via expert judgment through the assistance of investigative professional. Instruments validity was measured utilizing a Content Validity Index (CVI) given by;

$$CVI = \frac{\text{no of items declared valid}}{\text{total no of items}}$$

A 0.7 Content Validity Index and beyond indicates the contents of the instrument are valid and therefore instrument is valid to be used in the study (Amin, 2005).

$$CVI = \frac{21}{26}$$

$$CVI = 0.808$$

The questionnaires were considered valid for data collection since the generated CVI of 0.808 was above 0.7 as proposed by Amin (2005).

Additionally, The dependability of the research tools was assessed utilizing a Cronbach Alpha coefficient pre-test. based on the data that was collected from a pilot study conducted in one government-aided secondary school in Butambala district. According to Amin (2005), reliability and more internal coherence of the questionnaire's queries are indicated by a 0.7 Cronbach Alpha coefficient value or higher.

**Table 3.1: Reliability Statistics**

| Cronbach's Alpha | No. of Items |
|------------------|--------------|
| .872             | 21           |

*Source: Field Data (2026)*

The questionnaires were considered reliable for data collection since the generated 0.872 Cronbach's Alpha coefficient beyond above 0.7 as proposed by Amin (2005).

### Data Analysis

Quantitative data evaluation assists in measuring, analyzing and understanding an aspect by performing statistical tests and descriptive evaluation. The research used descriptive evaluation as well as analysis approaches for simple linear regression to evaluate the quantifiable statistics gathered. Descriptive evaluation was utilized while ascertaining participants' demography. Simple linear regression evaluation was employed to review the consequence of students' involvement in leadership on academic performance in order to provide empirical proof on examination hypothesis at a 5% significance levels. Simple linear regression evaluation is vibrant in inspecting the power effect of the predictor factors and the problem factor (Maulud & Abdulazeez, 2020).

### Ethical Consideration

The investigator got an introduction from Islamic University in Uganda's Department of Post Graduate Studies prior to taking on the examination as a pre-requisite to get authorization to assemble statistics for examination under various schools.

The investigator furthermore strove for responders' approval to partake under this examination and They were given full details about the goals, methods, and advantages of this examination, and their

involvement was entirely voluntarily with no severe pressure.

The investigator safeguarded responders' secrecy by maintaining secrecy and anonymity where applicable.

### Study Findings

The conclusions demonstrated under this part constitute descriptive metrics on responders' demographics besides linear regression findings.

**Table 4.1: Demographic Characteristics of the Respondents**

| Category                                       | Items          | Frequency | Percentage   |
|------------------------------------------------|----------------|-----------|--------------|
| <b>Gender</b>                                  | Female         | 32        | 40.0         |
|                                                | Male           | 48        | 60.0         |
|                                                | <b>Total</b>   | <b>80</b> | <b>100.0</b> |
| <b>Age Group</b>                               | 25-30 years    | 7         | 8.8          |
|                                                | 31-35 years    | 18        | 22.5         |
|                                                | 36-40 years    | 21        | 26.2         |
|                                                | Above 40 years | 34        | 42.5         |
|                                                | <b>Total</b>   | <b>80</b> | <b>100.0</b> |
| <b>Highest Level of Education</b>              | Degree         | 69        | 86.2         |
|                                                | Masters        | 11        | 13.8         |
|                                                | <b>Total</b>   | <b>80</b> | <b>100.0</b> |
| <b>Marital Status</b>                          | Single         | 22        | 27.5         |
|                                                | Married        | 58        | 72.5         |
|                                                | <b>Total</b>   | <b>80</b> | <b>100.0</b> |
| <b>Duration Worked at the Secondary School</b> | 1-2 years      | 13        | 16.3         |
|                                                | 3-5 years      | 18        | 22.5         |
|                                                | Above 5 years  | 49        | 61.2         |
|                                                | <b>Total</b>   | <b>80</b> | <b>100.0</b> |

**Source: Field Data (2026)**

The study shows that from 80 responders, 60.0% were men and 40.0% were women. The study furthermore shows that from 80 responders, 8.8% were 25-30 ages, 22.5% were 31-35 ages, 26.2% were 36-40 ages, and 42.5% were beyond 40 ages.

Moreso, the examination shows that from 80 responders, 86.2% had achieved a degree as the highest level of education and 13.8% had achieved a masters as the highest level of education.

