

**THE INFLUENCE OF SCHOOL MANAGEMENT COMMITTEES ON
PERFORMANCE OF GOVERNMENT- AIDED PRIMARY SCHOOLS IN NEBBI
MUNICIPAL COUNCIL, NEBBI DISTRICT OF UGANDA**

INNOCENT OPENYTHO

REG NO: 14/MMSHRM/34/019

**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
MASTERS DEGREE IN MANAGEMENT STUDIES (HUMAN RESORCE
MANAGEMENT) OF UGANDA
MANAGEMENT INSTITUTE (UMI)**

FEBRUARY 2018

DECLARATION

I, Innocent Openytha, declare that this piece of work is truly my independent investigation and has not been presented to any university or institution of higher learning for any academic award. Secondary sources of information that were used in the document were dully acknowledged in the report.

Sign:.....

Date:

APPROVAL

This dissertation has been prepared under our supervision and is now submitted for examination with our approval as supervisors.

Supervisor: **DR. KARIM SSESSANGA**

Signature: Date:.....

Supervisor: **MR. WILSON OTHIENO**

Signature: Date:.....

DEDICATION

I whole heartedly dedicate the work to the Almighty God for the continuous grace during the difficult moment of the study. In addition, I do dedicate the work to my dear parents Okech Severino Oyoo and Marcana Adok for the courage they gave me, finally to all my family members for all the support accorded me by tolerating the lack of usual support due to the study commitment.

ACKNOWLEDGEMENT

In conducting this study, I convey my gratitude all people who contributed variously to the success of this work may God bless you all.

First and foremost, I would like to acknowledge the efforts of my supervisors, Dr. Karim Ssessanga and Mr. Wilson Othieno. They directed and guided me throughout in writing this dissertation, notwithstanding, the encouragement and constructive suggestions that made it possible the study to be complete,

I am indeed indebted to my colleagues who guided me through the statistical analysis. My appreciation goes to the management of Uganda Management Institute for providing an environment, conducive, that enabled me complete this study.

I feel overwhelmed with the indebtedness to my family and relatives who missed me during this study amidst the turbulent situation in South Sudan due to political unrest that saw many losses of lives of recent.

My heartfelt gratitude goes to my dearly beloved parents' Muzee Severino Okech Oyoo and Marcana Adok, even those that I have not mentioned. I am really grateful for the love and support you have provided.

I also extend my gratitude to all academic staff of the school of Business and Management of Uganda Management Institute for their analytical and conceptual support throughout this study.

Last, but not least, I would like to give my most felt thanks and glory to God for my life and protection.

TABLE OF CONTENTS

Contents

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.1.1 Historical Background	1
1.1.2 Theoretical Background.....	3
1.1.3 Conceptual Background	5
1.1.4 Contextual Background.....	14
1.2 Statement of the Problem.....	19
1.3 Purpose of Study	20
1.4 Objective	20
1.5 Research Questions	21
1.6 Hypotheses	21
1.7 Conceptual Frame Work	21
1.8 Significance.....	23
1.9 Justification of the Study	24

1.10	Scope.....	25
1.10.1	Geographical scope.....	25
1.10.2	Content scope.....	25
1.10.3	Time scope.....	25
1.11	Operation Definitional of Terms and Concepts.....	26
CHAPTER TWO		28
LITERATURE REVIEW		28
2.0	Introduction.....	28
2.1	Theoretical Review	28
2.2	The Administrative Roles of SMCs and Performance of pupils.....	36
2.3	The Supervisory Role of School Management Committee and Performance of pupils	41
2.4	The Consultative Role of School Management Committee and Performance of pupils ...	43
2.5	Summary of Literature Reviews	46
CHAPTER THREE		48
METHODOLOGY		48
3.0	Introduction.....	48
3.1	Research Design.....	48
3.2	Study Population.....	49
3.2.1	Target Population.....	50
3.3	Sample Size and Selection	50
3.4	Sampling Techniques and Procedure.....	51
3.4.1	Simple Random Sampling.....	51
3.4.2	Purposive Sampling.....	51
3.5	Data Collection Methods	52

3.6.1	Questionnaire Survey	52
3.6.2	Interviews	52
3.6.3	Documentary Review	53
3.7	Data Collection Instruments	53
3.7.1	Questionnaire	53
3.7.2	Documentary review	53
3.7.3	Interview.....	54
3.7	Reliability and Validity of Data Collection Instruments	54
3.7.1	Reliability.....	54
3.7.2	Validity.....	54
3.8	Procedure of Data Collection.....	55
3.9	Data Analysis	55
3.9.1	Qualitative analysis	56
3.9.2	Quantitative Analysis	56
3.10	Measurement of Variable (Quantitative Studies).....	56
3.11	Ethical considerations	57
CHAPTER FOUR.....		58
PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....		58
4.0	Introduction.....	58
4.1	Response Rate	58
4.2	Demographic characteristics of respondents	59
4.2.1	Gender of the respondents.....	59
4.2.2	Age group of School Management Committee Members.....	60
4.2.3	Age group of Upper Primary Teachers	61
4.2.4	Age group of the learners/candidates	61

4.2.5	Position of respondents in the school management committee.....	62
4.2.6	Responsibilities of the Upper primary teachers at the school	63
4.2.7	Responsibilities of the learners at the schools.....	63
4.2.8	Years of service in the school	64
4.2.9	Years of service in the School Management Committee	65
4.2.10	Number of times repeating P.7.....	65
4.2.11	Employment Status of any of the parents.....	66
4.2.12	Participation in Examination Activities	66
4.2.13	Education level of Upper Primary Class Teachers.....	67
4.2.14	Category of People represented in the School Management Committee.....	68
4.2.15	Education Level of Respondents in the School Management Committee	69
4.3	Empirical finding on the influence of school management committee roles and performance of pupils in Nebbi Municipal council- Nebbi District.....	69
4.3.1	Finding on the influence of the administrative roles of school Management committee on pupils’ performance in Nebbi Municipal Council	70
4.4	Descriptive Statistics.....	70
4.4.1	Finding on the influence of the supervisory roles of School Management committee on pupils performance in government aided schools in Nebbi MC.....	73
4.4.2	Finding on the influence of consultative roles of school management committee on performance of pupils’ in Nebbi MC.....	76
4.4.3	Findings on performance on pupils’ performance in Nebbi Municipal council.....	79
4.4.4	Chi-Square tests	81
4.4.5	Pearson’s Correlation test between the variables.....	82
4.4	Regression Results.....	83

CHAPTER FIVE	86
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	86
5.1 Introduction.....	86
5.2 Summary of the study findings	86
5.2.1 The influence of administrative role of School Management Committee (SMC) on performance of pupils at Nebbi Municipal Council Schools.....	86
5.2.2 The influence of Supervisory role of School Management Committee and performance of pupils at Nebbi Municipal Council Primary Schools	87
5.2.3 The influence of Consultative role of School Management Committee and performance of pupils at Nebbi Municipal Council Primary Schools	87
5.3 Discussion of the study findings	88
5.3.1 The influence of administrative role of School Management Committee (SMC) on performance of pupils at Nebbi Municipal Council Schools.....	88
5.3.2 The influence of Supervisory role of School Management Committee on performance of pupils at Nebbi Municipal Council Primary Schools	89
5.3.3 The influence of Consultative role of School Management Committee and performance of pupils at Nebbi Municipal Council Primary Schools	91
5.4 Conclusions.....	92
5.4.1 The influence of administrative role of School Management Committee (SMC) and performance of pupils at Nebbi Municipal Council Schools.....	92
5.4.2 The influence of Supervisory role of School Management Committee and performance of pupils at Nebbi Municipal Council Primary Schools	93
5.4.3 The influence Consultative role of School Management Committee improve performance of pupils at Nebbi Municipal Council Primary Schools	93
5.5 Recommendations.....	93
5.5.1 The influence of administrative role of school management on pupils’ performance.	93
5.5.2 The influence of the supervisory roles of school Management Committee on pupils’ performance.	95

5.5.3. The influence of consultative roles of school management committee and pupils performance.	96
5.6 Limitations to the study	96
5.7 Areas for further research	97
REFERENCE	97
APPENDICES	i
APPENDIX I: RESEARCH INSTRUMENTS	i
APPENDIX 1A: QUESTIONNAIRE FOR SCHOOL MANAGEMENT COMMITTEES	i
APPENDIX 1B: QUESTIONNAIRES FOR UPPER PRIMARY CLASS TEACHERS	vi
APPENDIX 1C: QUESTIONNAIRE FOR THE LEARNERS/CANDIDATES	xi
APPENDIX 2: GUIDED INTERVIEW FOR THE HEAD TEACHERS AND SMCs	xv
APPENDIX III: LETTER FROM UGANDA MANAGEMENT INSTITUTE	xviii
APPENDIX IV: ANTI PLAGARISM REPORT	xix
APPENDIX IV: KREJICE & MORGAN (1970) SAMPLING TABLE	xx

LIST OF TABLES

Table 1. 1: Nebbi Town Primary Schools’ Performance 2012 - 2016.....	18
Table 3. 1: The Population, Sample and Sampling Techniques.....	50
Table 4. 1: Target sample and Response Rate.....	59
Table 4. 2: Respondents by Gender	60
Table 4. 3: Age group of School Management Committee members.....	60
Table 4. 4: Age group of Upper Primary Teachers.....	61
Table 4. 5: Age group of learners/candidates	61
Table 4. 6: Position of respondents in the school management committee	62
Table 4. 7: Responsibilities of the respondents at the school	63
Table 4. 8: Responsibilities of the learners at the school.....	63
Table 4. 9: Length years of service in school by teachers	64
Table 4. 10: Length years of service in school by SMC	65
Table 4. 11: Number of times repeating P.7	65
Table 4. 12: Employment Status of any of the parents	66
Table 4. 13: Participation in Examination Activities.....	67
Table 4. 14: Education level of Upper Primary Class Teachers	68
Table 4. 15: Category of People represented in the School Management Committee	68
Table 4. 16: Education Level of Respondents in the School Management Committee	69
Table 4. 17: Descriptive Statistics on the administrative role of School Management Committee (SMC) in Nebbi Municipal Council Schools.....	71
Table 4. 18: The Supervisory Role of SMC	74
Table 4. 19: The Consultative Role of SMC.....	77
Table 4. 20: Descriptive Statistics	80
Table 4. 21: Chi-Square Tests.....	81
Table 4. 22: Correlations.....	82
Table 4. 23: Regression results for administrative role, supervisory role, consultative role and academic performance	83

LIST OF FIGURES

Figure 1: The Conceptual frame work showing the relationship between SMC roles & pupils' performance. Adopted from Nseko Emmanuel Kasobya (2010:13) and modified by researcher.22

ABSTRACT

The study sought to establish the influence of SMC on the pupils' performance in Nebbi Municipal Council government aided primary schools. The objectives of this study were: to establish the influence of administrative role of School Management Committee (SMC) on performance of pupils in Nebbi Municipal Council Schools; to establish the influence of school management committee Supervisory role on performance of pupils in Nebbi Municipal council Primary Schools; and to find out the influence of school management committee Consultative role on performance of pupils in Nebbi Municipal Council Primary Schools. The study population consisted of 420 participants. A sample size of 201 was selected from the population using Krejcie & Morgon (1970) table. The methodology employed in this study was a cross sectional design applying both qualitative and quantitative approaches. Data was collected from upper primary school teachers, learners, head teachers and school management committee members using self-administered questionnaires, and interview guides. Qualitative data was analyzed using content analysis and quantitative data was analyzed using SPSS. Descriptive statistics, spearman correlation, coefficient of determination and chi square were used in data analysis. The study findings revealed that there is a positive influence in the administrative of roles school management committee on pupils' performance, the supervisory role of school management committee influences performance of pupils and the school management committee consultative roles influence pupils performance in Nebbi Municipal council. The study recommended that standardized performance measures need to be put in place to harmonize the criteria by which performance of schools is measured, schools should now take more responsibility for financial matters and be more accountable to the community. There is need to empower the SMCs to independently take steps which will improve the academic performance. There is need to recruit qualified financial analysts by the government, consultation of stakeholders should be standardized and there is need for proper training for the SMC/PTA members; they lack knowledge and skills due to lack of capacity building and leadership training.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study focused on investigating the relationship between the influence of School Management Committees and performance of Government - Aided Primary Schools in Nebbi Municipal Council, Nebbi district, Uganda. School management Committees' role is the independent variable while the Performance of Pupils is the dependent variable. The chapter gives the study background, problem statement, purpose, research questions, hypotheses, conceptual framework, significance, justification, scope and the operational definitions of the terms and concepts.

1.1 Background of the study

The background to the study is presented under the sub-headings of: historical, theoretical, conceptual and contextual backgrounds.

1.1.1 Historical Background

This concept on quality education has become a global concern. In April 2000 there was an education forum in Dakar Senegal to affirm the World declaration on education for all adopted in Thailand leading to Millennium goal (MDG2). Despite the achievement, EFA remained unfinished business, <https://en.unesco.org> (retrieved on 13th Feb 2018). Although the global concern has resulted to massive promotion of Universal Primary education (UPE) in many countries to enable children attain primary education. Arentrop, Xiayan and Soren (2004), asserts that "in 1990 the UNESCO sponsored *Education for all (EFA) conference held in Jomtien, Thailand*, that the first idea of Education For all was hatched". The policy makers concluded on achieving the goal of Universal Basic Education by making education free and dropped the component of compulsory

school fees. However, Conckraft & Legorreta (1998), notes that “much as there was global concern on the implementation of UPE , a study done in Russia revealed that parents were shunning government-aided schools instead place their children in early development group that require payment”. This in turn asserts that the qualities of education in the government aided schools were wanting.

During the 1990’s, many states like Kenya, Malawi, Lesotho and Uganda opened up for UPE.

“In December 1996, however, the President launched a policy on UPE according to the white paper on Education” (MOES, 2002). This was followed by the introduction of UPE in 1997 with the focus on access, quality and relevance. “The MOES had earlier on developed and implemented Education strategic investment plan (ESIP) 1993-2002 to support the goal of UPE in the country, as per the Education and Sports Work shop” (ESIP, March 2010).

As much as the Primary schools in Uganda were established to provide basic education, there is increased concern on quality of education being provided in Uganda too. Many whistle blowers have made serious remarks on the quality of education which is so wanting especially in the rural setting of the country. As Musaaazi (1982) noted, “Schools are considered to be formal organizations because of the nature of their constitutions and set up.” Formal organizations have structures that govern the operation which helps it to achieve its vision and mission. “Since the industrial revolution of the late 18th century there has been a renewed interest from both researchers and practitioners in improving productivity of workers in organizations” (Robin and Coulter, 1996). This therefore meant that the purpose for which an organization is established is a key component in management concept applicable to all organizations and schools inclusive.

The concerns above hold water, as can be seen by the birth of legislation on School management committees (SCMs) to govern schools. “In 1964, there was the enactment of the Education Act in Uganda that empowered the SMCs to be the governing bodies, to manage schools on behalf of Government in the Primary Education Subsector” (SMC Hand book, 2005). The bringing of the School Management Committee on board was meant to oversee the routine administration of public schools. The study was meant to find out, how the school management committees roles relates to the performance of pupils’ in selected Government-Aided Primary schools in Nebbi Municipal Council of the Republic of Uganda. The study report gave the position on the influence of school management committee on the performance of pupils in Nebbi Municipal Council Nebbi district of the republic of Uganda.

1.1.2 Theoretical Background

“This study was guided by the Good Governance Theory that dates back to the times of Geoffrey Chaucer in the late Middle ages in the 14th century - after 1370s” (Cadbury, 2011), and “as furthered during the evolution of the governance agenda at the World Bank since 1989” (World Bank, 1989: xii).

“The emergence of good governance at the World Bank was at the time when governance of ‘public service’ or ‘public good’ was viewed as a form of authority in decline in context of the increase of private authority; as global public goods needed when market fails; or as a global public sphere of debating individuals that seeks to hold the state accountable, and that in Good governance, there is increased interest in changing the provision of public services to the market, a tendency to frame ‘good governance’ in public choice terms as a public good, and efforts to encourage procedures, like participation and transparency, which is commonly related with public sphere” (Best & Gheciu, 2014).

“Governance can be referred to as a practice of setting and putting in place norms, strategic vision and formulating high-level goals and policies; overseeing management and company performance to ensure that the company is working in the interests of the public, particularly stakeholders who are served by the company’s mission; directing and overseeing management to ensure that the company is attaining the desired results and that the company is acting ethically and legally” (UNESCO, n.d); and the term ‘good governance’ has normative assumptions: it states that *“the objective of the policy is good (as opposed to bad) governance; that it is possible to distinguish between the two forms; and that the pursuit of the better kind of governance is in the public interest”* (Bukovansky, 2002).

“In the World bank perspective of the good governance, good governance is conceived as a public good; efforts are concerted in engaging their proxies, the SMCs in the production of good governance; and its efforts to foster specific kinds of public procedures as a way of attaining that goal” (Best & Gheciu, 2014). *“On the demand side of governance, the government re-introduced SMCs as the ‘Statutory Organs at school level and represent government, they are therefore, formal in control of decentralized education”* (GoU MoES, 1998: p. 17 as cited in Prinsen & Titeca, 2008). Meanwhile, on the Supply side, the Government is to supply good governance to the citizens in demand, and perform core line functions such as contributing to construction of basic school facilities like classes, libraries, monitoring, training of teachers (including refresher courses), providing instructional materials like textbooks and teacher guides, and evaluating the UPE program as well as providing curriculum and monitoring and assessment standards.

“As well appreciated Uganda has had far reaching decentralization processes and the management of the education sector is one of the most rapidly decentralized sectors” (CAI & Smith, 2000, as cited in Prinsen & Titeca, 2008). “Following the revival of decentralized governance of primary

education in 1998, the implementation of primary education is the responsibility of the District Councils/ or Municipal Councils - the District Education Committee” (LC IV Education Committee, Municipalities), where the District Education Officer, DEO/or the Municipal Education Officer is the secretary and the communities. The SMCs are drawn or selected from the communities to govern the schools in order to meet the public demand on behalf of Government – accountability, Transparency, check corruption and above all ensure good performance of the schools which is judged through enrollments of pupils, pass rates of candidates, rate of school dropouts and the retention rates.

The study report therefore brought out the extent to which School Management Committee roles influences the pupils’ performance in primary schools in Nebbi Municipal council, Nebbi District.

1.1.3 Conceptual Background

In this study there are two concepts – the role of school management committees and performance, in relation to school governance. The concept of school management committee is critical in the field of Education, and is currently the model Uganda Government is using to manage schools on behalf of decentralized Local Governments for close monitoring and evaluation of performance. In 1998, SMCs were reconfirmed as ‘Statutory Organs at school level and they represent government’ and are therefore, formal in control of decentralized education (GoU, MoES, 1998: p. 17). Nevertheless, as a legal body, SMCs had a patchy history.

“In spite of the widespread execution and international support for decentralization policies, there has been skepticism surrounding its relevance as leverage to change governance practices.... mainly in terms of control of decentralization policies and resources” (World Bank, 2003: p. 73; OECD, 2004; Ahmad et al., 2005). This is where the role of school management committee comes in.

“SMC is the governing body of a primary school. They replaced the former school manager portfolio enshrined in the Education Act 1964, and as amended in 1969; and subsequently as provided for by the Education Bill 2004” (SMC Handbook, 2005:2).

Implementing programs on “education for all, (EFA)” has drawn attention of scholars as a new area for research recipe although the role of School management committee in relation to performance of schools still has few scholarly literatures or scholarly works. Draft & Meric (2007) hinted that “an effective and efficient attainment of organizational goals can be achieved through planning, organizing and controlling the organization resources, and that the component of management roles is the direct responsibilities of the SMC in the setup of a school”.