This examination also shows that from 80 responders, 27.5% were single and 72.5% were married. The examination furthermore displayed that from 80 responders, 16.3% had laboured for a stance of 1-2 decades at their subsequent academic institutions, 22.5% had laboured for a stance of 3-5 decades at their subsequent academic institutions,, and 61.2%

### Findings on the Demographic Characteristics of the Respondents

This examination looked at the responders' demography features who partook in this investigation under Wakiso District, private secondary institutions, Uganda. The conclusions are shown under Tableau 4.1;

had laboured for a stance of over 5 years at their subsequent academic institutions.

### Findings on the Study Objectives

This part highlights conclusions on the various distinct targets of this examination.

#### **Influence of Students' Decision-Making Skills on Academic Performance in Private Secondary Schools in Wakiso District, Uganda**

This examination sought to examine the impact of students' skills towards making decisions on academic success under Uganda, Wakiso District, privately owned secondary institutions using regression evaluatoin for simple linear and the results are shown under Tableau 4.2.

**Table 4.2: Regression Analysis on the Influence of Students' Decision-Making Skills on Academic Performance in Private Secondary Schools in Wakiso District, Uganda**

| Model Summary                                               |                                  |                   |                             |            |                           |                            |      |
|-------------------------------------------------------------|----------------------------------|-------------------|-----------------------------|------------|---------------------------|----------------------------|------|
| Model                                                       |                                  | R                 | R Square                    |            | Adjusted R Square         | Std. Error of the Estimate |      |
| 1                                                           |                                  | .653 <sup>a</sup> | .426                        |            | .419                      | .56070                     |      |
| a. Predictors: (Constant), Students' Decision-Making Skills |                                  |                   |                             |            |                           |                            |      |
| Coefficients <sup>a</sup>                                   |                                  |                   |                             |            |                           |                            |      |
| Model                                                       |                                  |                   | Unstandardized Coefficients |            | Standardized Coefficients | t                          | Sig. |
|                                                             |                                  |                   | B                           | Std. Error | Beta                      |                            |      |
| 1                                                           | (Constant)                       |                   | .946                        | .375       |                           | 2.518                      | .000 |
|                                                             | Students' Decision-Making Skills |                   | .735                        | .097       | .653                      | 7.610                      | .000 |
| a. Dependent Variable: Academic Performance                 |                                  |                   |                             |            |                           |                            |      |

**Source: Field Data (2026)**

The examination shows that students' skills towards making decisions has an empirical beneficial and considerable impact on academic efficiency under Uganda, privately owned secondary institutions, Wakiso District ( $\beta = 0.653$ ,  $p < 0.05$ ). This indicates that a single advancement in students' skills towards making decisions considerably led towards an increase in academic efficiency by 65.3% keeping other variables constant. The results imply that a development in students' decision-making skills consequently led towards an advancement in academic efficiency under Wakiso District, private secondary institutions, Uganda.

The model sum up specifies that students' decision-making skills explain 41.9% of the changes in academic efficiency and the remaining 58.1% changes are explained by additional variables. This infers that students' skills towards making decisions

considerably influence academic efficiency under Wakiso District, private secondary institutions, Uganda. Consequently, to advance academic efficiency, more effort had to be directed toward addressing students' skills towards making decisions under Uganda, privately owned secondary institutions, Wakiso District.

**Influence of Students' Teamwork Abilities on Academic Performance in Private Secondary Schools in Wakiso District, Uganda**

This examination furthermore intended to inspect the impact of students' teamwork abilities on academic efficiency under Wakiso District, private secondary institutions, Uganda using regression evaluation for simple linear and the findings are displayed under Table 4.3.

**Table 4.3: Regression Analysis on the Influence of Students' Teamwork Abilities on Academic Performance in Private Secondary Schools in Wakiso District, Uganda**

| Model Summary                                           |                              |                             |            |                           |                            |      |
|---------------------------------------------------------|------------------------------|-----------------------------|------------|---------------------------|----------------------------|------|
| Model                                                   |                              | R                           | R Square   | Adjusted R Square         | Std. Error of the Estimate |      |
| 1                                                       |                              | .581 <sup>a</sup>           | .337       | .329                      | .60257                     |      |
| a. Predictors: (Constant), Students' Teamwork Abilities |                              |                             |            |                           |                            |      |
| Coefficients <sup>a</sup>                               |                              |                             |            |                           |                            |      |
| Model                                                   |                              | Unstandardized Coefficients |            | Standardized Coefficients | t                          | Sig. |
|                                                         |                              | B                           | Std. Error | Beta                      |                            |      |
| 1                                                       | (Constant)                   | .307                        | .553       |                           | .556                       | .000 |
|                                                         | Students' Teamwork Abilities | .871                        | .138       | .581                      | 6.299                      | .000 |
| a. Dependent Variable: Academic Performance             |                              |                             |            |                           |                            |      |