SMCs act 2009 and the Right to education (RTE) in India, “the key functions or roles of School Management Committee include: (1) Making School Development Plan (SDP) following the RTE guidelines; (2) school management; (3) supporting implementation of SDP; (4) Supervision, monitoring of finance, management academic progress, distribution of entitlements & other functions; (5) Ensuring accountability and transparency in the system by use of a social audit system; (6) ensuring proper accounts of the fund available and sharing its deployment and utilization with the ‘Aam Sabha’ (7) Creation and maintaining an educational database (8) Coordination with the local authority, generating funds from other sources for development of schools; (9) Monitoring academic progress of the children; and (10) Instituting social audit systems and procedures to bring transparency in the system and ensure universal participation”.

In contrast, the SMC roles in the Uganda Education sector is summarized and broadly categorized into three major roles as per the provision of the law. “Their roles included general administration, supervisory roles, consultative roles, which are further sub-divided into planning, finance, discipline, policy, supervision, and consultative roles on school issues with relevant stake holders

for effectiveness and efficiency of school program” (SMC handbook, 2005). The Indian Education Act RTE (2009) also spelt out “the roles of planning, monitoring and implantation to the SMC, and that the roles of management entail planning and monitoring school management and perform any other duties that may be assigned from time to time”. The Indian Act was seen to be more flexible as compared to Uganda Education Act 2008.

“The administrative role of SMCs includes planning, finance, discipline, and policies and procedures” (SMC Handbook, 2005). Planning role entails developing School development plan (SDP). A school development plan is a practical plan aimed at enhancing the quality of education offered by the school. For a school to develop, it must have an SDP. A school development plan is a written document that members of management committee and other stake holders want to see implanted in terms of academic performance and infrastructure in a specified period of time. “The school development plan is made, discussed and approved by SMC before put to practice”, SMC hand book (2005:6).

Centro (2003) & Stroner et al (1995) content that “planning was a requirement for all managers to think through the organization goals and activities in advance; this would require source and logical thinking towards meeting the organization objectives”. The contented component would apply to management committee in principle of management. According to SMC Hand Book (2005:7), “there are seven steps in generating and developing school development plan - these steps review the current situation (goals and objectives): identification of area of change, prioritizing area of change following /according to objectives and resource availability, planning the change, budgeting and mobilizing the resources, implementing the plan, and lastly monitoring and evaluating implementation”.

Financial management is planning and controlling the finance of an organization to attain the objectives of the organization. “It can also an area of administrative functions in a company that relate with management of cash and credit for the company to have the way of doing its objective as satisfactorily as possible” (Howard & Opton, 2015). “The SMC has the mandate to approve the school budget before implementation, in so doing the SMC has to prioritize in terms of resources allocation and utilization that lead to achievement of the school objective, in addition to received and approved monthly income and expenditure, organize fund raising, open and operate school account received, discuss and approve school budget in accordance to the existing policies, regularly report on the financial status of the school to other stake holders, allow disposal of assets, witness the delivery of materials among many others” (SMC Hand book, 2005:8).

“Discipline refers to the practice of training people to adhere to rules, through punishment to correct disobedience” (Oxford Dictionary, 1994). In the case for schools, the effective school hinges on the pillar of disciplined learner. “Schools are charge with the responsibility of developing rules and regulations which direct the disciplinary trend of the school, the school must have in place the disciplinary committee who checks on the discipline of the school” (SMC handbook, 2005). As noted in the SMC Handbook, keeping discipline in the school promotes good behavior and improves pupils’ performance a responsibility charged to SMC. “The school communities democratically develop rules and regulation which is meant to restore sense of direction and ensure harmonious relation is maintained with various stakeholders in that view rewards are also given to the better performing members of the school” (SMC handbook, 2005)

Academicians define Policies and Procedures differently. According to Business Dictionary (n.d), “a set of policies are principles, rules, and guidelines formulated or adopted by an organization to reach its long-term goals and typically published in a booklet or other form that is widely accessible

and that Policies and procedures are designed to influence and determine all major decisions and actions, and all activities take place within the boundaries set by them”. Procedures are steps applied in making policies that are to be implemented during the day-to-day operations of the company. Policies and procedures ensure that a point of view is held by the management of a company and translated into steps that result in an outcome compatible with that view. For a case of school administration, the SMC is the governing body in the primary school as provided for by the law. The committee must therefore adhere to the government set policies. “There are many policies in place that they should make references to; the constitution of Uganda 1995, the Education Act (2008), Local government (1997), the primary school syllabus, UPE guide lines among many others” (SMC handbook 2005:13).”As the policy guidelines come in, the management committee should ensure its interpretation to the public” (stake holders) and enhance the implementation (SMC Hand book 2005:13). This therefore require that the management committee must have attained a fairly good level of formal education to analyze and interpret the policies although in most cases the head teacher serve as the spokesperson of school management committee.

The supervisory role of SMC is tagged on monitoring and evaluation of school development plans and performance related targets within their mandate. Business dictionary (n.d) defines Monitoring as “supervising activity in the progress to ensure they are on-course and on - schedule in meeting the objectives and performance target”. Monitoring can also be termed as an internal management activity conducted during the progress of a project execution to promote success. Cusworth & Oakland, (1995) asserts that, “for certain special process where deficiency may become apparent only after the product (or service) is in use, continuous adherence to documented procedure is the only effective method of the process control”. In this assertion it required that all stake holders should perform their roles to the expectation if the desired outcome

can be achieved. This therefore requires that monitoring becomes essential to check on the deficiency level and thereafter put in place mechanism that addresses them immediately if detected.

“There are two types of monitoring: compliance and performance monitoring” (SMCs Handbook, 2005). Monitoring compliance is to ensure that staff / partners implement as per donors requirement and as per stipulation in contract, while the performance monitoring is to check project progress against set target. Monitoring goes beyond data collection but rather strategies reformulation based on information collected. The component of this study therefore, shall treat the latter in the context that the SMC should continuously re-strategies on the area that requires improvement. It requires that the management committee needed to be more focused as per the organization objectives. Rudimentary approach without focused attention may achieve nothing because it will be like a pilot without compass direction who can lead the plane to accident destination. The question to answer is in executing their roles how much informed are the SMC.

On the other hand, consultation refers to a process through which management and staff jointly examine and discuss matters of concern - including the people or their representatives taking account of the views of the other party, directly or through representatives, before making decisions. Meaningful consultation depends on the people being consulted having enough information and time to consider it. “It is important to remember that merely providing information does not constitute consultation” (Trade Union, 1952). Consultative role of the SMC involves communication with others stakeholders for sharing information, opinion advices for smooth operation of the school and to make an informed decision and therefore reduces chances of risks. The most important stakeholders to be consulted includes; DEO, Head teachers, teachers, learners and parent among others.

This study attempts to find the relationships between the role of SMC and performance. “The issue of performance came into particular prominence from the 1980s as the result of a series of connected events including, but specifically in the public sector, the arrival of the new public management, with its stress on performance against targets and its explicit copying of (what were believed to be) private sector models of efficient capitalism” (Brown et al, 2003).

According to business dictionary (n.d), “Performance is defined as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract”. Performance in Primary schools is measured in terms of pupils’ performance and the general academic performance of the schools. This is through education. Education is an important factor in economic development because it is taken as a bedrock for sustainable development in any country - it provides people with information needed for high degree of human functioning. Education is supposed to train the mind of its recipient for effective performance. “Adequate and proper acquisition of relevant knowledge and skills in school subjects and disciplines of study are invariably functions of quality education” (Okara, 2012).

Pupil’s performance is “the ability of pupils to do something” (Oxford Advanced Learners Dictionary, 1994) and academic performance is “the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire” (Ferguson, 1990). This ability is measured by marks and grades which pupils get in tests and examinations at the end of a topic, school term, year or education cycle. These scores and grades measure the level of achievement. “The quality of the grade and the number of candidates who

pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public” (Ferguson, 1990).

“Academic performance of pupils is a benchmark by which stakeholders (the DEO, Inspector of Schools, Head Teachers, Teachers, Parents, Learners, and LG officials in Local Government Leadership) weigh whether pupils are gaining from their education in schools” (Nicole, 2011). The achievement of pupils in academic has attracted attention of scholars, parents, policymakers and planners. Adeyemo, (2012) “the major goal of the school is to work towards attainment of academic excellence by students”. He states that the school may have other objectives but emphasis is on the achievement of sound scholarship. “Besides, virtually everybody concerned with education places premium on academic achievement; excellent academic achievement of children is often the expectation of parents” (Osiki, 2011).

The more pupils become actively and meaningfully involved in the teaching and learning process, the more they will have a sense of ownership on decisions and in achieving the national objectives of education. “Involving the children in decision-making does not alter the fact that the school heads and the teachers remain accountable for taking the final decisions and for their results (performance)” (Oven, 2009).

Aguti (2000) on the other hand asserts that poor performance is due to the increased number of pupils in schools/classes. Today, the pupil-teacher ratio in urban public schools is too high that it will need an increase in the trained and motivated teachers to handle such an overwhelming number of learners. The small number of teachers compared to the pupils does not give the teacher the chance to concentrate on all the pupils. The study however, does not demonstrate the role of teachers in attending and encouraging the child. On the other hand, Maxwell, (2007) in his extensive survey on the causes of poor performance of learners revealed that “children may have

other problems such as neurological, communication, motor, psychological, social and limited sensory abilities which affect them during the teaching and learning process”. This study assumes that such children could be having limited perceptual skills that have a link with their poor performance.

Thompson, (2009) attempted to categorize factors affecting performance in primary schools in four groups: “The personal needs of all human beings, factors inherent in the teaching and learning situation, management (governance) methods and the social system as reflected in the community”. To him, “the personal needs are the needs of every person that should be taken into account such as the need for recognition, the need to achieve, the need to be a valued person in the community, the need for self-respect and for friendship”. For example, if a child did well, he should be recognized and praised. Awards and promotion can bring recognition of the pupil’s achievements and performance. If they are not recognized they will be de-motivated which affects teachers and can lead to increased staff turnover and poor performance. Responsibility and pride should be cultivated in the quality of work.

Achombo (2010) noted: “The issue of pupils’ performance at schools has been of concern ever since modern education was introduced”. Different nations have realized that pupils are the centre of educational process and without good performance; innovations in education will be doomed. There is dissatisfaction with the present situation of schooling in different nations and parents share this blame. Achombo (2010) explains that: “this is because majority of parents involve their children in garden and other domestic work, and that this makes pupils have limited time with their teachers and no time for revision, therefore, affecting their performance”. In general, performance can be measured in terms of pass rates, drop-out rates, retention rates, repetition rates, attendance rates among others.

All these said, it has been observed that the government of Uganda has made efforts to improve on the infrastructures, staffing position of many schools, supplied text books, improve on salary and other amenities that could trigger good learning process in schools. The greatest challenge, still probably remains the quality of education being provided in the schools with challenges in pass rate at PLE, attendance rate, drop-out rates, and repetition rates among many other indicators. Where Enrollment refers to the number of students properly registered and/or attending classes at a school; School dropout: a student (pupil) who withdraws before completing a course of instruction, or simply the one who withdraws from *school* after having enrolled for study; Retention: comes from the verb ‘retain’ - it refers to the learners enrolled who have not dropped out of school after enrollment; and Repeaters refers to the pupils enrolled for studies in a particular class or level, but fail to pass in order to be eligible for promotion to the next class or level of education.

The schools are closely located sharing the same geographical location with almost the same parents with fairly the same economic background. Therefore, performances within these schools should be relatively the same although statistics seem to reveal that there was a wide disparity that should be investigated.

1.1.4 Contextual Background

The Uganda constitutions 1995, decentralized authority to the local people so that they could plan, organize and control their development including sensitive areas like education.

The Uganda Education Act, 13 (2008:47), provides for “establishment of management committee for both Government and private schools, the composition for which was: six members including chairperson nominated by the foundation body, two of whom, women; one local government representative nominated by the district council standing committee responsible for education; one

representative of local council executive committee who shall be secretary in charge education at parish council or the sub county chief or his/her representative; one person elected by the sub county or division/ municipal council; parents' representative at an AGM; staff representative elected by the staff; one representative of old student". That means the school management committee numbered up to 12 where the 13th is an ex officio that is the head teacher who shall be the secretary to the committee.

In management of universal primary education , education ministry has continued to perform core line functions such as construction of basic school facilities like classes and libraries, monitoring, training of teachers (including refresher courses), providing instructional materials in like textbooks and teacher guides, evaluating the UPE program as well as providing curriculum and monitoring and assessment standards. As well appreciated Uganda has had far reaching decentralization processes and the management of the education sector is one of the most rapidly decentralized sectors" (CAI & Smith, 2000, as cited in Prinsen & Titeca, 2008).

"The structure of governance is that the DEO is the representative of the Commissioner of Education at the district level; and the District staff (DEO), Municipal Education Officer and Inspectors) are responsible for staffing primary schools; supervising the implementation of government education standards and policies; distribution, control and accountability of funds allocated to the education sector by the District Council; and ensure good performance and learning quality in the districts" (Namara, 2016: 4-5).

The District Education officer is in charge of the overall administration of Education at the District Level, including primary education and is answerable to the District Council and the MoES, while the District Inspector of Schools is responsible for inspection of primary schools to ensure quality. At the Municipality level, the Municipal Education officer takes overall charge of administration

of Education and s/he is answerable to the LC IV Council and the MoES, although there is a dotted line of collaboration with the DEO. The Municipal Inspector of Schools is responsible for inspection of primary schools to ensure quality of Primary Education at the Municipality.

“The SMC has to consult the office of the Municipal Education Officer on the following areas: policies and procedural matters, staff deployment, school construction, disciplinary procedure, examination management, improvement of quality education in the school among others” (SMC hand book, 2005). The SMC handbook (2005) provides that “the head teacher as accounting officer and policy implementer at the school level, and the management can consult on the following areas: professional matters, school culture (vision, mission, and goals, objective), utilization of school funds, school challenges, discipline, learners’ success, school examination, PLE among others”

Teachers are responsible for the learning process in and out of the class and prepare the children for both internal and external examination. The achievement of excellent academic performance is basically the roles of teachers with support from other stake holders. The school management committee can consult the teachers on measures to improve and sustain quality of education, teaching and learning challenges, learners attendances ,learners performance achievement, learners discipline, relationship with; the head teacher, community, parents and the learners, school welfare& motivation ,teaching and learning requirement, learning competencies by class level. On the other hand, the learners are the final beneficiaries of teaching and learning schools. In order for schools to achieve planed objectives they need to be motivated and supported by all stakeholders. “The SMC are charged with the responsibility of guiding the learners on performance achievement and challenges, regular attendance, taking pride in one self & the school, parental care and support among others” (SMC handbook, 2005).

The government has done a lot that tends to put the school at the same level and has given teachers, trained the teaching forces in the primary sub-sectors most of whom have up graded to higher levels; classroom constructed; supplied relevant textbooks; put in place inspectorate department; and put in place governing body by law, that is the School Management Committee. The SMC have been assigned basic roles of administrative, supervisory and consultative which when well managed; a uniform standard would be the answer in all schools.

“Nebbi Municipal Council has three Divisions (Central, Thatha and Abindo Divisions), with fifteen Primary Schools, eleven of which are government-aided and four, are private schools” (Nebbi District Education Report, 2017). The eleven Government-Aided Primary schools are: Nebbi Town, Afere, Jukiya, Abindo, Angir, Namthin, Nebbi, Namrwodho, Paminya, Angir Cope Centre and Pubidhi Primary Scholls. The Private Primary Schools are: Classic, St. Thomas and St. Monica Primary Schools. The study will focus on Government – Aided Primary Schools.

“In all the Government – Aided Primary Schools, Nebbi Municipal Council has a population of 8,231 Pupils and 178 Teachers almost all of whom are native people of Nebbi, save for few from Zombo and Arua Districts” (District Education Office, 2017). Pupils’ performance in primary schools within Nebbi Municipality has been reducing in the last five years. While a few pupils excel in their examination, most of them don’t perform well. E.g. in 2012, only 25% of the PLE candidates passed with Division One. “In 2013 again, only 14 pupils from the three Divisions (Now a Municipality) out of 30 candidates in the District obtained Division One; in 2014, only 17 got Division one; in 2015, only 5 pupils obtained Division one. Last year 2016, only 13 candidates managed to get Division One” (D. E Office, 2017). All the years, failure rates have been increasing. Other than pupils’ poor performance, there have been complaints from teachers concerning

commitment and participation of pupils of Nebbi Municipal Council primary schools in their education.

There has also been alarming school dropout rate in schools dropout rates – of about 15% (a range of 12% (2014) - 22% (2013)); average retention rate of 85% and fluctuating rates for repetition in classes (average of 15%) as shown below in Table 1:

Table 1. 1: Nebbi Town Primary Schools’ Performance 2012 - 2016

Year	Enrollment	Drop- Out	Repeaters	Retention	Scores				
					D1	D2	D3	D4	Others
2012	8,853	1,255	1,116	7,598	8	227	71	14	26
2013	8,735	1,958	1,084	6,777	14	235	94	35	44
2014	8,135	997	1,164	7,138	17	296	94	28	35
2015	8,525	1,093	1,211	7,432	05	179	146	25	40
2016	8,231	1,153	1,481	7,078	13	232	118	34	53
Total	42,479	6,456	6,066	36,023	57	1226	523	136	198

Source: Nebbi District Education Reports (Where: D1 = Division one; D2 = Division two; D3 =

Division three and Others = Failures, grade X and Grade U)

This study was investigating the influence of SMCs roles and pupils’ performance in Primary schools within Nebbi Municipal Council. Could it be the weakness in administrative role, supervisory role, or lack of adequate consultative role of the SMCs that was responsible for poor performance of schools in Nebbi Municipal Council? The study report revealed that the three SMC roles have significant influence on learners’ performance in Nebbi Municipal Council.

1.2 Statement of the Problem

The 1995 Constitution of the Republic of Uganda (revised 2000: clxiv) objective II of education provided that, “the state shall take appropriate measures to afford every citizen equal opportunity to attain the highest education standard possible”. “The highest standard to the researcher is the best quality education attainment. To implement this, the Government enacted the Uganda Education Act, 13 (2008:47) to legitimately establish the school governing body, therefore SMCs were established in all primary schools in Uganda to ensure quality of education is achieved” education Act (2008).

According to the PLE results released in 2014 with remarkable improvement by UNEB, the best 15 performing schools had all their registered candidates passing in grade one. Businge (2015), as reported in the New Vision, noted that “national best district of Masaka obtained 54% of the registered candidates in division one, where else Nebbi District emerged in the 115th position obtaining only 2% of the candidates in Division One”. The poor pupils’ academic performance at PLE trend of Nebbi district has been persistent for the last 5 year with first grade score of less than 3% annually. Nebbi Municipal Council (formerly Nebbi Town Council) secured a total of 57 out of 2,140 candidates that sat for PLE in the last 5 years (2012 - 2016). The school dropout rate remains on the increase (a range of 12% - 22%); and pupils continue to repeat classes massively (15% on average). Nebbi district (and the Municipality, to be specific) continues to maintain a grip on being far behind with the score far less than a score (57 Division one candidates in 5 years) of a single popular school in urban setting of Central Region, in one sitting. These figures are alarming. The performance seems to paint a different picture on the Governance of these UPE schools, the Ministry of education and Sports has continued to perform core line functions such as construction of basic school facilities e.g classes and libraries, monitoring, training of teachers (including refresher courses), provision of instructional materials like textbooks and teacher

guides, evaluating the UPE program as well as providing curriculum and monitoring and assessment standards. “Uganda has had far reaching decentralization processes and the management of the education sector is one of the most rapidly decentralized sectors and appreciated by a section of scholars” (CAI & Smith, 2000, as cited in Prinsen & Titeca, 2008).

It is against this background that the study sought to explore the influence of school management committee on performance of pupils in government aided primary schools in Nebbi Municipal council.

1.3 Purpose of Study

The purpose of the study was to establish the influence of SMC roles on the pupils’ performance in Nebbi Municipal Council government aided primary schools. It is expected that school performance in terms of good pass rate, high retention, low repetition rate and high attendance be exhibited by all schools as part of SMC roles in schools. The situation in Nebbi Municipal council reflect on the contrary prompting this study.

1.4 Objective

This study was guided by the following objectives:

1. To establish the influence of administrative roles of School Management Committee (SMC) on performance of pupils in Nebbi Municipal Council Schools;
2. To establish the influence of the supervisory role of School Management Committee on performance of pupils in Nebbi Municipal council Primary Schools; and
3. To establish the influence of consultative role of School Management Committee on performance of pupils in Nebbi Municipal Council Primary Schools.

1.5 Research Questions

The questions below was to guide the study report;

1. What is the influence of administrative role of school management committee (SMC) on performance of pupils in Nebbi Municipal council?
2. What is the influence of supervisory role of School Management Committee on performance of pupils at Nebbi Municipal Council?
3. What is the influence of consultative role of school management committee on performance of pupils in Nebbi Municipal Council?

1.6 Hypotheses

The study tested the hypotheses below;

1. SMC Administrative roles have a significant influence on performance of pupils;
2. The SMC supervisory roles have significant influence on performance of pupils; and
3. The SMC consultative role has significant influence on pupils' performance .

1.7 Conceptual Frame Work

The independent variable (I.V), the school management committee roles includes: administrative roles with the sub independent variables of (planning, overseeing finance management, maintaining discipline, and setting policies); Supervisory roles with sub variable of (supervision and monitoring) and Consultative roles which targets the primary stake holders - the DEO, Head-Teachers, the Teachers, Parents/community, and Learners. The Dependent variable is performance of pupils, which can be measured in terms of pass rates, repetition rates, retention rates, and attendance rates of pupils. A summary of the Independent and the Dependent variables are illustrated in the fig 1 below.

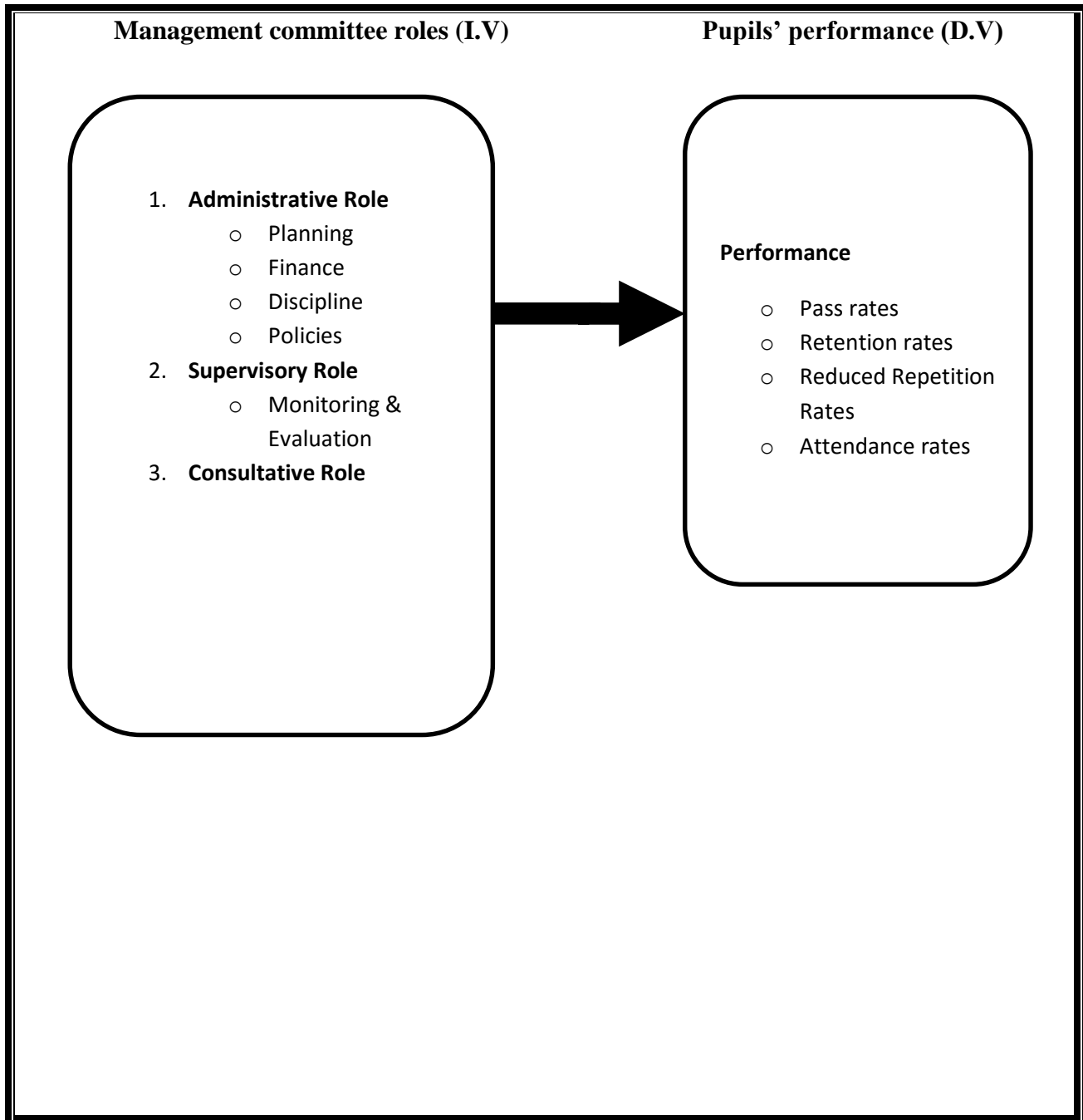


Figure 1: The Conceptual frame work showing the relationship between SMC roles & pupils' performance. Adopted from Nseko Emmanuel Kasobya (2010:13) and modified by researcher.

It can be seen in the conceptual framework in the figure 1, that the School Management Committee roles have relationship with the performance of learners in Nebbi Municipal Government Aided schools. If the School Management Committee Administrative, Supervisory and Consultative are fully employed in a school setting the reveal that it has positive influence on pupils' performance in term of improve pass rate, retention, attendance rates and reduce on the repetition rates.

1.8 Significance

The study report may be significant in the following ways:

The underlying factors that management committee influences schools performances may help the municipal council leadership to proactively plan on resource allocation to the education sector especially the primary sub sector.

The statistical data on the other hand, may form a bench mark upon which informed decision can be taken to improve on pupils' performance.

The copy of this research report may be open to the population/community, with interest in knowing the status quo of primary education interventions in Nebbi District. This research will therefore, restore the loss of hope by other stake holders in the education sector and give them moral to bring back the learners who were shifted to other district in search of quality education. This can be done if the trend is positively reversed and even boost the economic status of the district since government funds releases depends on population of registered learners per school/district.

To the academia, the report may add to the knowledge in the area of management studies especially on SMCs role in Primary schools and how it can impact on performance in the schools.

1.9 Justification of the Study

A lot of research was conducted on poor academic performance of learners at different levels. Little has been done to relate the management committee roles to pupils' performance in aspects of academic performance, attendance rates, and drop-out rates and yet they have core function in regards to school operation. The poor performances at PLE, poor attendance and high drop-out rates are wrong indicators in the school setting that needed to be addressed.

For fair treatment and balanced education system the need to have the worst performing districts improve on their performance needed to be prioritized as an important agenda in Uganda as a country. The National education objective as enshrined in the constitution of Republic of Uganda (1995) provides that, "the state shall take appropriate measure to afford every citizen equal opportunity to attain the highest educational standard possible".

In that context the Uganda education system has provided for the School Management Committee to be in place in all primary schools so as to have uniform management system with fairly the same out come in all aspects inclusive of academic performance of pupils at PLE. It is unfortunate that the performance of schools in Nebbi Municipal Council in Nebbi District is so wanting. There is no much positive move via academic performance of pupils at the PLE that will continue to impact negatively in future since the pupils cannot favorably compete for the competitive selection of admission in good secondary schools with high entry cut point and subsequently ending into slimmed career opportunities. This kind of vices if not corrected endanger education system being provided since it is not balanced in term of regional distribution of human resources and national cake sharing for the fourth coming generation. If this kind of situation persists, our district/Country in future shall breed classes of people which will in turn fuel conflict that needed to address at its earliest stage. It is upon this important concern that the researcher has decided to

investigate the relationship between the school management committees' check on pupils pass rates, drop-out rates and attendance rates in order to draw conclusions on how the roles affect the performance of our learners in Government-Aided Primary Schools (UPE) in Nebbi Municipal Council in Uganda.

1.10 Scope

The study scope was to establish the influence of SMC roles on pupils' performance which was guided by the following sub headings, geographical, content and time scope.

1.10.1 Geographical scope

The study was carried out within Nebbi Municipal Council of Nebbi District, Uganda. Nebbi Municipal Council is located in Nebbi District headquarter and it is bordered in the North Nebbi Sub-county, North-East Kucwiny Sub-county and south west Atego Sub-county.

1.10.2 Content scope

Nebbi Town council has 10 Primary Seven government aided schools and three Private Primary seven schools. The study will focus on government aided primary seven schools. The study will only focus on Six (6) of government aided primary schools within the Municipal council. The study will target the School Management Committee, head teachers, teachers of upper primary classes and the P7 candidates of the sample schools. The study will also reveal PLE performance level in the sampled schools; track the drop-out rates of the selected schools and attendance rate to establish governance roles of SMC in the schools of their jurisdiction.

1.10.3 Time scope

According to the district Inspector of schools Nebbi, in the opening of term one head teachers' general assembly held in February 2015, he decried the persistent poor academic performance at

PLE that required all head teachers to work harder and improve on the situation by at least committing themselves to produce only one first grade per school. The positive response from head teachers was to scale up the district PLE performance. He further stressed on head teachers roles to checked on absenteeism, reduce on dropout rate and ensure adequate syllabus coverage to improve on performance. This research will focus on data for the last five years since 2011 – 2016 were the performance of the district was so wanting and require immediate intervention because of the continuous persisting declining performance.

1.11 Operation Definitional of Terms and Concepts

The following are some key concepts and terms used in this research and their subsequent meanings as applied to this particular research:

Pupils’ academic performance: refers to pupils’ performance at PLE with the best grade being first grade.

Assessment: Test /exams managed at school level both school made or externally supplied.

Customized Performance Target (CPT): instrument used by government to measure holistic performance of head teachers and deputy head teachers.

Primary Leaving Examination (PLE): is an examination done at the completion of primary cycle managed by Uganda National Examination Board (UNEB).

Quality performance: refers to the best scored at PLE exhibited in the number/ percentage passed in grade one in an academic year.

Roles of SMC: these are assign duties that are expected of the SMC to perform as they execute their function for effective and efficient management of primary school mainly under administrative, supervisory and consultative roles.

School Management Committee (SMC): is the legal governing body representing the government in the primary sub-sector.

Thematic curriculum: is the curriculums were the medium of instruction is the common language of the area (vernacular) for P1-P3 classes; it may not be applicable in the town schools because of the mixed tribe (heterogeneous family background).

Universal Primary School (UPE): this is meant to be free education offered by the state.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

It presents reviews of related literature on opinions of various scholars on the theories and any available literatures that address the research objectives. It includes: the influence of School Management Committee administrative roles and Pupils performances; the influence School Management Committee supervisory and consultative on pupils performances, that included pass rate drop-out rates of pupils; attendance rates of pupils and a summary of the reviews.

2.1 Theoretical Review

In formulation of the theoretical perspective for studying the role of SMCs and performance of primary schools, the Good Governance Theory whose history dates back to the times of Geoffrey Chaucer in the late middle ages in the 14th century - after 1370s (Cadbury, 2011), and as furthered during the evolution of the governance agenda at the World Bank since 1989 (World Bank, 1989: xii), provided a useful foundation.

Governance is the manner in which power is exercised in the management of organizational resources in order to achieve the organizational mission and objectives (Brown, 2014). Governance is used in different forms and with several meanings (Rhodes, 1996; Stoker, 1997). The relevance of governance is its focus on governing mechanisms which do not rely on recourse to the authority and sanctions of government. The governance concept points to the creation of a structure or an order which cannot be extremely imposed but is the result of the interaction of a municipality of governing and each other influencing actors (Kooiman & Van Vliet, 1993: 64). According to Stoker, (2002) Governance is about achieving greater efficiency in production of

Public Services, providing acceptable face of spending cuts, reflecting a degree of search for reductions in the resource commitment and spending of government.

The value of governance theory perspective relies on ability of providing a framework for understanding dynamic processes of governing. “Governance is a “re-invented” well managed government (Osborne & Gaebler, 1992) – It focuses on contracting, franchising and new form of regulation. It is about what others refer to as New Public management, NPM (Hood, 1991). “Good governance is essential for the order, equity, and efficient delivery of goods and services and accountability in an organization” (CAFS, 2011). According to Uadiale (2010), governance can set standards, provide checks and balances that enhance financial accountability and performance of an organization”. “The governance structure specifies the distribution of rights and responsibilities among different participants in the corporation (Institution), such as the Board of Directors, managers, shareholders and other stake holders and spell out the rules and procedures for making decision on corporate affairs” (Boonen, 2010). Rhodes (1996) puts it differently, that “in the growing work on Governance, there is a direction in its use and import”. “Rather governance signifies ‘a change in the meaning of government, referring to a new process of governing: or a changed condition of ordered rule: or the new method by which society is governed” (Rhodes, 1996: 2 – 3). Rosenau (1992: 3), “the process of governance lead to outcomes that are parallel to those of the traditional institutions of government as it is commented here: *to presume the presence of governance without government is to conceive of functions that have to be performed in any viable human system ... among the many necessary functions, for example, are the needs wherein any system has to cope with external challenges, to prevent conflicts among its members ... to procure resources ... and to frame goals and policies designed to achieve them*”. Governance is concerned with making conditions for ordered rule and collective action, the outputs that are not different from those of government. It is a matter of difference in process.

Stoker, (2002) re-instated the five propositions upon which the concept of governance was founded: First is that Governance refers to “a set of institutions and actors that are drawn from but also beyond government”. “The phenomenon of complexity has been expounded by the trend towards establishing a Principal – agent relations throughout much of the machinery of government”; Secondly, Stoker (2002) posits that “Governance identifies the blurring of boundaries and responsibilities for tracking social and economic issues”. In this sense, governance perspective not only looks at the complexity in the systems of government, but also draws attention to the shift in responsibility, a stepping stone of the country and a concern to get responsibilities to private and voluntary sectors and the citizens. This means it is the state and civil society; and third, Governance identifies the power dependence in the relationships between organizations engaged in collective action. Power dependence in this sense, means: (a) companies committed to collective action depend on others; (b) for achieving objectives, institutions should exchange resources and negotiate common purposes; (c) The result of exchange is determined not only by resources of the participants, but by rules of the game and the context of the exchange. In governance, no company can easily command though one may dominate a process of exchange. National level government may impose control, but there is a persistent tension between the wish for authoritative action and dependence on the compliance and action of others (Rhodes, 1996); “Fourth, Governance is about autonomous self-governing network of actors”. “Such networks are related to the policy communities and other forms of functions or issue based groupings” (Atkinson & Coleman, 1992). Governance networks involve not just influencing government policy but taking over government business; and lastly, Governance recognizes the capacity to get things done which does not rely on power of government to command. It views government as able to use new instruments and techniques to guide. The notion of governance kept on evolving.

The good governance theory evolved over the years, but prominently came into perspective when the World Bank took it up as an agenda to promote transparency, accountability, closing room for corruption, and more especially as a social responsibility. Over the past two decades, it seems quite natural that International Financial Institutions (IFIs) and donors would make good governance and reduces on corruption part of their development programs. “Governance being front and centre in many donor assistance programs, including the Department for International Development (DFID) in the UK, US Agency for International Development (USAID) the Millennium Challenge Corporation in the United States, and the Canadian International Development Agency” (DFID, 2006; Danilovich, 2007; MCC 2008; USAID 2011; CIDA, 2011). Yet when the issue of governance was first introduced at the World Bank in 1989, it was a subject of considerable internal debate. In some ways, nothing has changed since then: the pursuit of good governance continues to meet opposition. Good governance and anti-corruption efforts have been normalized into IFI practices.

The initial impetus for policy shift emerged from assessments of the limitations of development efforts in Africa in 1980s; it was this insight which first put the issue on the agenda of the World Bank. Another key factor was the end of the Cold War and the experience with transitional economies in Eastern Europe and the former Soviet Union, where it became clear that economic reforms without institutional change were an ingredient for disaster. These experiences facilitated in fostering the increasing influence of new institutionalist economics, as several development practitioners became dissatisfied with neoclassical approaches to their task. As time went on, pressure for change emerged from donors who faced a combination of “aid fatigue” from voters and increasing pressure to reduce government spending. They spearheaded the new emphasis on

“aid effectiveness” and focused on domestic governance as one of the solutions to what had been failing development aid.

Two phases in the evolution of governance agenda at World Bank were manifested: the first phase, from 1989-1998 was an extension of the neoliberal agenda, and saw governance defined in public choice concepts, as an effort to avoid rent-seeking by creating a leaner, more effective government; the second one was, dating from 1999 and beyond that saw a broadening of the theoretical justification for good governance to consist of institutionalism and more emphasis on the “demand side” of governance, through transparency and participation.

“*Good governance* first emerged as a central theme in the Bank’s 1989 report on long-term development in Sub-Saharan Africa” (Bank 1989, xii). The report’s authors were to explain the continuous failure of development efforts in the region over previous decades. “They stated that the principal source was not external – in declining terms of trade, for instance – but was internal, based on the failure of business that had its foundation in bad public management” (Bank 1989, 3). “This ‘*crisis of governance*’ they argued must therefore be addressed before economic progress could be expected” (Bank, 1989, 60). “Although the report did place some responsibility for failure on the Bank’s inability to recognize the institutional basis of economic development, it also implied that the ultimate blame rested with poor countries’ governments and argued that the solution was to create a leaner and more effective state” (Bank 1989, 4-5). By mid-1990s, governance agenda was experiencing a solid effect on Bank operations: the volume of governance-related lending was significant and increasing, with as many as 68% of lending operations having some kind of governance dimension (Bank 1994, xv). “It was not until James Wolfensohn took the helm of the Bank in 1995 that the issue of governance – and the related problem of corruption

– took centre stage, and the governance agenda entered its second phase at the Bank” (Bank, 1996; Bank, 2001; Bank, 2002b).

When good governance agenda entered its second phase, the theoretical justification for good governance changed somehow: as public-choice theory was influential, it was supplemented by emphasis on institutionalist economics. This shift is relevant in a way that although the institutionalist approach is consistent with neoclassical economic theory, it places considerable emphasis on problems of market failure – instances in which the state should step in because markets are not able to distribute resources effectively. New institutionalist economics and public choice theory formed a basis for public goods justification of the relevance of good governance.

The good governance theory rests on the premise that ‘good governance’ is a ‘public good’ in demand by citizens. The government is to supply ‘good governance’ to the citizens. In defining good governance as a public good, World Bank employees have drawn on public choice and new institutionalist theory. Bank, (199) opines: “Governments play a key role in providing two sets of public goods: the rules to make markets work efficiently, and, more problematically, correcting for market failure” (World Bank, 1991: ii), and the correction of market failure is problematic because it leaves scope for rent-seeking and more overt ways of corruption. The state should provide public goods and do it in a way that reduces chances for abuse: thus, a need for good governance policies as antidote for government activism.