**Source: Field Data (2026)**

The study shows that students' teamwork abilities have a statistically beneficial and considerable impact on academic efficiency under Wakiso District, private secondary institutions, Uganda ( $\beta = 0.581$ ,  $p < 0.05$ ). This indicates that a slight advancement in students' teamwork abilities considerably led towards an increase in academic performance by 58.1% keeping other variables constant. The conclusions infer that an augmentation in students' teamwork abilities considerably led towards an advancement under Uganda, privately owned secondary institutions, Wakiso District.

The summarized model shows that students' teamwork abilities detail 32.9% of the alterations in academic performance and the surplus 67.1% of the alterations are detailed by additional variables. This infers that students' teamwork abilities significantly

influence academic efficiency under Wakiso District, private secondary institutions, Uganda. Consequently, to enhance academic efficiency, more effort had to be directed toward improving students' teamwork abilities under Uganda, Wakiso District, privately owned secondary institutions.

**Influence of Students' Communication Skills on Academic Performance in Private Secondary Schools in Wakiso District, Uganda**

This examination furthermore intended to inspect the impact of students' communication skills on academic efficiency under Wakiso District, private secondary institutions, Uganda using regression evaluation for simple linear and the findings are given under Tableau 4.4.

**Table 4.4: Regression Analysis on the Influence of Students' Communication Skills on Academic Performance in Private Secondary Schools in Wakiso District, Uganda**

| Model Summary                                             |                                |                             |                   |                            |       |      |
|-----------------------------------------------------------|--------------------------------|-----------------------------|-------------------|----------------------------|-------|------|
| Model                                                     | R                              | R Square                    | Adjusted R Square | Std. Error of the Estimate |       |      |
| 1                                                         | .570 <sup>a</sup>              | .325                        | .316              | .40072                     |       |      |
| a. Predictors: (Constant), Students' Communication Skills |                                |                             |                   |                            |       |      |
| Coefficients <sup>a</sup>                                 |                                |                             |                   |                            |       |      |
| Model                                                     |                                | Unstandardized Coefficients |                   | Standardized Coefficients  | t     | Sig. |
|                                                           |                                | B                           | Std. Error        | Beta                       |       |      |
| 1                                                         | (Constant)                     | 2.066                       | .368              |                            | 5.622 | .000 |
|                                                           | Students' Communication Skills | .564                        | .092              | .570                       | 6.130 | .000 |
| a. Dependent Variable: Academic Performance               |                                |                             |                   |                            |       |      |

**Source: Field Data (2026)**

The study shows that students' communication skills have a statistical beneficial and considerable impact on academic efficiency under Wakiso District, private secondary institutions, Uganda ( $\beta = .570$ ,  $p < 0.05$ ). This indicates that a slight advance in students' communication skills considerably led to an increase in academic performance by 57.0% keeping other variables constant. The results imply that a development in students' communication abilities consequently led to an enhancement in academic efficiency under Uganda, Wakiso District, privately owned secondary institutions.

The summarized model shows that students' communication skills detail 31.6% of the alterations

in academic performance and the surplus 68.4% of the alterations are detailed by additional variables. This infers that students' communication skills significantly influence academic efficiency under Wakiso District, private secondary institutions, Uganda. Consequently, to enhance academic efficiency, more effort had to be directed toward enhancing students' communication skills under Uganda, privately owned secondary institutions, Wakiso District.

**Conclusions**

This investigation deduces that students' involvement in governance possesses a beneficial and

consequential impact on academic efficiency under Uganda, Wakiso District, privately owned secondary institutions, in that an increase in students' decision-making skills, students' teamwork abilities, and students' communication skills would consequently led to an advancement in academic performance under Wakiso District, private secondary institutions, Uganda.

### Recommendations

This examination commends that schools must provide leadership training programs focused on formal training in leadership skills such as communication, organization, and teamwork as this can make students more effective and efficient, reducing time wasted and improving academic focus which might impact an enhancement in academic efficiency under Wakiso District, private secondary institutions, Uganda.

This examination also commends that schools must provide mentorship and guidance through assigning teachers or senior students as mentors to guide student leaders as mentorship helps students stay academically focused, reflect on their leadership experiences, and develop problem-solving and critical thinking skills which would foster an advancement in academic performance under Uganda, privately owned secondary institutions, Wakiso District.

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## Appendices

### Appendix I: Structured Questionnaire

#### Dear respondent,

You have been chosen as a participant to engage in this study and your responses will be treated with confidentiality. Participation is voluntary and you are free to pull out any time.

Do you agree to engage in the study? I Do ..... or I Don't .....

#### **Instructions: Please tick where applicable**

### Section A: Demographic Aspects of Respondents

#### 1. What is your Gender?

1. Female ☐ 2. Male ☐

#### 2. What is your age group?

1. 25-30 years ☐ 2. 31-35 years ☐ 3. 36-40 years ☐ 4. Above 40 years ☐

#### 3. What is your highest level of education?

1. Diploma ☐ 2. Degree ☐ 3. Masters ☐

#### 4. What is your marital status?

1. Single ☐ 2. Married ☐

#### 5. For how long have you worked at this secondary school?

1. 1-2 years ☐ 2. 3-5 years ☐ 3. Above 5 years ☐

### SECTION B: STUDENTS' INVOLVEMENT IN LEADERSHIP

Use this Likert scale where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

**Instructions:** Please choose the most suitable by ticking in the provided boxes on statements related to various dimensions of student' involvement in leadership;

**Part I: Students' Decision-Making Skills**

| No. | Students' Decision-Making Skills                                                                              | SD | D | NS | A | SA |
|-----|---------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| 1.  | Student leaders have the ability to plan and prioritize long-term goals for a student group or school project |    |   |    |   |    |
| 2.  | Student leaders have the ability to identify issues, analyze alternatives, and select effective solutions     |    |   |    |   |    |
| 3.  | Student leaders make decisions collectively through consultations, negotiation, and collaboration with peers  |    |   |    |   |    |
| 4.  | Student leaders make choices or decisions guided by moral principles, fairness, and responsibility            |    |   |    |   |    |
| 5.  | Student leaders are able to respond flexibly to changing circumstances or unexpected challenges               |    |   |    |   |    |

**Part II: Students' Teamwork Abilities**

| No. | Students' Teamwork Abilities                                                                          | SD | D | NS | A | SA |
|-----|-------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| 1.  | Student leaders work with peers to design and organize school activities, events, or projects         |    |   |    |   |    |
| 2.  | Student leaders work jointly in identifying problems, analyzing solutions, and implementing decisions |    |   |    |   |    |
| 3.  | Student leaders ably adjust roles, strategies, and approaches in response to changing circumstances   |    |   |    |   |    |
| 4.  | Student leaders provide support, guidance, and encouragement to peers to achieve shared goals         |    |   |    |   |    |
| 5.  | Student leaders mediate disputes among peers or negotiate differing opinions during group activities  |    |   |    |   |    |

**Part III: Students' Communication Skills**

| No. | Students' Communication Skills                                                                                                        | SD | D | NS | A | SA |
|-----|---------------------------------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| 1.  | Student leaders have the ability to express ideas clearly and confidently through spoken words                                        |    |   |    |   |    |
| 2.  | Student leaders have the ability to compose reports, letters, proposals, and notices that convey information accurately               |    |   |    |   |    |
| 3.  | Student leaders ably interact with peers, teachers, and administrators through active listening, feedback, and appropriate response   |    |   |    |   |    |
| 4.  | Student leaders can effectively engage in public speaking and presentation of ideas to audiences                                      |    |   |    |   |    |
| 5.  | Student leaders have the ability to influence others' decisions or opinions constructively maintaining cooperation and mutual respect |    |   |    |   |    |

**SECTION C: ACADEMIC PERFORMANCE**

Use this Likert scale where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

**Instructions:** Please choose the most suitable by ticking in the provided boxes on statements related to academic performance;

| No. | Academic Performance                                                                                            | SD | D | NS | A | SA |
|-----|-----------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| 1.  | There is increased completion of assignments and tasks by students                                              |    |   |    |   |    |
| 2.  | There is improved students' examination grades and test scores                                                  |    |   |    |   |    |
| 3.  | There is increased engagement of students in classroom activities and group discussions                         |    |   |    |   |    |
| 4.  | There is improved students' proficiency and mastery of specific subjects' matter                                |    |   |    |   |    |
| 5.  | There is improved development of different skills by students such as communication skills and cognitive skills |    |   |    |   |    |
| 6.  | There is increased and improved knowledge acquisition among students at school                                  |    |   |    |   |    |

**Thank you very much for your time.**