According to Ackerman (2004), “efforts to address accountability problems looked at improving the *supply-side* of governance like public financial management, civil service reform, political checks and balances, administrative procedures, auditing systems, and law enforcement agencies e.g courts and police and these *top-down* accountability mechanisms met with only little success in several nations. As a result, new measures e.g. setting up of independent pro-accountability agencies such as vigilance commissions and ombudsman were tried, and in some cases, public

institutions have been privatized to private sector in a bid to bring market-based accountability in the public sector. With problems of the supply-side measures to hold public officials accountable for their mistakes, there was increased emphasis on “social accountability” as a complementary approach to supply-side measures. “Social accountability refers to strengthening the voice and capacity of citizens (especially poor citizens) to directly demand greater accountability and responsiveness from public officials and service providers” (Ackerman, 2004). Some social accountability mechanisms include peoples’ participation in making of public policies, participatory budgeting, public expenditure tracking, citizen monitoring of public service delivery, citizen advisory boards, lobbying and advocacy campaigns. Mechanisms of social accountability can be introduced and supported by government and citizens, but in most cases they are *demand-driven* and work from bottom-up. WDR, (2004), “social accountability is referred to as the demand-side channel for strengthening accountability relationships between communities, local governments, service providers and the state” (Agarwal, Heltbery & Diachok, 2009: 2).

The World Bank developed interest in the use of market actors and forces as a means of checking government action – which is one of the logic that underpins decades of privatization. The logic behind the new initiatives somehow differs, thus: there is an attempt in the demand-side initiative to encourage market agents and citizens to press for better governance. “Demand-side” activities include development approaches which look at citizens as stakeholders for better governance. “With this focus, they strengthen the capacity of civil society, the media, parliament, local communities, and the private sector to hold authorities accountable for better development results” (Bank, 2011a).” The idea of good governance is an example of a concept whose invention has made significant effects through making possible a range of practices and interventions which would not have been possible before. This concept is understood as an extension of earlier categories like “sound economics” which have been used much longer. Yet while previous calls

for sound economics tried to define state and market actions in negative terms, as a way of deregulating and liberalizing, the category of good governance attempts to define more explicitly – what counts as a public good, public actor, and a public process. “The governance agenda started to focus on the demand-side, and the World Bank employees suggested the relevance of promoting demand” (Bank, 2007b).

“On the demand side of governance, the government re-introduced SMCs as the ‘Statutory Organs at the school level and they represent government’ and are thus formally in control of decentralized education” (GoU - MoES, 1998: p. 17 as cited in Prinsen & Titeca, 2008).

While decentralization strengthened management of the pay roll, increased regularity of monitoring and supervision and introduced SMCs. Namara, (2016) observed that “the quality of education is declining, a small percentage of pupil’s complete primary education and pupils perform with poor grades. This is because both the supply and the demand side of governance are still weak”. Namara, (2016) believes that “the demand side of the governance perspective is still short of applause, as she noted here: *the demand side of governance seems to still be under developed; (a) the SMCs are captured by politicians and dominate members of society, even then very few members of SMCs are actively involved in school programmes; and (b) SMCs are not conversant with their roles and responsibilities and do not have the skills for instance to conduct monitoring using government standards and guidelines*”. There is no evidence that there is a strong informal accountability mechanism such as advocacy undertakings aimed at uplifting pupils’ performance in schools in the region. The research finding was in agreement with Namara (2016) on the aspect of school management committee not knowing their roles .although in Nebbi was by few new members. However the research finding in Nebbi Municipal also reveals that over 70% of the school management committee attained education levels from

O level to diploma this in itself meant that members can be trained. The research finding reveals that the capacity of the SMC through training needed to be enhanced to build up the capacity gaps. There was no standardized monitoring and supervisory tools the school management committee.

2.2 The Administrative Roles of SMCs and Performance of pupils

“The implementation of decentralization policies poses numerous challenges among them capacities of school boards to govern schools, school directors to manage schools, or teachers and others to work collectively to reform the school are often weak and need development” (USAID, 2005). The effective participation of SMC in education has various benefits such as provision of basic amenities and facilities e.g. construction of classrooms, urinals, football fields, T-shirts and land for farming. “However, the mere visits of the SMCs to their various schools to inspect school infrastructure ... is not in itself a surety to the maintenance and safety of school infrastructure, as there was a disagreement on the issue of SMC identifying planning and carrying out maintenance in the school regularly, to” Baku, (1997: 3-5).

“The administrative role of the SMCs includes: planning, financial management, enforcing discipline, and policies and procedures at the primary schools among others” (SMC Handbook, 2005).

“Planning as part of the administrative role of the SMCs embraces examining the long range goals of the school, determining if both the human and material resources required for the attainment of the predetermined goals are adequate, and seeing into it that the deficit raised locally (within the means of the local community) - which therefore implies setting both the ‘means’ and the ‘ends’ in the schools in consultation with the Municipal Council Authority” (Okumbe, 1998). According to Dean (1995), “SMCs play a very important role in determining the goals and strategic plans of the

schools which result into achieving high academic performance, through acquiring both human and material resources which are very vital aspects in teaching and learning activities, and also create a link between the local communities and the schools- hence enhancing conducive atmosphere for learning, and that they help to enforce discipline in pupils and teachers which is a key factor to better performance”. Mukwaya, (2012) concurs with Okumbe (1998), and adds that “SMCs as key stake holders should be involved in the planning process, and that the involvement of the committee in the planning increases the sense of belonging to them and own the process from the beginning to the end since involvement arouses intrinsic motivation”. The priorities setting is done at the planning stage once the planning is not focused in the rightful direction the result is always disastrous. Therefore planning should be in line with the organization vision and mission upon which the objective rest and the school is evaluated. Once planning is done well, it helps top management to identify priorities, coordinate tasks, introduce standards and clarify forces which bring about success.

The administrative role of SMCs in financial management is extensive, especially after the government abolishing all tuition fees, and PTA charges for primary education (Nishimura & Ogawa, et al, 2009, ODI, 2005), “although parents are expected to provide exercise books, pens, uniforms plus lunch (in some schools that provide lunch for pupils) – the Central government allocates school capitation and facility grants directly to schools to cover expenditure in instructional material, extra-curricular activities, maintenance and utilities and administration costs and pays salaries for the teachers and none wage spending” (Reinikka & Svensson, 2004), “while donor agencies and district councils also contributing to primary education: between 43%-70% of total district expenditure going to primary education” (Saito, 2003: p. 166) an indication that funding for primary education has been increasing. In the decentralization setting where financial management is decentralized as well, the relevance of school-level administration has

doubled. Schools should now take more responsibility for financial matters and be accountable to the community. This can be through SMCs that oversee management, budgets and procurement. In any decentralized system, they take responsibility for repairs, small infrastructure improvements and purchasing of classroom facilities. “They monitor attendance and behavior and in a few cases SMCs may also be responsible for recruiting teachers” (Antonowicz et al, 2010). The financial management aspects in some cases have not been effective. SMCs are often found lacking the capacities to oversee and account for utilization of resources under them. For instance, the inquiry of Koech report in Kenya (Republic of Kenya, 1999) stated “management of educational institutions in Kenya was found to be weak because most of the boards of governors lacked quality management capabilities”. As Grogan, (2006) asserts: “a Governing Body (such as SMC) that has good financial management competencies will fulfill its financial roles and responsibilities better and that it will be a more effective *Critical Friend* to the School’s Management - the SMCs should provide a clearer strategic lead on Financial Management issues more robustly and ensure that the school is properly accountable for the financial aspects of its performance”. Institutions should be strong, flexible and capacity may need further development, for sustainability of FPE progress (Grogan, 2006). In supplement, Antonowicz et al., (2010) “financial management training has a positive influence irrespective of the original level of education of the SMC”. There is decrease in malpractice when SMCs that are involved have capacity in financial management. The level of SMC management that is not trained in financial management reduces the quality of oversight over school finances, leads to financial mismanagement and undermines management ability to sense corruption.

Again, despite the involvement of district staff and SMCs in the management of primary education, the performance of primary education is characterized by regional disparities. “This is attributed to the regional difference in allocation of resources resulting in situations where the eastern and

northern regions in Uganda have the highest pupil-teacher and pupil-classroom ratios...compared to their counterparts in central and western regions...pointing to a wide variation in the quality of primary school education.” (Nssah, n.d.; WB, n.d.). Efforts from SMCs to mobilize Parents to supplement the decentralized grants from Government may not be avoided if the disparity in financial allocation is to be checked. This notion is supported by Segapa, (2008), “school governing body must be able to control and raise funds, draw up the school budget, manage rentals like water and electricity and also purchase learner support materials and other necessary equipment for school”. “One of the reasons for the mismanagement of funds and for confrontations between SGBs and principals is lack of appropriate financial management skills for implementation of the financial policy where it exists” (S.A Journal of Education, 2006). Du Preez & Grobler, (1998) “there is a correlation between sound financial management and effective, efficient SGBs (in this case, the SMCs)”. The Head of Department must ensure that SMCs are trained continually. “One of the reasons for the mismanagement of funds and for confrontations between SGBs (SMCs) and Principals (Head Teachers) is the absence of an effective school financial policy or the ineffective implementation of the financial policy where it exists” (S. A Journal of Education, 2006). Republic of Kenya, (2005) “Government proposes a capacity building and support component to improve programme capacity at school level for SMCs, they need the right skills and facilities to execute new procedures and guidelines and to effectively manage the financial resources, it is important that SGBs are strengthened them to have capacity to take an active role in ensuring that children in their communities access quality education and to review proposed projects, budgets and report to District Education Boards on the performance of frontline service providers”. Prudent financial management is crucial in realizing the set goals. Hence, there is need to invest in this component for: appropriate utilization of FPE funds; effective monitoring of the flow of the funds; effective monitoring of the flow expenditures and balances in Accounts;

ascertaining the existence of SIMSC in schools and their participation in offering instructional facilities and procurement process; regular updates on the textbook pupil ratios in the sampled schools; ensuring a tracking level. Bennell & Akyeampong, (2006) “in Ghana the widespread introduction of SMCs has served urban communities better because they have been able to muster financial capital to improve quality of some urban schools, thus widening the quality gap between them and rural public schools”. “In Ghana, the Ministry of Education embarked on capacity building plans for district education authorities with focus on improving management efficiency and transparent decision-making” (MoES, 2006), “for example, SMCs have been set up and its member’s undergone training on developing work plans for school improvement” (World Bank, 2005; MoES 2006).

On the policy implementation part of the administrative role of SMCs, performance has often been messed up by interferences from politicians, inferiority complex and corruption tendencies among others. For example in Bangladesh, there is dissatisfaction with how SMCs function. They consist of head teachers and political leaders - reason being lack of capacity to manage devolved funds. Bah-Lalya, (2003) “implementation depends on the capacities, abilities, nature and degree of willingness of all the actors to respond to the challenges and expectations that comprise their work”. Capacity for effective management requires a team on-the-ground which deals with corruption. Mwanje et al., (2008) “the capacity of SMCs is under the spotlight”. It is often reported that, “some of the members of this body are not knowledgeable for them to understand the execution of FPE funds”. There are cases “where heads of schools are said to have mismanaged school funds without any action being taken by concerned authorities, which could be due to incapacity of the SMCs to manage UPE funds adequately”. It was also reported that “treasurers in some schools don’t have the necessary financial skill and merely sign cheques presented to them by the

principal”. “Some have very little knowledge of financial accounting” (S.A Journal of Education, 2006).

Misinterpretation of policies has also been a problem for some of the SMCs. In her paper on decentralized governance of primary education, Namara (2016) observed that “there has been misinterpretation of government policies such as automatic promotion of learners and children’s rights”. Unready learners have been promoted to classes where they do not fit; and that this has had a gross setback in the performance at local, school and national levels of exams.

The misinterpretation of the policies and the law has also bred indiscipline among pupils in primary schools, as Namara (2016) noted: “setting misinterpretation of policies on promotion, the children have taken the law too far in that at the slightest provocation; the child will run to the authority to file a case of assault”. This has put a big rift between the teachers and learners – asserting that the indiscipline cases have gone high because teachers have thrown in the gloves for fear of being jailed. So children’s performance has gone down because the learners do what they want and wish.

The research finding in Nebbi reveal that the school management committees are involved in planning, prioritizes academic although with low performance out put. The school management committee approve budget with working committees of finance, discipline, school rules and regulation and relevant policies in place. The administrative role of school management committee has significance influence on pupils’ performance in Nebbi MC.

2.3 The Supervisory Role of School Management Committee and Performance of pupils

The supervisory role of the SMCs is a monitoring and evaluation role (function) to compare planned activities against performance.

Osei-Owosu & Sam (2012), “in assessing the role of SMCs in improving quality teaching and learning in Ghana reveals that, the monitoring and supervision of head teachers, teachers and checking of pupil’s attendance by the SMC’s members is highly ineffective even though there has been occasional regular visit by members of the SMC”.

The World Bank, (2012) “while studying situations in Cameroon found out that primary education was characterized by poor quality standards disparity between the rich and the poor, boys and girls, rural and urban areas and between regions and suggests that challenges faced by the education system in Cameroon are significantly linked with governance and management issues”. The study demonstrated that “accountability for school performance is weak and monitoring of teachers’ performance in the classroom is ineffective”, “...resource allocation was ineffective, and citizen participation had little impact, all of which affected performance of primary schools. Thus, there seems to be a governance dilemma in management of primary education.

The capacity of the SMCs to do their work to the expectations of the appointing authority and the parents and the stakeholders they represent is yet another area of concern. Namara, (2016) noted that “the people who are deployed to supervise the teaching and learning process are not trained to handle such an issue and even have no proper education background; for instance the stakeholders and the foundation bodies (SMCs) comprise people who are in most cases not abreast with the education system and government policies. Such persons may make false judgment and observations during their supervision of schools”. As respondents noted;

“There is no proper training for the SMC/PTA members; they lack knowledge and skills due to lack of capacity building and leadership training” (Namara, 2016). This is further confirmed by the article which appeared on the New Vision of Friday 17th March 2017 – where “a SMC member of a Primary School in Apac District, invited for an Anti-Corruption Coalition (TAACC) meeting

for a key stakeholders to discuss issues affecting education standards the area, could neither write her name nor read” (New Vision, March 17, 2017: 13). The demographic information on education background of the SMC indicated that 3.7% never studied with 14.8% studied at primary education level and the remaining percentages obtained education level from O level to diploma, this has a bearing on performance since School Management Committee are placed at strategic level where the contribution of each member counts. The school management committees were involved in the school monitoring at the school level although there was no standardized tool for monitoring. Schools with fairly stronger monitoring mechanisms put in place were seen to be better performing since when the school management committees were in schools everybody was seen to be active which would positively impact on school performance.

2.4 The Consultative Role of School Management Committee and Performance of pupils

Consultation enables the SMC to make an informed decision and therefore reduces chances of risks. According to the SMC Handbook (2005), “the stakeholders to be consulted by the SMCs includes; the DEO (Municipal Education Officer in cases of Municipal Councils), Head teachers, teachers, learners, members of the communities with interest in the education sector and parent among others”. “Decentralization has made it easy for consultation and accessibility to top offices like the CAO’s (DEOs, Municipal Education Officers, and School Inspectors) and the District Service Commission” (Namara, 2016).

“In Eastern Uganda, a report conducted in 2016 agrees that consultative role of SMCs impact positively on performance of primary schools” (Namara, 2016). According to a survey carried by Rose Namara (2016) “in Eastern Uganda, 34.6% of the respondents felt that decentralization has enabled the involvement of stakeholders in (Primary) school programs which has fostered

community ownership and increased performance of learners”. The community controls and guides service delivery. Furthermore, 6.7% of the respondents believe the involvement of SMCs has enabled schools to exercise their own power on the resources given to them. The parents and other stakeholders are given a say in the matters of the school hence better performance – as can be evidenced by the comment from the survey quoted below:

“Decentralization has enabled some school programs to be run by the ... SMC, such as organizing testing exercises for continuous assessment of learners in UPE (government aided schools). These have brought in quite some level of exposure to the exams done by other districts and therefore giving the learners a competitive advantage. There is no parent who wishes for bad grades, so the involvement of SMCs is an important feedback mechanism to the schools on the regular performance of pupils and what parents think”.

Despite this positive observation, some sections of scholars report otherwise. According to the WB report (2012), evidence suggest that “despite the clearly stated partnership arrangement in the governance of primary education among policy makers, implementers and beneficiaries under the decentralized setting, there is declining performance and quality of primary education”. In a similar scenario, Higgins (2009), noted that “while UPE has an equalizing effect in terms of education access, it has not had the same equalizing effect in terms of education quality and performance”.

Some scholars however assert that consultative roles of the SMCs may not yield fruits if the ‘diseases’, the home background factor and other factors are not tamed. For instance, Kundu & Tutoo, (2000) “home background is the most significant primary factor which influences and shapes children’s attitudes, personality and behaviour patterns that lead to good performance at schools”. Similarly, Mugisha, (1991) stated that, “attitudes of children and their home background positively or negatively influence their performance in schools and further pointed out that the

home and the school should be accepted as partners to improve pupils' performance". Skinner, (1945) "for proper learning (to yield good performance) to take place, learning experiences should be guided and appropriately controlled". It implies that, the environment under which learning occurs must be conducive enough for effective learning.

Government policy on recruitment of teachers is often conflicting with consultative roles of SMCs with Head teachers on matters and Education officers regarding capability of teachers and their recruitment. Employment of teachers is hampered by the existing policies on recruitment of general primary teachers rather than specialists in given subjects. According to the government policy anyone who qualifies as a primary teacher can teach any subject at primary school level. Some district education officials believe this has compromised quality of education.

While it is important for teachers to be multi-skilled, this current recruitment and deployment practice seem to compromise the quality of learning because of "General teachers" may have deficiencies in teaching specialized subject. "This meaning that teachers may not understand the curricula and may be forced to deliver 'half-baked' content" (Namara, 2016).

The consultative role of SMCs sometimes is over shadowed and overridden by interference by local politicians, which in turn affect performance of learners. Once teachers are transferred very often, there is a tendency of affecting the learners who may have connected with their teachers. Discussion with district officials and school managers showed that there are two factors responsible for these transfers. First, politicians, PTA and SMCs if they are not comfortable with specific teachers or head teachers they will seek for the transfer with the District education Offices. Often reasons relate to poor performance of teachers or even unprofessional performance such as alcoholism or harassment of pupils. In case such transfers are not implemented by the DEO, politicians through councils often complain of imaginary collusion of DEO with such teachers or head teachers with an intention of causing fear and tension among Education Officers and forcing

such officers to lose their jobs. Due to such fears, Education Officers often implement directives of transfers by politicians or even councils. As noted by the District official: *“Our role is to advise politicians to follow education policies and standards but hands are tied and we fear to antagonize politicians. Sometimes they misguide parents and you find everyone is against you because you are insisting on implementing a policy”* (Namara, 2016).

The study results indicated that although there was no uniform consultation in all the schools since each school had its unique challenges consultation with different stake holders were done and were the school management committees were directly involved more positive results were achieved. However policies has tendencies to dictates on the feedback from the department since the exact interest in terms of teachers transferred as per demand by schools on area of specialization remained a challenge but the consultative roles of school management committee has a significant influence on pupils’ performance.

2.5 Summary of Literature Reviews

The governance theory provides an organizing framework for broadly defined public administration, offers to the global dynamic government identifying important development trends. The perspective of governance takes into account form in which systems of government are changing. *“Like all maps, the governance perspective applies a simplifying lens to a complex reality – to illuminate our understanding and enabling appropriate path or direction discovery”* (Rhodes, 1996; Gamble, 1990). An organizational perspective makes its theoretical contribution at general level in offering assumptions and research questions – providing a language to identify important features of complicated reality and posing significant questions on the reality. Critiques say *“as much as it says the globe is dynamic marking substantial break from the past and the global dynamic worth studying, it does not explain the various relationships that exist within governance.*

The supply side of governance is critical to ensure control, enforcement of government standards and policies. The supply side of governance seem to be riddled with poor governance practices like intimidation of teachers and school managers amidst little pay, unnecessary political interference, rampant transfer of teachers and poor monitoring and supervision.

The reviews confirm that decentralized governance of primary education also instituted social accountability structures in form of SMCs. Social accountability is one mechanism that supplements supply side of governance to ensure responsiveness of government and improved quality of service delivery. In the literature review, it is evident that SMCs have increased participation of parents and other stakeholders in implementation of school programmes, increasing the number of stakeholders monitoring school activities and performance of school managers as well as learners has somehow improved. The literature review points towards the fact that the demand side of governance seems to still be under developed; a) the SMCs are captured by politicians and dominate members of society, even then very few members of SMCs are actively involved in school programmes; and b) SMCs are not conversant with their roles and responsibilities and do not have the skills for instance to conduct monitoring using government standards and guidelines.

The review suggest that there are still many challenges to be tackled within the governance environment where the SMCs, and other key primary stake holders from school to municipal levels– ranging from policy on ‘general teachers’, capacity building of stakeholders, attitudes and disciplines of learners, corporation from parents, and planning initiatives.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

These are the procedures to use while undertaking the study. This Chapter presents and describes the techniques that were used to collect data and investigate the research problem that included: methods for data collection, data collection tools, data quality control (validity and reliability), collection procedures, data analysis, measurement of variables and ethical considerations.

3.1 Research Design

A cross-sectional survey research design was used in the study. Amin (2005) affirms that a “cross sectional survey is the most currently used research design in social sciences and used to collect data from a sample population”. A cross-sectional survey has been described as snapshots of the population about which they gather data. The study used triangulation approach where both qualitative and quantitative data collection method was used. Amin (2005) asserts that “triangulation approach allow high degree of validity and reliability”. Meredith, (2007) also believed that “quantitative and qualitative method complement each other and therefore mixed method provide richer insight and raise more interesting questions for future research as opposed to only one method”.

The survey was carried out to obtain information on preference, attitude, practices, and different interest group. The study applied both quantitative and qualitative approaches. Creswell (2009: 65) “quantitative methods are more objective and help to investigate the relationships between the identified variables”. The study also applied qualitative approaches which involved in-depth probe and application of interpreted data. “Qualitative researchers aim to gather an in-depth

understanding of human behavior and the reasons that govern such behavior” (Earl-Babbie, 2013:45). Quantitative approaches were adopted in sampling, collection of data, data quality control and in data analysis. The data was collected from the respondents in a single point in time to examine the relationship between management committee roles and school performance, the variables of interest. The questionnaires were applied to collect demographic and quantitative data, while the interview guides generated data for qualitative analysis.

The school management committees and the teachers randomly selected were given self administered questionnaires through the head teacher and expected the returned of the questionnaire after one week through the head teacher. The pupils after sampling selection, were separated and put together each one was given a questionnaire to administer as the research assistant went through the questions, each one scoring alone. Interaction among the pupils was control to avoid influence of response by the selected team. The sample SMC chairperson and Head teachers were met at one to one and a guided oral interview was administered and was later on transcribed and coded.

3.2 Study Population

According to Mugenda & Mugenda, (2003) “population in this context refers to an entire group of individuals, events or objects having common observable characteristics - the aggregate of all that conforms to a given specification, and those participants, make up the study population”. The population under study was four hundred and twenty (420) people, made up of School Management Committees, Head Teachers, Teachers selected from upper primary (p5 – P7) sections, and learners who were the P.7 candidates within the selected Primary Schools in Nebbi Municipal Council.

3.2.1 Target Population

It is “the entire aggregation of respondents that meet the designated set of criteria” (Burns & Grove, 1997:236). The target population was the government-aided Primary schools in Nebbi Municipal Council. The study targeted 6 of the eleven (11) government aided primary schools. The study will also target 36 of the 72 school management committee (SMCs) from selected schools, 6 of the head teachers from selected schools, 36 of the upper primary school teachers and 126 of the 2017 PLE candidates of the selected schools as per the selected sample.

3.3 Sample Size and Selection

The study was based on a sample size of 201 people which was drawn from a population of 420 people. The sample size of 201 is sufficient and this is calculated using Krejcie & Morgan (1970) table. Furthermore, Krejcie & Morgan (1970 pp. 607-610) assert that “treat each sub-group as a population and then use the table to determine the recommended sample size for each sub-group”, as shown in Table 3.1 below:

Table 3. 1: The Population, Sample and Sampling Techniques

S/No	Category	Est.pop. per school	No. per School selected	Total	Sample Population Selected	Sampling Techniques
01	SMC	12	6	72	36	Purposive
02	Head Teachers	1	6	6	6	Purposive
03	Upper Primary Teachers	7	6	42	36	Simple Random
04	P.7 Candidates (Learners).	50	6	300	126	Simple Random
Total		70	24	420	201	

The head teachers were purposively selected to provide documentary review of the pupils’ performance at PLE for the last five years.

3.4 Sampling Techniques and Procedure

Simple random and purposive sampling techniques were used in this study, as indicated in Table 1 above.

3.4.1 Simple Random Sampling

Simple random sampling was used in this study to target Upper Primary Teachers and Learners (P.7 Candidates) for participation in this study. “This method is selected because it gives equal chance for any individual in the population to be picked to take part in a study” (Sarantakos, 2005).

The reason why simple random sampling was used is because it minimises the bias on the side of the researcher while selecting respondents (Maxwell, 2005). In agreement with the above author, Babbie (2007) emphasizes that “random sampling must be free of bias yet meeting the needs of the researcher”. This method was used to target beneficiary and staff categories of respondents. Even in the selection of the schools for this study, a simple random sampling technique will apply.

3.4.2 Purposive Sampling

The study used purposive sampling to target SMCs and Head Teachers from the participating schools. According to Neuman (2006), “purposive sampling is when the researcher specifically targets certain people due to their knowledge about the research subject”. “Purposive sampling aims to ensure that the researcher finds and engages resourceful respondents to enrich the study” (Berg, 2008). In agreement, Strauss, Anselm, & Corbin, (2007) assert that “purposive sampling is especially necessary in technical and investigative studies, the reason why it was used. The school management committee chairpersons and the head teachers were purposively selected because of their key position in the school management as per the research area of interest.

3.5 Data Collection Methods

“Data collection methods are ways through which the researcher gets data needed from the respondents” (Patten & Mildred, 2001). This study used questionnaire survey and interviews according to Russell (2011) questionnaire surveys are not time-consuming and give participants freedom to answer at their convenience. The study used interviews to collect data since they give opportunity to probe further for in-depth information (De Vaus, 2001).

3.6.1 Questionnaire Survey

Data was collected through questioning of respondents using self-administered questionnaires. According to Guppy & Gray, (2008) “successful surveys depend on carefully executed data collection method”. The authors added that in case of questionnaire survey, the researcher must ensure that self-administered and guided questionnaires are easy to understand by the respondent and are not too long. In agreement, Nardi (2006), argues that “questionnaires should be concise yet comprehensive”.

3.6.2 Interviews

Data was collected through face to face interviews. Wengraf, (2001) reveals that “interviewing is an essential and simple way of data collection”. In agreement, Amin (2005) argues that “the advantage of using interview is that, it allows on spot explanations, adjustments and variation could be introduced during the data collection process and through respondent’s incidental comments, use of facial and body expressions, tone of voice, gestures, feelings and attitudes” (Amin, 2005). The method of interview using a semi structured interview guide was used for the head teachers and school management committee as earlier stated. The responses were transcribe and coded accordingly.

3.6.3 Documentary Review

Creswell (2008) indicates that “documentary review focuses on documents that are internal and relevant to the organization that is being researched on”. The author adds that documentary review should focus on finding supporting information that is specific to the organization under investigation in line with the study subject. The researcher reviewed books, relevant pamphlets, articles, magazines, the website, minutes for meetings, and reports which particularly talk about SMCs and performance, including PLE results in the country.

3.7 Data Collection Instruments

In this study it used self-administered questionnaire, interview, and documentary review.

3.7.1 Questionnaire

According to Mildred (2001) “a questionnaire is a tool containing a set of questions which, if answered, helps the researcher gets varied data about a specific subject under investigation”. “For a questionnaire to produce good data it must be valid” (Patten & Mildred, 2001). Questionnaires were used to avoid subjectivity that results from close contact between researcher and respondent. “The questionnaire was also used because it helped collect necessary information over a short time period less expensively” (Fowler, 2008). The self administered questionnaires for school management committee, teachers and pupils were administered as earlier on stated.

3.7.2 Documentary review

It was used for reasons of reviewing documentary data. This data was got through the use of published and unpublished documents. According to Amin, (2005) “documents can be helpful in the research design of subsequent primary research and can provide a baseline with which the collected primary data results can be compared to other methods”.

3.7.3 Interview

This tool was used to collect qualitative data. They are person to person verbal communication in which one person was interviewed at a time. “Interviews were used because they have the advantage of ensuring probing for more information, clarification and capturing facial expression of the interviewees” (Amin, 2005). They also give a chance to the researcher to revisit some of the issues that were an over-sight in other instruments yet relevant to this study. Interviews were used to collect information which cannot be observed in writing and to capture meanings beyond words. Interviews were conducted with head teachers (6) and SMC.

3.7 Reliability and Validity of Data Collection Instruments

The quality of data depended on the authenticity of the validity and reliability of the research instrument.

3.7.1 Reliability

Reliability was determined by the split half method that was administered in a school in a non-selected sample within the Council. The Cronbach’s Alpha Reliability correlation coefficient was worked out to establish the reliability of the instrument before put to use. Enon (1998), states that, “reliability implies stability or dependability of an instrument in order to obtain information”. The correlation co-efficient of ≥ 0.5 was preferred, the greater the coefficient the more reliability and validity the instrument was assumed to be.

3.7.2 Validity

“Validity refers to the truthfulness of findings or the extent to which the instrument is relevant in measuring what it is supposed to measure” (Earl-Babbie, 2013:58). Quantitatively, validity of the tool was got using the Content Validity Index. It will involve expert scoring of the essence of the

questions in the tool in relation to the study variables. The tool that yielded a CVI beyond 0.7 was within the accepted ranges. Index (CVI) was computed using the formula below:

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

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

3.8 Procedure of Data Collection

After the proposal defense, the researcher was given an introductory letter by the institute for collection of data.

The researcher tested for the validity and reliability first outside the research population.

Upon the credibility of the instrument the researcher came out with schedules for data collection for the respective schools and met the head of the schools to confirm the programs schedules and engages into the data collection with appointment of research assistance to support the study programs.

3.9 Data Analysis

Data was analysed both qualitatively and quantitatively. Both qualitative and quantitative data were analyzed. According to Enon, (2002) “data analysis is a process of organizing summary and making data clear and meaningful to the reader”. Amin, (2005) asserts that “data analysis refers to the process of systematically applying statistical and logical techniques to describe, summarize and compare data”. Mugenda & Mugenda, (1999) adds that “is the instrument use to collect quantitative and qualitative data that means analysis depends on data collected”.

3.9.1 Qualitative analysis

Qualitative data analysis is a range of procedures from qualitative data which have been collected into a form of explanation, understanding or interpretation of people and situations under investigation. “Qualitative data analysis is usually based on an interpretative approach” (Neuendorf, 2002). Qualitative data responses were transcribed, sorted and classified. The analysis was done manually and responses were summarized in a narrative form of presentation of the findings of the study. The technique for qualitative data analysis was content analysis.

3.9.2 Quantitative Analysis

“Quantitative analysis is a systematic approach to investigations during which numerical data is collected and/or the researcher transforms what is collected or observed into numerical data” (Yin, 2008). Quantitative data was coded and analysed using SPSS. Descriptive statistics like measures of central tendency was used to describe and summarize data. Correlation coefficient, regression and cross tabulation was used to obtain the strength of relationship between variables.

3.10 Measurement of Variable (Quantitative Studies)

Data was obtained using a 5 point likert scale of 1=strongly disagree 2=disagree 3=not sure 4=agree and 5=strongly agree was used to tap respondents’ perception of their engagement. A 3 point likert scale of 1= strongly disagree 2=don’t know 3= strongly agree. It was administered to the learners because of their understanding level which is limited. The questions were adjusted accordingly to match the targeted information by the researcher. Data generated from open-ended questions were used in the qualitative analysis. The data was transcribed, coded and manually analysed according to context; responses were grouped according to current issues. Questions from interviews were given as illustrations in some areas. “The Likert scale is chosen because it is easier to use compared to other methods” (Amin, 2005).

3.11 Ethical considerations

Informed consent of the respondent was requested before any documentation was recorded especially in interview interaction. It was upon granted acceptance by respondent that the required data were collected and recorded. For the purpose of privacy the respondent were informed that the data was meant for study and their name was not required and confidentiality was observed, participants' names were withheld to ensure confidentiality in case of future use. To avoid bias, a ballot using yes and no used for the learners selection required random sampling. The researcher also tried to be as objective as possible during the data collection and data analysis exercise. All work were cited and referenced to avoid plagiarism required of a research work.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the analysis and interpretation of the results on the influence roles of school management committee and performance of pupils in Nebbi Municipal council, Nebbi district of Uganda. The findings are presented according to the objectives of the study. In the first section, the response rate and demographic characteristic of respondents is given. The second section was the empirical analysis which were to establish the influence of administrative role of School Management Committee (SMC) on performance of pupils at Nebbi Municipal Council Schools; to establish the influence of Supervisory role of School Management Committee and performance of pupils at Nebbi Municipal council Primary Schools; and to establish the influence of the Consultative role of School Management Committee and performance of pupils at Nebbi Municipal Council Primary Schools.

4.1 Response Rate

The response rate is the percentage of projected participants who responded to the study. If the response rate is 50% or less, it shows that the data is inadequate for analysis, but if the response rate is 60%, it indicates that the data is good for analysis and if it is 70% and above, then the data is considered as very good for analysis. The researcher should use all means to increase the response rate in order to have a representative sample for meaningful generalization (Mugenda & Mugenda, 2003). The results for the targeted and actual sample from which data was taken are shown in the table 4.1 below:

Table 4. 1: Target sample and Response Rate

Respondents	Sample Size	Responses	Response Rate
School Management Committee	36	27	75%
Head teachers	6	6	100%
Upper primary teachers	36	35	97.2%
Learners/Candidates	126	99	78.6%
Total	201	167	83.1%

Source: Nebbi Municipal Council Records (2017)

Table 4.1, indicates that out of a targeted sample of 201 respondents in total, 167 respondents provided information, giving a response rate of 83.1% which is good for analysis as per Mugenda & Mugenda (2003). The remaining 16.9%(34) majority of whom were learners/ candidates who could not be found since the registered number of candidates in the school were less than the projected number , however Amin (2005) assert that 70% of respondent are good enough to represent the sample size for the study. This means that the response rate at 83.1 was good enough for the study. The questionnaires were administered to all the school management committees, the teachers, and the pupils while interview was conducted to the head teachers and chairperson school management committee.

4.2 Demographic characteristics of respondents

The demographic characteristics that were discussed included gender, age, educational level, years of experience, responsibility, and employment status of pupils' parents. The table below shows the distribution of respondents along these demographic characteristics.

4.2.1 Gender of the respondents

The study enquired on the gender of the respondents and the results are shown in the table 4.2 below:

Table 4. 2: Respondents by Gender

Respondents	Male		Female		TOTAL
	No	%	No	%	
School Management Committee	22	81%	5	19%	27
Head teachers	6	100%	0	0%	6
Upper primary teachers	23	66%	12	34%	35
Learners/Candidates	64	65%	35	35%	99
Total	115	69%	52	31%	167

The results in the table show that in general, the majority (69 percent) of the respondents are male, which implies that the Nebbi Municipal Schools mostly has males. However, the females are also significantly represented in the municipality at 31 percent. This implies the level of gender representation since both the male and females are represented in the study though the males are mostly represented. The findings however showed that all the interviewed head teachers are male, implying that most of the schools are being headed by male head teacher.

4.2.2 Age group of School Management Committee Members

The study enquired on the age group of Management Committee respondents. Table 4.3 are summarizes the age grouping.

Table 4. 3: Age group of School Management Committee members

	Frequency	Percent	Cumul. Percent
18-28 years	2	7.41%	7.41%
29-39 years	5	18.52%	25.93%
40-50 years	10	37.04%	62.96%
51-60 years	6	22.22%	85.19%
Above 60 years	4	14.81%	100.00%
TOTAL	27	100%	

Source: primary data

As shown in the above table 4.3, the biggest categories of respondents (37.04 percent) are aged 40-50 years, followed by 22.22 percent who are aged 51-60 years. The results also show that 18.52 percent are in the 29-39 years' age group. The implication hereto is that the school management

committee mostly has middle aged committee members that mean they are still strong to serve schools under their jurisdiction. Although all the adult age groups are represented within the committee which strengthen the membership since experience tend to grow with age if exposed,

4.2.3 Age group of Upper Primary Teachers

The study enquired on the age group of teachers’ respondents. Results are summarized in the table 4.4 as shown below:

Table 4. 4: Age group of Upper Primary Teachers

	Frequency	Percent	Cumul. Percent
18-28 years	0	0.00%	0.00%
29-39 years	24	68.57%	68.57%
40-50 years	9	25.71%	94.29%
51-60 years	2	5.71%	100.00%
Above 60 years	0	0.00%	
TOTAL	35	100%	

Source: primary data

As shown in the above table 4.4, the biggest category of respondents (68.57 percent) is aged 29-39 years, followed by 25.71 percent who are aged 40-50 years. The results also show that 5.71 percent are in the 51-60 years’ age group. The implication hereto is that the upper primary teachers are mostly middle-aged staff members as there are no staff in the lower and the upper age groups. The middle age grouping of the staff give the school an advantage of vibrant staff who can serve the school so well and improve on performance of the school.

4.2.4 Age group of the learners/candidates

The study enquired on the age group of the respondents. Results are summarized in the table 4.5 below:

Table 4. 5: Age group of learners/candidates

	Frequency	Percent	Cumul. Percent
10-14 years	29	29.29%	29.29%
15-19 years	68	68.69%	97.98%
20 and above	2	2.02%	100.00%
TOTAL	99	100%	

Source: primary data

As shown in the above table 4.5, the biggest categories of pupils' respondents (68.69 percent) were aged 15-19 years, followed by 29.29 percent who are aged 10-14 years. The results also show that 2.02 percent are 20 years and above. The implication hereto is that the learners/candidates in the municipality are below 20 years old. And it also that learner in the municipal start school late since the entry age in primary is 6 years. The late entry point into the school exposes the learners with adolescence age which tend to affect performance of learners due to peer influence.

4.2.5 Position of respondents in the school management committee

The study enquired on the position of respondents in the school management committee. Results are summarized in the table below:

Table 4. 6: Position of respondents in the school management committee

	Frequency	Percent	Cumul. Percent
Chairperson	6	22.22%	22.22%
Vice-Chairperson	1	3.70%	25.93%
Treasurer	4	14.81%	40.74%
Member	16	59.26%	100.00%
TOTAL	27	100%	

Source: primary data

As shown in the above table4.6, the biggest category of respondents (59.26 percent are members, followed by 22.22 percent who are Chairpersons. Then 14.81 percent who are treasurers and 3.70 percent who are vice chairpersons. This implies that the opinions of all different groups that constitute the School management committee was taken care of or incorporated in the study.

4.2.6 Responsibilities of the Upper primary teachers at the school

The study enquired on the responsibilities of the respondents at the school. Results are summarized in the table 4.7 below:

Table 4. 7: Responsibilities of the respondents at the school

	Frequency	Percent	Cumul. Percent
Class Master	14	40.00%	40.00%
Class Teacher	13	37.14%	77.14%
Head of Department	8	22.86%	100.00%
TOTAL	35	100%	

Source: primary data

As shown in the above 4.7 table, the biggest category of respondents (40.00 percent) are class masters, followed by 37.14 percent who are class teachers. Results also show that 22.86 percent of the teachers' are head of department. This also implies, like the above case, that the opinions of key position holders in the classroom setting and school at large of the municipality have been incorporated in the study. Therefore all different categories of staff were involved giving a balance perspective of the staff views in regards to SMC influence in performance of learners.

4.2.7 Responsibilities of the learners at the schools

The study enquired on the responsibilities of the learners at the school. Results are summarized in the table 4.8 below:

Table 4. 8: Responsibilities of the learners at the school

	Frequency	Percent	Cumul. Percent
--	-----------	---------	----------------

Prefect	9	9.09%	9.09%
None	88	88.89%	97.98%
Other	2	2.02%	100.00%
TOTAL	99	100%	

Source: primary data

As shown in the above table 4.8, the biggest categories of respondents (88.89 percent) have no responsibilities, followed by 9.09 percent who are prefects. Results also show that 2.02 percent have other responsibilities. This also implies that, the opinions of those who have no responsibilities are the majority in the schools in the Municipality as per the study. Therefore the information given was all inclusive of school pupils' representation.

4.2.8 Years of service in the school

The upper primary teachers also gave information on how long they have been in the respective schools. Results are shown in the table 4.9 below:

Table 4. 9: Length years of service in school by teachers

	Frequency	Percent	Cumul. Percent
1-3 years	12	34.29%	34.29%
4-6 years	4	11.43%	45.71%
7-9 years	1	2.86%	48.57%
10 and above	18	51.43%	100.00%
TOTAL	35	100%	

Source: primary data

The result in the above table 4.9 indicates that the majority (51.43 percent) have experience of 10 years and above while 34.29 percent have experience of 1-3 years. This implies that the selected teachers as respondents have been working at the municipality long enough to provide reliable information on the subject matter i.e. the influence of school management committees' roles on performance of government aided primary schools in the district.

4.2.9 Years of service in the School Management Committee

The members of the school management committee also gave information on how long they have been in the respective schools. Results are shown in the table 4.10 below:

Table 4. 10: Length years of service in school by SMC

	Frequency	Percent	Cumul. Percent
1-3 years	19	70.37%	70.37%
4-6 years	5	18.52%	88.89%
7-9 years	2	7.41%	96.30%
10 and above	1	3.70%	100.00%
TOTAL	27	100%	

Source: primary data

The result in the table 4.10 above indicates that the majority (70.37 percent) have been in the school management committee for 1-3 years followed by 18.52 percent who have experience of 4-6 years. This implies that the majority of school management committee members have been serving less than three years which may imply that they have not enough experience on influence of SMC roles on the performance of pupils in government-aided schools in the municipality.

4.2.10 Number of times repeating P.7

The learners/candidates were questioned on the number of times they have repeated P.7. Results are shown in the table below:

Table 4. 11: Number of times repeating P.7

Repeating level	Frequency	Percent	Cumul. Percent
None	89	89.90%	89.90%
Once	10	10.10%	100.00%
More than once	0	0.00%	100.00%
TOTAL	99	100%	

Source: primary data

Result as shown in table 4.11 indicates that the biggest category representing 89.90 percent of the respondents have never repeated primary 7 while the remaining 10.10 percent have repeated it once. None of them has repeated more than once. This finding has a bearing on performance, showing that most candidates usually sit for the exam once, though a worrying percentage of 10.10 percent indicates that a significant proportion of the learners repeat primary 7. This indication may suggest that there are also repetition in other classes too which should be worked against.

4.2.11 Employment Status of any of the parents

The learners/candidates were questioned on the employment status of any of the parents. Results are shown in the table 4.12 below:

Table 4. 12: Employment Status of any of the parents

	Frequency	Percent	Cumul. Percent
Salary Earner	26	26.26%	26.26%
Peasant Farmer	64	64.65%	90.91%
None	9	9.09%	100.00%
TOTAL	99	100%	

Source: primary data

Results shown in the table 4.12 indicates that the biggest category representing 64.65 percent of the respondents are peasant farmers while 26.26 percent are salary earners. 9.09 percent have no employment. This implies that the majority of livelihoods of the pupils' parents are peasants, which also imply that the parents may be less supportive to education of their children due their poor economic background.

4.2.12 Participation in Examination Activities

The upper primary teachers were questioned on their participation in examination activities. Results are shown in the table 4.13 below:

Table 4. 13: Participation in Examination Activities

	Frequency	Percent	Cumul. Percent
PLE Examiner	3	8.57%	8.57%
District Mock Examiner	11	31.43%	40.00%
None	21	60.00%	100.00%
TOTAL	35	100%	

Source: primary data

Results shown in the table 4.13 indicates that the biggest category representing 60 percent of the respondents have not participated in examination activities, while 31.43 percent have been district mock examiners. 8.57 percent have been PLE Examiners hence can give information on performance of the schools. This implies that the majority of teachers don't participate in examination activities hence cannot effectively appraise performance related matters of the schools in the Municipality. It always difficult to set standardize test item without the experience in Blooms Taxonomy (blue print), this therefore pauses challenges of internal assessment management by many schools in Nebbi Municipal Council.

4.2.13 Education level of Upper Primary Class Teachers

The upper primary teachers were questioned on their education levels. Results are shown in the table 4.14 below:

Table 4. 14: Education level of Upper Primary Class Teachers

	Frequency	Percent	Cumul. Percent
Grade III Certificate	22	62.86%	62.86%
Diploma	13	37.14%	100.00%
Bachelor's Degree	0	0.00%	100.00%
Master's Degree	0	0.00%	100.00%
TOTAL	35	100%	

Source: primary data

The result in the table 4.14 indicates that the biggest category representing 62.86 percent of the respondents have Grade III Certificates, while 37.14 percent have Diplomas. This implies that the municipality employs teachers with a minimum of a Grade III Certificate qualification. This may also imply that the teachers are reluctant to go for further study since the entry point into the service is grade III certificate.

4.2.14 Category of People represented in the School Management Committee

The school management committees were questioned on category of people represented by them. Results are shown in the table 4.15 below:

Table 4. 15: Category of People represented in the School Management Committee

	Frequency	Percent	Cumul. Percent
Foundation Body	9	33.33%	33.33%
Parents	5	18.52%	51.85%
Teachers	7	25.93%	77.78%
LG Council	4	14.81%	92.59%
Old Students	2	7.41%	100.00%
TOTAL	27	100%	

Source: primary data

The table 4.15 indicates that the biggest category representing 33.33 percent of the respondents represent the foundation body, while 25.93 percent represent teachers and 18.52 percent represent

parents. This implies that the school management committee ably has representation from all major stakeholders though some like the old students are underrepresented compared to others. This also implies that the foundation body has got a lot of influence in the decision making since they are the majority in the management committee.

4.2.15 Education Level of Respondents in the School Management Committee

The respondents were questioned education level of respondents. Results are shown in the table 4.16 below:

Table 4. 16: Education Level of Respondents in the School Management Committee

	Frequency	Percent	Cumul. Percent
Never Studied	1	3.70%	3.70%
Primary	4	14.81%	18.52%
Ordinary Level	4	14.81%	33.33%
Advanced Level	2	7.41%	40.74%
Certificate	5	18.52%	59.26%
Diploma	11	40.74%	100.00%
Degree	0	0.00%	100.00%
TOTAL	27	100%	

Source: primary data

Results in the table 4.16 above indicates that the biggest category representing 40.74 percent of the respondents have a diploma, while 18.52 percent have certificate above O. level. This implies that the school management committee members are sufficiently educated to provide reliable findings for the current study.

4.3 Empirical finding on the influence of school management committee roles and performance of pupils in Nebbi Municipal council- Nebbi District.

This sections presents research finding by objectives adopted for the study. The findings were based on the influences of administrative roles, supervisory roles and consultative roles of school management committee on pupils' performance in government aided primary schools in Nebbi

Municipal Council Nebbi district of Uganda. Different approaches were used in data collection from the respondents as per the different variables and findings which were found on each of the dimension. The researcher used questionnaires on likert scale 1 to 5 (1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree) for other respondents outside learners, while a 3 likert scale (1-3) was used for the learners (1 disagree, 2 neutral and 3 agree) and guided oral questionnaires were used.

4.3.1 Finding on the influence of the administrative roles of school Management committee on pupils' performance in Nebbi Municipal Council

The respondents were introduced to items to understand the influence of the administrative roles of school management on pupils' performance. The responses were computed in aggregated form given to the 19 items using the 5 point Likert scale (1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree) which sought to measure the administrative influence of school management on pupils performances in Nebbi Municipal council government aided primary school. The findings were categorized in table 4.17 below in the descriptive statistics.

4.4 Descriptive Statistics

The empirical findings are presented using descriptive statistics, and chi square tests to test the overall variables in the study. The findings are presented objective by objective. The items in the questionnaire were anchored such that; 1 - Represents strongly disagree, 2 – disagree, 3 – Not Sure, 4 – Agree and 5 – strongly Agree. Under descriptive statistics, means close to 5 or 4 represent agreement, while means close to 1 or 2 show disagreement.

Table 4. 17: Descriptive Statistics on the administrative role of School Management Committee (SMC) in Nebbi Municipal Council Schools

	SD	DA	N	A	SA	Mean	Std. Deviation
	1	2	3	4	5		
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
SMC are involved in school planning	0	0	0	8(29.6)	19(70.4)	4.7037	.46532
SMC prioritizes academic in their plan	0	0	4(14.8)	12(44.4)	11(40.7)	4.2593	.71213
SMC revisit their plan regularly to identify gaps to address	0	0	3(11.1)	13(48.1)	11(40.7)	4.2963	.66880
SMC involved other stake holders in school planning	0	0	0	10(37)	17(63)	4.6296	.49210
Functional SMC finance committee	0	1(3.7)	2(7.4)	4(14.8)	20(74.1)	4.5926	.79707
SMC ensures that there is functional Staff finance committee	0	0	3(11.1)	8(29.6)	16(59.3)	4.4815	.70002
SMC approves school budgets	2(7.4)	0	0	0	25(92.6)	4.7037	1.06752
SMC prioritizes academics in budget	1(3.7)	1(3.7)	2(7.4)	9(33.3)	14(51.9)	4.2593	1.02254
SMC get adequate financial support from parents towards academic program	0	3(11.1)	9(33.3)	8(29.6)	7(25.9)	3.7037	.99285
SMC mobilizes resources to support the school from other stake holders	0	3(11.1)	9(33.3)	7(25.9)	8(29.6)	3.7407	1.02254
There is SMC Disciplinary committee in the school	0	0	6(22.2)	5(18.5)	16(59.3)	4.3704	.83887
The school has measures to control discipline	0	1(3.7)	3(11.1)	8(29.6)	15(55.6)	4.3704	.83887
The staff have recommendable level of discipline	0		5(18.5)	12(44.4)	10(37.0)	4.1852	.73574
The P7 class has recommendable level of discipline	0	2(7.4)	0	6(22.2)	19(70.4)	4.5556	.84732
The school has vision and mission statement	0	0	0	6(22.2)	21(77.8)	4.7778	.42366
The school has well stated objectives for achieving the mission	0	0	3(11.1)	8(29.6)	16(59.3)	4.4815	.70002
The school has functional school rules and regulation blessed by SMC	0	0	1(3.7)	10(37.0)	16(59.3)	4.5556	.57735
The SMC have developed policies which favors school academic program	0	0	5(18.5)	14(51.9)	8(29.6)	4.1111	.69798
The SMC from time to time review the success of the policies in place	1(3.7)	1(3.7)	4(14.8)	9(33.3)	12(44.4)	4.1111	1.05003

The result in the table 4.17 above reveal the mean for all the items are above 3.7 with the Likert scale 1 strongly disagree to 5 strongly agree ; 3.7 indicates the existence of the variable understudy.

The study finding means that the administrative role of SMC influences pupils performances in government aided primary schools in Nebbi Municipal council (NMC) . the items that confirm the above statistics ;SMC are involved in school planning (4.7), SMC prioritizes academic in their plan(4.2),SMC revisit their plan regularly to identify gaps to address(4.2),SMC involved other stake holders in school planning(4.6),SMC have functional SMC finance committee(4.6),SMC ensures that there is functional Staff finance committee (4.5),SMC approves school budgets(4.7),SMC prioritizes academics in budget(4.7),SMC get adequate financial support from parents towards academic program(3.7),SMC mobilizes resources to support the school from other stake holders(3.7),There is SMC Disciplinary committee in the school(4.3),The school has measures to control discipline(4.3),The staff has recommendable level of discipline(4.6),The school has vision and mission statement(4.7),The school has well stated objectives for achieving the mission(4.5),The school has functional school rules and regulation blessed by SMC(4.5),The SMC have developed policies which favors school academic program(4.1),The SMC from time to time review the success of the policies in place(4.1).

The study finding impliesthat school management committee administrative roles be step up if performance of the pupils in Nebbi Municipal council government aided primary school performance must improve. This can be done using participatory planning, mobilization of resources,meaningful policies in place, functional finance committee, and functional disciplinary committee.

The study information is in agreement with interviewee response were one had to say “*school management committee are very important for the success of any school, they help in planning and controlling the school resources, another interviewee added were the school management committee are week those schools are always in crises because the head teacher takes the advantages of the weakness*”

As a head teacher I take the day-to-day administration of the school as a primary role of the job. Academic excellence is a priority area in the school planning cycle, followed only by infrastructure. Another added that our role as head teachers we manage the school on behalf of the school management committee but control of finance is of paramount importance since accountability cannot be delegated , there has been no school management committee arrested on issue of accountability but many head teachers have suffered”

Regarding cases of indiscipline, another interviewee had this to say:

A number of measures have been put in place to curb indiscipline and these include: counseling the learners, sensitizing them, creating rules and regulations, and giving powers to school prefects to control them and went on and affirm that discipline is a strong pillar in school performance at what ever level however the current generation are difficult to handle

All the responses from the interviews echo the SMC member responsibility regarding the various aspects of the supervisory role on pupils ‘performance were on sound ground that could not be underestimated.

4.4.1 Finding on the influence of the supervisory roles of School Management committee on pupils performance in government aided schools in Nebbi MC

To understand that the supervisory roles of the school management influences performances in Nebbi municipal government aided schools , the participant were introduced to 6 items . The respondents used a 5 point likert scale (1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree) which sought to measure the relationship between the variable for the prevalence

of school management committee supervisory roles on performances using percentages, mean score and standard deviation. The details of the finding are found in the table

Another variable of the study is the Supervisory role of School Management Committee. The descriptive statistics are shown table 4.18 below:

Table 4. 18: The Supervisory Role of SMC

Descriptive Statistics							
	SD	DA	N	A	SA	Mean	Std. Deviation
	1	2	3	4	5		
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
SMC often come to school to monitor teaching and learning	0	2(7.4)	3(11.1)	6(22.2)	16(59.3)	4.3333	.96077
SMC checks on staff performance	0	2(7.4)	1(3.7)	13(48.1)	11(40.7)	4.2222	.84732
SMC checks on learners' progress and encourage them to work harder	0	0	6(22.2)	8(29.6)	13(48.1)	4.2593	.81300
SMC monitors school academic programs attendance dropt out	0	0	3(11.1)	10(37.0)	14(51.9)	4.4074	.69389
SMC discuss monitoring report for the academic growth of the school	0	0	7(25.9)	7(25.9)	13(48.1)	4.2222	.84732
SMC awards the best performances at PLE yearly to encourage competition among the learners	2(7.4)	1(3.7)	2(7.4)	10(37.0)	12(44.4)	4.0741	1.17427
Check on repeater	0	2(7.4)	1(3.7)	11(40.7)	13(47.1)	4.222	.8472

Source: primary data

The result in the table above 4.18 indicates that means for all the items were above 4. Based on the likert 5 point scale (1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree) respondents strongly agree with most aspects of the study on the supervisory role of the SMC on performance of pupils in Nebbi Municipality. This therefore means the supervisory role of the school management committee has influence on pupils' performance in Nebbi Municipal council schools in Nebbi District. The items above 4.0 included; SMC often come to school to monitor teaching and learning (4.3), SMC checks on staff performance (4.22), SMC checks on learner's

progress and encourage them to work harder (4.4),SMC monitors school academic programs attendance dropt out (4.4),SMC discuss monitoring report for the academic growth of the school (4.4),SMC awards the best performances at PLE yearly to encourage competition among the learners (4.2),Check on repeater (4.18)

The results in the table 4.8 means that the supervisory role of the school management committee influences the performance of pupils/learners in Nebbi MC Government aided primary school.

The study therefore revealed that the supervisory roles of the school management committee needed to be supported by other stake holders for effective performance enhancement in government aided schools.

The school management committee needed some small packages on monitoring and evaluation for effective supervisory roles.

Among the notable interview responses from the interviewee are;

One had to say,

When the SMC come to the school, they look at the teaching taking place in the classes, the general conduct of the learners and the usage of resources in the school.

Another interviewee respondent noted that:

When the SMC come to the school, they monitor the teaching and learning process and whether assessment is being ably undertaken in the school however they only lack the technical knowledge of support supervision thatshould have been given to the teachers”

When the SMC are in the school the whole school become active, they even check on class time table to monitor the teaching learning situation in the school.

Another had to say, the only challenge is that only committed members come to the school others only wait for meeting even if there is duty roster for them , this is possibly because when they come to the school they are given nothing to motivate them

The views of key informant supported the supervisory of the School management committee which stood at 76%

another key informant had this to say, ” reports of school visit by the members of SMC are discussed in the next executive meeting that makes the monitoring very relevant and all weakness noted are address by the school authorities ”

4.4.2 Finding on the influence of consultative roles of school management committee on performance of pupils’ in Nebbi MC

The objective 3 of the research states, to establish the influence of the consultative roles of School management committee on the pupils’ performance in government aided primary school in Nebbi Municipal Council. To understand the context of the objective the respondents were introduced to different items to have their say. Their response were aggregated using 5 point Likert scale of (1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree) which sought to measure the level of influence of SMC which were categorize using percentages mean and standard deviation as shown in the descriptive statics table 4.91 below

Table 4. 19: The Consultative Role of SMC

	SD	DA	N	A	SA	Mean	Std. Deviation
	1	2	3	4	5		
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
SMC consult with DEO on Staffing, finance and other related areas for academic performance enhancement.	0	0	6(22.2)	11(40.7)	10(37.0)	4.1481	.76980
SMC consult with the head teacher on issues of staffing, discipline finance and other academic related issues.	0	0	0	10(37.0)	17(63.0)	4.6296	.49210
SMC regularly consult with the teaching staff on way of improving pupils' attendance, reduced dropt out, repetition.	0	0	3(11.1)	13(48.1)	11(40.7)	4.2963	.66880
SMC encourages the learners to love their school and work harder for better academic performance	1(3.7)	1(3.7)	4(14.8)	11(40.7)	10(37.0)	4.0370	1.01835

Source: primary data

The table 4.19 above indicates summaries of the descriptive results from the SMC members on the consultative roles of SMC in a school. The study results in the table 4.9 revealed that , the mean was above 4.0 the response is therefore in an agreement that the consultative roles of the school management committee influences the performance of learners in Nebbi Municipal council government aided schools , the items that had an average of 4 included, SMC consult with DEO on Staffing, finance and other related areas for academic performance enhancement (4.1),SMC consult with the head teacher on issues of staffing, discipline finance and other academic related issues.(4.6),SMC regularly consult with the teaching staff on way of improving pupils' attendance, reduced dropt out, repetition (4.2),SMC encourages the learners to love their school and work harder for better academic performance(4.03).

This means the school management committee consultative roles has influence on pupils' performance in Nebbi MC Government aided primary schools for improved service delivery.

This was also supported by the interviewee responses;

One had this to say “we manage to improve on staffing because of SMC input if we together with them visit education department with a particular concern their input is always respected, even the foundation body are good they require the request of the SMC who represent them in the school upon that, in our school the foundation body is going to construct latrine for the school.

Another interviewee added, we can consult , but some times you are not given the exact thing you want, e.g. you want a Mathematic teacher in the upper class you may be given an English in the infant which may not solve your problem.

This is evidence by survey quoted below, Some district education official believes the policy of deployment without considering the interest and capabilities of the teachers although they are trained without specialization in grade III teachers training can compromised the quality of education and a concerned district education official had this to say; *“To us recruitment is informed by the number of children a given school has. But every graduate from Teacher Training Schools qualifies to be a primary school teacher. When we advertise in government we do not specify that we need a specialist in English. We say we need a primary school teacher. Therefore you may find a school has more science teachers and may be no English teacher...This is not happening in private schools, for them they are specific on the skill they are interested in”* (Namara, 2016).

Another has this to say. “you consult to get the best solution to the existing problem, teachers are so vital for the success of the school therefore we must consult with them on issues of poor performances , absenteeism , drop out repetition especially in the lower classes among others, as management consultation is so key in our roles.

The SMC members agreed with all statements regarding the consultative role of the SMC on performance of pupils in the Municipality schools.

The areas of the consultation include disciplinary cases, gaps in the teaching staff force, performance of the pupils, and availability of resources. These are consolidated from the various interview responses. No single interviewee mentioned all these areas meaning that there may be inconsistency in areas of consultation for SMCs.

4.4.3 Findings on performance on pupils' performance in Nebbi Municipal council

To understand the pupils' performance in Nebbi Municipal Council, and how the SMC influences the pupils performances, respondent's views were collected using questionnaires and guided oral question. The response were computed to form an aggregated summary using 5 point Likert scale (1 strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree) which sought to measure the performance of learners. The detail summaries are in table below 4.20 using descriptive statistics.

Table 4. 20: Descriptive Statistics

	SD	DA	N	A	SA	Mean	Std. Deviation
	1	2	3	4	5		
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
The performance of the school has been very good at PLE for the last five years	3(11.1)	3(11.1)	12(44.4)	5(18.5)	4(14.8)	3.1481	1.16697
SMC good policies can improve performance in academic , retention, reduce repletion and dropout rate	1(3.7)	2(7.4)	2(7.4)	13(48.1)	9(33.3)	4.0000	1.03775
The SMC needed to know their roles to improve on the academic performance in PLE	1(3.7)	4(14.8)	6(22.2)	10(37.0)	6(22.2)	3.5926	1.11835
SMC focused on the best strategies to improve performance	1(3.7)	4(14.8)	6(22.2)	10(37.0)	10(37.0)	4.0741	0.87380
The consultative roles of the SMC can improve on pupils' academic results at PLE if well utilized	0	0	7(25.9)	12(44.4)	8(29.6)	4.0370	0.75862
Good school policies lead to improvement in academic at PLE	1(3.7)	3(11.1)	5(18.5)	12(44.4)	6(22.2)	3.703704	1.067521

The means score of above 3. 5 relates to importance attached to the items by the respondents. In the likert scale 1 strongly disagree and 5 strongly agree any means from 3 to one reflected neutral and disagreement with the item in questions.

The respondents over 40% were not in agreement with the statement that the performance of the school has been very good at PLE for the last five years (mean=3.15, SD=1.167). this mean the 40% of participants disagree with the item which was least scored, SMC good policies can improve performance in academic , retention, reduce repletion and dropout rate (4.0) which mean SMC should generate policies that can improve pass rate , reduce repletion, dropout rate and improve on retention , The SMC needed to know their roles to improve on the academic performance in PLE (3.59) which mean the SMC success require them to know their roles, SMC focused on the best strategies to improve performance (4.07) this means there are supposed to be deliberate strategies to improve performance, The consultative roles of the SMC can improve on pupils' academic results at PLE if well utilized (4.03) this means the SMC are to consult with other stake

holders for the results to improve, Good school policies can lead to improvement in academic at PLE (3.7) this means schools success depends on good policies laid down and well implemented.

4.4.4 Chi-Square tests

The Chi-square test was intended to test how likely it is that an observed distribution is due to chance. The test was used to test independence between two variables. That means that it tests whether one variable is independent from another one. In this case, it tested whether or not a statistically significant relationship existed between the role of school management committees and academic performance in schools.

Table 4. 21: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	268.071 ^a	221	.017
Likelihood Ratio	112.596	221	1.000
Linear-by-Linear Association	2.962	1	.000
N of Valid Cases	27		

a. 252 cells (100.0%) have expected count less than 5. The minimum expected count is .04.

The study finding in the above table 4.21 indicates that there is a strong association between the influence of school management roles and pupils' performance in Nebbi municipal government aided primary school by the chi-square value of 268. This implies that school management committees do influence pupils' performance in the Municipality.

The p-value, denoted by "Asymp. Sig. (2-tailed)", is .000. This means that there's a 0% chance to find the observed (or a larger) degree of association between the variables if they are perfectly independent in the population.

However, the interviewee seems to contradict the findings and had this to say;

There are poor results in the school hence more should be done. The enrollment is still not okay, the dropout rate mostly for girls is generally high. There are many players not performing to the expectations which are a contributing factor to the current situation.

Another put the blame otherwise:

There is no support from the parents and the children don't have interest.

4.4.5 Pearson's Correlation test between the variables

The table 4.22 below indicates the analysis of relationships between the various dimensions of the roles of school management committees and academic performance using the Pearson correlation coefficient (r). This was done using the Pearson correlation table which is a measure of the linear correlation (dependence) between variables giving a value between +1 and -1 inclusive, where 1 is total positive correlation, 0 is no correlation.

Table 4. 22: Correlations

		Administrative	Supervisory	Consultative	Performance
Administrative	Pearson Correlation	1	.986**	.966**	.960**
	Sig. (2-tailed)		.000	.000	.000
	N	27	27	27	27
Supervisory	Pearson Correlation	.986**	1	.963**	.941**
	Sig. (2-tailed)	.000		.000	.000
	N	27	27	27	27
Consultative	Pearson Correlation	.966**	.963**	1	.966**
	Sig. (2-tailed)	.000	.000		.000
	N	27	27	27	27
Academic Performance	Pearson Correlation	.960**	.941**	.966**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	27	27	27	27

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

Source: primary data

The study findings show that there is a significant positive relationship between all studied variables and pupils' performance as shown by the $r > 0.9$ in all observed instances. This gives the implication that a change of 1 Standard Deviation in any of the SMC roles is associated with a change of more than 0.9000 standard deviations in pupils' performance. The low P value of 0.01 implies a large significance of the findings. The data further suggest that the sample provides enough evidence to imply that changes that occur in the roles of SMC have a great positive effect on pupils' performance of pupils in the Municipality.

The interviewee also agreed with the strong link between SMC roles and academic performance. Some responses during the interviews are noted below:

More needs to be done by the stakeholders and management to improve the academic performance of the school.

4.4 Regression Results

The study findings in the table below 4,23 indicates the regression analysis that was used to examine the extent to which the administrative role, supervisory role and consultative role predict academic performance in the government aided schools in the Municipality.

Table 4. 23: Regression results for administrative role, supervisory role, consultative role and academic performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.975 ^a	.950	.943	.22856

a. Predictors: (Constant), Consultative, Supervisory, Administrative

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-2.801	.477		-5.876	.000
	Administrative	1.149	.431	.809	2.666	.014
	Supervisory	-.551	.333	-.484	-1.654	.112
	Consultative	.905	.257	.650	3.518	.002

a. Dependent Variable: Academic Performance

The study findings in the table 4.23 reveal that administrative, supervisory and consultative roles predict up to 94.3% of the total variance in academic performance (Adjusted R-Square=0.943). This implies that the independent variables can only explain 94.3% of the changes in the dependent variable (pupils performance) while the remaining percentage can be attributed to factors other than the administrative, supervisory and consultative role of the SMC, which are not part of the current study.

More to that, among the independent variables, administrative role ($\beta=1.149$, $p<0.05$) was the better significant predictor of the pupils performance then closely followed by consultative role ($\beta=0.905$, $p<0.05$), yet the supervisory role carries a negative impact ($\beta=-0.551$, $p<0.05$). This implies that in order for the pupils performance to improve, there is a need to give the administrative role more priority compared to the others.

One interviewee recognized the role of the SMC though he noted that:

There is need to help the SMC to improve on performance this can be done through training after all most of them have sound education background.

This statement shows an underlying agreement with the link between the SMC roles. Some of the interviewee said for the best performance to be realized more all the stake holders be brought on board especially parents who tend not to give adequate support to the pupils as required of them..

One of the interviewee had this to say, *we have been given sensitive responsibility but, we have not yet been fully trained on our roles. It may only be good for those coming to the office not for the first time and yet all of us are expected to performed as required of our roles please hurry to come and train us”*

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is organized in four sections. The first section deals with summary of the findings, and then followed by the discussions in relation to the research objectives and conclusions. The third section focuses on conclusions while the final section presents recommendations which will help in improving the roles of school management committee.

5.2 Summary of the study findings

This section gives a summary of the key findings in the previous chapter. It included influences of school management committee on administrative, supervisory and consultative roles on pupils' performances in Nebbi Municipal Council government aided primary schools as discussed in 5.2.1-5.2.3.

5.2.1 The influence of administrative role of School Management Committee (SMC) on performance of pupils at Nebbi Municipal Council Schools

The study revealed that the administrative role of School Management Committee (SMC) greatly influence performance of pupils in government aided primary school at Nebbi Municipal Council. Data was collected using a survey questionnaire and interview guide and was also analyzed. The mean averages of over 4 on liker 5 point scale of 1 strongly disagree to 5 strongly agree indicates strong relationship between the independent and dependent variable. This therefore means that the effort put by the school management committee on administrative roles will significantly improve performance of pupils in Nebbi Municipal council government aided primary schools. This is further supported by Pearson correlation coefficient table 4.22 which has a strong relation between the two variables.

5.2.2 The influence of Supervisory role of School Management Committee and performance of pupils at Nebbi Municipal Council Primary Schools

The study found out the supervisory roles of the school management committee positively influences performance of pupils in government aided primary school in Nebbi Municipal council as indicated in an average score of >4 using the Likert 5 point scale of 1 strongly disagree to 5 strongly agree. This therefore implies that the supervisory role of the school management committee be enforce in the school setting for better performance of pupils in Nebbi Municipal council government aided schools.

5.2.3 The influence of Consultative role of School Management Committee and performance of pupils at Nebbi Municipal Council Primary Schools

According to the finding, the consultative role of the school management committee positively influences the performance of pupils in Nebbi Municipal council. The mean average >4.0 with the standard deviation of 0.769 implies that the consultative role of school management positively affects the performance of pupils. According to the survey done in the Eastern Uganda decentralization has enable the involvement of stakeholders in primary school programs which has fostered community ownership and increase learners performances Rose Namara(2016)

The SMC members agreed with all statements regarding the consultative role of the SMC on performance of students in the municipality schools. The interviewed headmasters noted that the various stakeholders are usually consulted. The areas of the consultation include disciplinary cases, gaps in the teaching staff force, performance of the pupils, and availability of resources. These are consolidated from the various interview responses. No single interviewee mentioned all these areas meaning that there may be inconsistency in areas of consultation for SMCs.

5.3 Discussion of the study findings

This section discusses the findings according to the study objectives as laid out in the first chapter of this report. The implication of key findings is analyzed according to the opinions of various scholars in order to arrive at a conclusion on the subject matter.

5.3.1 The influence of administrative role of School Management Committee (SMC) on performance of pupils at Nebbi Municipal Council Schools

The study finding indicates that the administrative role of SMC has significant effect on the performances of pupils, members agreed with the statements in the questionnaire regarding the administrative role of the SMC. The interviewed revealed that there is administrative role of the school management committee has significant impacts on the pupils performance.

This is in agreement with such scholars as Dean (1995), Okumbe (1998) and Mukwaya (2012) who noted that SMCs play a very important role in determining the goals and strategic plans of the schools which result into achieving high academic performance, through acquiring both human and material resources which are very vital aspects in teaching and learning activities.

As Du Preez & Grobler, (1998) have also agreed with the findings, reporting that there is a correlation between sound financial management and effective, efficient SGBs (in this case, the SMCs).

Whereas members agree with the statements on the policies, the discrepancy on academic performance can be attributed to the fact reported by Namara (2016) that misinterpretation of policies has also been a problem for some of the SMCs which limit the efficacy of the administrative role on academic performance. Antonowicz et al (2010) agree with the findings on the performance aspect in that SMCs are often found lacking the capacities to oversee and

account for utilization of resources under them. However the demographic information on the education level of the school management in Nebbi municipal tend to put this aspect at better level since over 70% of the school management committee attained education level from the level of ordinary level to diploma, this seem to assert that the management committee in urban setting have better education background and therefore can perform their roles with less challenges expected of them.

5.3.2 The influence of Supervisory role of School Management Committee on performance of pupils at Nebbi Municipal Council Primary Schools

The study finding indicated that supervisory role of the school management committee has a significant influence on performance of pupils in Nebbi Municipal Council government aided schools. The findings disagree with Osei-Owosu & Sam (2012) who were of the view that in assessing the role of SMCs in improving quality teaching and learning, the monitoring and supervision of head teachers, teachers and checking of pupil's attendance by the SMC's members is highly ineffective even though there has been occasional regular visit by members of the SMC. Although the research was not focused on the quality of supervision in the school as such, but the finding indicated that the visit of the members of school management had positive impact in the school.

One of the interviewee had this to say, *“When the SMC come to the school, they monitor the teaching and learning process, and whether assessment is being ably undertaken in the school however they only lack the technical knowledge of support supervision that’ should have been given to the teachers” another one added ,*

When the SMC are in the school the whole school become active, they even check on class time table to monitor the teaching learning situation in the school.

Another interviewee had also this to say, the only challenge is that only committed members come to the school others only wait for meeting even if there is duty roster for them, this is possibly because when they come to the school they are given nothing to motivate them

Another contradictory finding was by the world bank in Cameroon, world Bank, (2012) The study demonstrated that “accountability for school performance is weak and monitoring of teachers’ performance in the classroom is ineffective”, “...resource allocation was ineffective, and citizen participation had little impact, all of which affected performance of primary schools. Thus, there seems to be a governance dilemma in management of primary education.

Namara, (2016) also asserted that “the people who are deployed to supervise the teaching and learning process are not trained to handle such an issue and even have no proper education background; for instance the stakeholders and the foundation bodies (SMCs) comprise people who are in most cases not abreast with the education system and government policies. Such persons may make false judgment and observations during their supervision of schools”.

(Namara, 2016). further confirmed by the article which appeared on the New Vision of Friday 17th March 2017 – where “a SMC member of a Primary School in Apac District, invited for an Anti-Corruption Coalition (TAACC) meeting for a key stakeholders to discuss issues affecting education standards in the area, could neither write her name nor read” (New Vision, March 17, 2017: 13).

This analysis therefore requires that there should be a minimum entry point for one to serve as member of school management committee since they perform sensitive role in the school management system.

The committee themselves are to be trained if they are supposed to do meaning supervision in the school setting .much as the finding agree with the importance attached to the school management committee role, a deliberate effort by government to make them be relevant in the school be expedited.

However the finding is also supported by the interview results and the Pearson correlation coefficient which shows a strong positive relationship among the variables.

The interviewed respondents also generally took the same position as the responses from the questionnaires.

5.3.3 The influence of Consultative role of School Management Committee and performance of pupils at Nebbi Municipal Council Primary Schools

The study finding indicated that there is a significant relation between consultative role of school management committee and pupils' performance in government aided primary school in Nebbi municipal council. The study finding was concerned with the school management consulting with the primary stakeholders to improve on performances of pupils. The SMC members agreed with all statements regarding the consultative role of the SMC on performance of students in the municipality schools. The interviewed headmasters noted that the various stakeholders are usually consulted. The interview results indicate that in some schools staff performance not given priority attention yet it is also linked to academic performance. There is lack of uniformity of which stakeholders to consult and how they will be consulted.

The study finding contradicts the SMC Handbook (2005), which states that the stakeholders to be consulted by the SMCs includes; the DEO (Municipal Education Officer in cases of Municipal

Councils), Head teachers, teachers, learners, members of the communities with interest in the education sector and parent among others.

Results from the interviews however mostly agree with the WB Report (2012) which suggests that despite the clearly stated partnership arrangement in the governance of primary education among policy makers, implementers and beneficiaries under the decentralized setting, there is declining performance and quality of primary education.

The study carried in the Eastern Uganda affirms that consultative roles of the school management committee influences performance in schools (Namara 2016).

The school management committee must identify the stakeholder to consult who are relevant on the aspect of needs of the school. This therefore affirms that there is a significant influence on the administrative roles of school management on pupils' performance in government aided school in Nebbi Municipal council.

5.4 Conclusions

Based on the study findings several conclusions were made;

5.4.1 The influence of administrative role of School Management Committee (SMC) and performance of pupils at Nebbi Municipal Council Schools

The findings of the study showed that the School Management Committees Administrative role have a significant influence on performance pupils. It is therefore concluded that performance of Nebbi Municipal council is highly associates with administrative role of school management committee. There is a positive relationship on administrative role of School Management Committee (SMC) and performance of pupils. The administrative role is the most important aspect of the SMC in ensuring academic performance of government aided schools in the Municipality.

5.4.2 The influence of Supervisory role of School Management Committee and performance of pupils at Nebbi Municipal Council Primary Schools

The finding of the study showed that there is a positive significant influence in school management committee supervisory role (SMC) and performance of pupils. The supervisory role of school management committees poses a weaker comparative effect in light of the other roles as seen in the regression results. It is therefore concluded that SMC is more of a strategic body which points towards a certain direction and leaves the groundwork to the school administration to handle. Hence the performance of the schools must be monitored through supervisory role for the desired goal achievement and all the roles of the school management committee are intertwined that makes each not stand alone but complement one another.

5.4.3 The influence Consultative role of School Management Committee improve performance of pupils at Nebbi Municipal Council Primary Schools

The study finding further showed that the consultative roles of the school management committee has a positive significant influence on pupils performance in government aided primary school in Nebbi MC this was centered on the empirical results, it was concluded that consultative role of management committee has influence on performance.

5.5 Recommendations

In light of the study conclusion a number of recommendation were made;

5.5.1 The influence of administrative role of school management on pupils' performance.

As noted from the study, the effective participation of SMC in education has various benefits and indeed SMC members agreed with the statements in the questionnaire regarding the administrative role of the SMC. However, there is ineffective administrative participation of the SMC in planning,

financial management and policies. This is despite the various efforts made by the members in these aspects. This is evidenced by the poor academic performance attested to by all respondents. Prudent financial management is crucial in realizing the set goals of academic performance in these schools. Children's performance has gone down because the learners do what they want and wish. This all comes down to lack of sufficient training of the SMC members.

This finding recommends that the school management committee capacity be enhanced by the local government to improve on their administrative role implementation.

As noted by one of the scholars and still relevant to this study, schools should now take more responsibility for financial matters and be more accountable to the community. This can be through SMCs that oversee management, budgets and procurement. The current efforts have yielded little results hence more should be done to get better performance

There is need to empower the SMCs to independently take steps which will improve the academic performance of pupils school reduce on the repetition arte , improve on retention in and reduced on the dropout rates in the schools instead of tying them to be rigid general. Approach which only serves to promote laxity and kills innovation be discourage in the school setting. This is because each school is in a unique academic performance environment and general guidelines should simply be provided but specifics left to individual schools. For example the government policy on recruitment of any teacher for all subjects hurts rather than helps academic performance.

.SMCs should provide a clearer strategic lead on Financial Management issues more robustly and ensure that the school is properly accountable for the financial aspects of its performance. This should be done by recruiting qualified financial analysts by the government and deploying them to these schools with a view to boosting the academic performance therein

Voluntary work is always very difficult and expensive to handle without serious commitment on the side of volunteer hence reasonable allowance be allocated to the SMC to motivate them.

An aspect of minimum education entry point into the management committee be establish by the relevant authority for policy analysis and implementation improving the quality of the smc.

5.5.2 The influence of the supervisory roles of school Management Committee on pupils' performance.

Since the study finding established that that the management committee are supervising schools and positive influence on pupils' performance there is need to equip the school management committee with the relevant monitoring tool so as to support the school more formally.

The school management committee usually carries monitoring which is an aspect of supervision in the schools but are not well oriented to do the work required of them.

School needed to develop update data bank which will help the committee to monitor aspects of retention in schools, absenteeism of both the teachers and the learners, repetition rate by class level, drop out at class level and the pass rates of the learners. This kind of tracking device when introduced will enable the committee to take up an informed decision regarding pupils' performance using an holistic approach.

Standardized performance measures need to be put in place to harmonize the criteria by which performance of schools is measured. This is because there are different key performance indicators supposedly used by the SMCs as evidenced by the different stakeholders and areas which they inquire when they interact with the schools.

The foundation body needed to be guided on the selection of quality members of school

management committee since they have the 50 % in the management and taking key leadership position in the management as provided education Act (2008) hence have the greatest influence in management decision.

5.5.3. The influence of consultative roles of school management committee and pupils performance.

In line with the cited good governance theory, SMC needs other stakeholders if the performance of the pupils in government-aided primary schools in Nebbi Municipality is to improve. They needed to undertake consultation which allows them get different perspectives from the parents, teachers and learners because consultation enables the SMC to make an informed decision and therefore reduces chances of risks. The types of stakeholders and the areas of consultation however, differ from school to school hence no standardized consultation criteria are used by the committees. Some stakeholders may therefore pose undue influence over others which can end up serving selfish interests, for example by politicians

5.6 Limitations to the study

The researcher experienced resource constraints during the process of data collection in terms of financial and time restrictions, but these were managed by prior planning and budgeting for the available resources as well as seeking research funding from key stakeholders in the education sector.

Reliable literature on academic performance is still limited and few field experiments are available in Uganda's case. The researcher tried as much as possible to collect primary data from the field in order to make a valuable contribution to filling this literature gap.

Lack of cooperation from the respondents was experienced by the researcher but this was offset by early testing of the questionnaire in order to acquaint the respondents with its contents and what was required of them in the actual study.

Over estimated population of school children in schools some peri- urban schools registered fewer candidates as projected and the researcher had to bring them all on board since they less than the sample size.

5.7 Areas for further research

This research has focused on the influence of the school management committee and pupils performance in government schools in Nebbi Municipal council Nebbi district. Future research should explore the following areas;

- i) The influence of foundation body on school management committee roles; this is because the foundation body in the membership is at 50% therefore have higher influence.
- ii) Similar research on the influence of school management committee roles and pupils performance in the rural school a case study. This is because this study was in urban setting.
- iii) Comparative study of performance of school management committee in government aided primary school and private school; this is because statistics revealed that the private school performance is better than government schools.

REFERENCE

Achombo, Christine Nyipir (2010). Factors affecting the performance of pupils in primary schools in Paidha town council: a dissertation submitted to Graduate School in partial fulfillment of requirements for the award of the Degree of Masters of Arts in Educational management of Makerere university. Kampala: Makere University.

Ackerman, John (2004). Social Accountability for the Public Sector: A Conceptual Discussion. Draft paper prepared for the World Bank.

Agarwal, Sanjay; Heltbery, Rasmus; and Diachok, Myrtle. World Bank (2009). Scaling-Up Social Accountability in World Bank Operations, p. 2

Akyeampong K & Lewin K (2002). *From student teacher to newly qualify teacher in Ghana*. Insight into becoming a teacher .International journal of educational development.

American Indian Foundation, AIF (2009). School Management Committee and the Right to Education (RTE) act 2009 resource material for smc training manual. New Dehli: AIF. Retrieved from: <http://aif.org/wp-content/uploads/2012/08/SMCBook1.pdf>

Amin E.M (2005). *Social sciences research concept, methodology and analysis Makerere University*

Amstrong M (2000). *How to be an even better manager*. Kogen Manager Page Ltd 120 Pentoville Road, London.

Armstrong M & Baron .A (1998). *Performance management –the new realities –London*: Institute of personnel & development.

Arnott M (200). The Government of schools” Restructuring the governance of school “Mc Grand hill – New York.

Atkinson, M. & Coleman, W. (1992). ‘Policy Networks, Policy Communities and Problems of Governance’, *Governance*, 5 no. 2, pp 154 – 80.

Aventrop R Y L and Soren N (2004). *A conference paper Kenya Lesotho Malawi and Uganda; Universal primary education and poverty reduction, Shanghai China*.

- Baku, J.K. (1997). The effects of community participation in the provision of basic education on access and quality of education. Bamako. Educational Research Network for West and Central Africa. (ERMWACA) Research Paper. Pp3-5.
- Barifaijo K.Mary, Basheka ,B.M& Oonyu,J (2010). How to write a good dissertation, thesis guide to graduate studies edition New vision Printing& publishing Ltd.
- Bartol K .M.&Murilin DC (1994) .*Management 2nd Edition* MC Grow Hill inc.
- Best, Jacqueline & Gheciu, A. Eds (2014). The ‘Demand Side’ of good governance: the Return of the Public in Global Governance. Publisher: Cambridge University Press. pp.97-119
- Broadbent, J; Dietrich, M & Laughlin, R. (1996). Development of Principal – Agent, Contracting and accountability Relationships in the Public Sector: Conceptual and Cultural problem’, *Critical Perspectives on Accounting*, 17, pp. 259 – 84.
- Bukovansky, Mlada. 2002. “Corruption is bad: Normative dimensions of the anti-corruption movement.” ANU Department of International Relations Working Papers (WP2002/5).
- Businge Canon (2015). Primary leaving Examination 2014 released. *The New Vision, January 16, 2005*. Kampala: The New Vision Printing Corporation. Pp
- Business Dictionary (n.d). Performance: definition. Retrieved from the website: <http://www.businessdictionary.com/definition/performance.html>
- Business Dictionary (n.d). Policies and procedures, definition. Retrieved from the website: [http://www.businessdictionary.com/definition -and-procedures.html](http://www.businessdictionary.com/definition-and-procedures.html)
- Chandan J.s. (1987). *Management theory & practice*, UBS Publishers Distributor PVT Ltd New Delhi

- Child M (2002). *Modifying organizational strategies for work in the knowledge society*. Initial training for employability & work. ILO Parish.
- Conkraft A (1998). *Teachers' students and pupils, a study of teaching and learning in lower primary classes in Southern Malawi* unpublished thesis.
- Constitution of Republic Of Uganda (1995)
- Creswell, John W (2003). *Research design; qualitative, quantitative and mixed methods* approach 2nd edition sage publication Ltd 6 Bonhill Street London
- Cushworth .JW and Frank T.R (1996). *Managing project in developing countries* –Addition.
- Dean, J. (1995). *Management of the Primary School*. New York: Routledge.
- Ferguson, R. F. (1990). *Racial Patterns on How School and Teacher Quality Affect Achievement and Earnings*. Dallas: Meadows foundation.
- Gamble, A. (1990). 'Theories of British Politics', *Political Studies*, 30, pp. 404 – 20.
- Higgins, K. (2009). *Regional Inequality and Primary Education in Northern Uganda* Policy Brief No 2. Prepared for the World Development Report 2009. Retrieved from: <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/3377.pdf>
- Hood, C. (1991). 'A public Management for all Seasons', *Public Administration*, 69, pp. 3 – 19.
- Howard & Opton (2015). *Business finance and financial management*. Retrieved from: <http://upscalingfinance.weebly.com/business-finance-and-financial-management.html>
- Hoy W K and Miskel C.G. (1987). *Education Administration*. Theory Research and Practice 3rd Edition New York Mc Grow Hill, Inc.
- Jimmy Chelangat (2014) *management practice and academic performance of pupils in UPE schools in Bukwo district-Uganda*

- Katleen, Florestal & Robb, Cooper (1997). *Decentralization of education*, Legal issue the World Bank Washing DC.
- Kooiman, J. (1993). 'Social-Political Governance: Introduction'. In J. Koiman (ed.), *Modern governance*. London: Sage, pp. 1-9.
- Kooiman, J. & Van Vliet, M. (1993). 'Governance and Public Management'. In K. Eliassen and J. Kooiman (eds.), *Managing Public Organizations, 2nd ed.*, London: Sage.
- Kosha (2001). "The roles that school governing bodies plays" in school management education *Africa forum*, Marray & Robert South Africa.
- Kundu, C.L. & Tutoo, D.N. (2000). *Educational Psychology*. New Delhi: Sterling Publishers PVT Ltd.
- Mafabi H N (1994). *Education Management and administration* Makerere University Kampala.
- Malena, Carmen; Forster, Reiner; Singh, Janmejay. (2004) "Social Accountability: An Introduction to the Concept and Emerging Practice. Social Development Paper Series, Paper No. 76
- Meredith. D. Gall, Joyce P. Gall, Walter R. Borg (2007) *Education Research*, New York, Mexico City, Toronto London
- Ministry of education and Sport (May 2011). *Hand book on teacher/tutor, instructor education and training*, Act, Policy Guide line & regulation.
- Mugisha, B. A. (1991). An investigation into the Causes of Poor Performance in Business Studies Subjects in Selected institutions in Kampala District. Unpublished dissertation, Makerere University Kampala, Uganda.

- MukwanyaYekosofata Julius (2012). *The relationship between roles performance of school management committee and construction Quality of primary school in Mukono district, Uganda.*
- Musaazi J C S (1982). *The theory and Practice of Educational administration.* London Macmillan Education Ltd.
- Namara, Rose B. (2016). Decentralized Governance of Primary Education and Performance of pupils in primary schools in Eastern Uganda: A paper for the IASIA conference, Chengdu China, September 2016.
- Nishimura, M, Ogawa, K, Sifuna D.N, Chimombo, J., Kunje, D., Ampiah J.G., Byamugisha, N., and Yamada, S.(2009). A Comparative Analysis of Universal Primary Education Policy in Ghana, Kenya, Malawi, and Uganda. CICE Hiroshima University, Journal of International Cooperation in Education, Vol.12 No.1 (2009) pp.143-158.
- Nssah, B.E (Un dated) Achieving Universal Primary Education through School Fee Abolition: Some Policy Lessons from Uganda:<http://www.worldbank.org/en/search?q=regional+disparity+in+performance+of+primary+education+in+uganda>
- Oakland J S (1995).*Total quality Management, Butter Worth –Heinemann ltd.* Linacre House, Jordan hill Oxford.
- Okumbe, O. (1998). Educational Management, Theory and Practice. Nairobi: Nairobi University Press.
- Okumbe, J. A. (1992). Levels of job satisfaction among graduate teachers in secondary schools in Siaya District and Kisumu Town. Doctoral Thesis. University of Nairobi
- Okumbe J A. (1999). Education management, Nairobi university press.

Osborne, D. & Gaebler, T. (1992). *Reinventing Government*. Reading, Mass: Addison_Wesley.

Ose-Owusu, Benedict & Sam, Francis Kwame (2012). Assessing the Role of School Management Committees (SMCs) In Improving Quality Teaching and Learning in Ashanti Mampong Municipal Basic Schools in *The Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 3(5): 611-615.

Oxford University press (2001). *The New Oxford Dictionary of English* publish in USA by oxford university press inc., New York.

Poverty trends in Uganda, Who gained and who was left behind? Retrieved from: <http://siteresources.worldbank.org/INTUGANDA/Resources/uganda-poverty-and-inequality-trends-full-policy-note.pdf>

P.W Betts (1993) Supervisory management 6th ed.

Prinsen G. and Titeca, K. (2008). Uganda's Decentralised Primary Education: Musical chairs and Inverted Elite Capture in School. *Public Administration and Development*, 28, 149–164 (2008).

Putman, R. (1993). *Making Democracy work*. Princeton: Princeton University.

Reinikka, R. & Svensson, J. (2004). Local Capture: Evidence from a Central Government Transfer Program in Uganda. *The Quarterly Journal of Economics* (2004) 119 (2): 679-705.

Rhodes, R. (1996). 'The New Governance: Governing without Government', *Political Studies*, 44, pp. 652-67.

Robins & Coutler M (1996). *Management 6th Edition upper saddle River, N, J* prentice Hall.

Rose Wabwire (2011). *School management committee work culture and effective management of primary school in Uganda. A case study of Busia District*.

Rosenau, J. (1992). 'Governance, Order and Change in World Politics'. In J. Rosenau and E-O. Czempiel (eds.), *Governance without Government: Order and Change in World Politics*, Cambridge University, pp. 1-30.

Saito F. (2003). *Decentralization and Development Partnerships—Lessons from Uganda*. Springer: Tokyo.

School Education- Right to Education Act (2009). *Constitution of school management committee order issue dated 26/12/2011 (India)*.

Sekeran U (2000). *Research method for business –New York*, John Willey & son Press.

Stewart, J. (1996). 'A Dogma of Our Times – the Separation of Policy-Making and Implementation', *Public Policy and Management*, July – September, pp. 1-8.

Stroner J. A.F. Freeman E.R. and Gilbert D R (1995). *Management 6th Edition*. Prentice Hall .Inc, Eagle wood cliff, W.J USA.

The New Vision (2017). Apac Committee Member fails to write her name: *an article on the New Vision, March 17, 2017*. Kampala: The New Vision Printing Corporation. Pp 13.

UNEB newsletter volume no. 3, 1995.

UNESCO (n.d). The Concept of Education: strengthening education system, quality framework. Retrieved on March 25, 2017 from UNESCO Website: <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/concept-of-governance/>

Trade Union and Labour Relations (Consolidation) Act 1992 (c.52), section 178

Wandera Stephen (16th, March 2015:8). Daily monitor, *Education system dividing Ugandans* Makerere chancellor.

WB (2012). Better governance: improving education outcomes through better governance in Cameroon, integrating supply and demand side approaches. Retrieved from: <http://www.worldbank.org/en/news/feature/2012/04/11/better-governance-improving-education-outcomes-through-better-governance-in-cameroon-integrating-supply-and-demand-side-approaches>

Wesley, Longman Ltd Edinburgh Gate Harlow Essex cm 202 JE England.

William R.C Barbara H Jan R & Geoff S (1998). *Sweeping decentralization of education decision making authority* in Duskin/Mc Grow Hill Annual Edition p: 57-62

World Bank (n.d). SAR Thematic Brief: Decentralization and Local Governance.

World Bank ([WB] (undated). Poverty trends in Uganda, Who gained and who was left behind? <http://siteresources.worldbank.org/INTUGANDA/Resources/uganda-poverty-and-inequality-trends-full-policy-note.pdf>

Bank Bank (2005). "Empowering People by Transforming Institutions: Social Development in World Bank Operations.

World Bank (2007). Social Accountability Sourcebook.

APPENDICES

APPENDIX I: RESEARCH INSTRUMENTS

**APPENDIX 1A: QUESTIONNAIRE FOR SCHOOL MANAGEMENT COMMITTEES
THE ROLES OF SCHOOL MANAGEMENT COMMITTEES AND PERFORMANCE OF
GOVERNMENT- AIDED PRIMARY SCHOOLS IN NEBBI MUNICIPAL COUNCIL,
NEBBI DISTRICT OF UGANDA**

Dear Sir/Madam,

I am conducting a survey on the impact of ‘the Roles of School Management Committees and performance of Government – Aided Primary Schools within Nebbi Municipality, in Uganda. This questionnaire is designed for School Management Committees, and you have been identified as one of the resourceful respondents to provide useful information for this study. The study is purely for academic purpose, as part of a Master degree program in Management Studies of Uganda Management Institute (UMI). Kindly fill in the questionnaire following the guidelines provided. Your participation is purely voluntary, and your response will be treated with utmost confidentiality.

Thank you very much in advance, for accepting to fill in the questionnaire.

Yours faithfully,

Innocent Openytha

RESEARCHER

Name of school:.....

S/N	STATEMENT	SCORES				
		<i>(tick appropriately)</i>				
AB1	Administrative role of SMC	SA	A	N	DA	SDA
		5	4	3	2	1
AB1.1	Planning					
7	SMC are involved in school planning					
8	SMC approves school development plan annually					
9	SMC prioritizes academic in their plan					
10	SMC revisit their plan regularly to identify gaps to address					
11	SMC initiate and organizes regular meetings for the school					
AB1.2	Finance					
12	SMC have functional SMC finance committee					
13	SMC ensures that there is functional Staff finance committee					
14	SMC approves school budgets					
15	SMC prioritizes academic in budget					
16	SMC get adequate financial support from parents towards academic program					
17	SMC mobilizes resources to support the school from other stake holders					
AB1.3	Discipline	5	4	3	2	1
18	There is SMC Disciplinary committee in the school					
19	SMC ensures the school has measures to control discipline					

20	The staff has recommendable level of discipline					
21	Good discipline is a prerequisite to good academic performance					
AB1.4	Policies	5	4	3	2	1
22	The school has vision and mission statement					
23	The school has a well stated objectives for achieving the mission					
24	The school has functional school rules and regulation blessed by SMC					
25	The SMC have developed policies which favors school academic program					
26	The SMC from time to time review the success of the policies in place					
27	SMC from time to time review the policies in place					
AB2	Supervisory Role (Monitoring and Evaluation)	5	4	3	2	1
28	SMC often come to school to monitor teaching and learning					
29	SMC checks on staff performance					
30	SMC checks on learners progress and encourage them to work harder					
31	SMC monitors school programs					
32	SMC discuss monitoring report for the growth of the school					
33	SMC awards the best academic performances yearly to encourage competition among the learners					

AB3	Consultative role	SA	A	N	DA	SDA
		5	4	3	2	1
34	SMC consult with DEO on Staffing, finance and other related areas for academic performance enhancement.					
35	SMC regularly consult with the teaching staff on way of improving pupils' attendance, reduced dropt out, repetition					
36	SMC regularly consult with the teaching staff on way of improving pupils' academic performances retention reduction in repetition and drop out,.					
AB4	Performance at Schools (dependent variable)	5	4	3	2	1
37	The performance of the school has been very good at PLE for the last five years					
38	SMCs mobilize and encourage parents to enroll their children at the school					
39	The school dropout rates has been maintained at the lowest due to SCMs participation					
40	The SMCs plays good role to ensure that the Rate of retention of pupils in the school is at recommendable level					
41	I attribute the overall pass rate in at the school to the good work of SMCs					
42	The SMCs have their best to reduce the rate of repetition in classes					

Thank you for your participation

APPENDIX 1B: QUESTIONNAIRES FOR UPPER PRIMARY CLASS TEACHERS

THE ROLES OF SCHOOL MANAGEMENT COMMITTEES AND PERFORMANCE OF GOVERNMENT - AIDED PRIMARY SCHOOLS IN NEBBI MUNICIPALCOUNCIL, NEBBI DISTRICT OF UGANDA

Dear Sir/Madam,

I am conducting a survey on the impact of ‘the Roles of School Management Committees and performance of Government – Aided Primary Schools within Nebbi Municipality, in Uganda. This questionnaire is designed for class Teachers and you have been identified as one of the resourceful respondents to provide useful information for this study. The study is purely for academic purpose, as part of a Master degree program in Management Studies of Uganda Management Institute. Kindly fill in the questionnaire following the guidelines provided. Your participation is purely voluntary, and your response will be treated with utmost confidentiality.

Thank you very much in advance, for accepting to fill in the questionnaire.

Yours faithfully,

Innocent Openytha

RESEARCHER

Name of school

SECTION BA: DEMOGRAPHIC INFORMATION

(Please tick as appropriate)

1. Gender: a) Male b) Female
2. Age: (a) 18 – 28 (b) 29 – 39 (c) 40 – 50
 (d) 51 - 60 (e) Above 61
3. Responsibility at the School:
 (a) Class Master (b) Class Teacher
 (c) Head of Department
3. Years of service in the Shool Management Committee:
 (a) 1-3 years (b) 4-6 years (c) 7 - 9 years
 (d) 10 and above
4. Participation in Examination Activities:
 (a) PLE Examiner (b) District Mock Examiner (c) None
5. Education Level:
 (a) Grade III Certificate (b) Diploma (c) Bachelor Degree
 (d) Masters

SECTION BB: THE ROLES OF SCHOOL MANAGEMENT COMMITTEES

The following keys shall apply: 5-strongly agree, 4-agree, 3- neutral, 2- disagree, 1-strongly disagree.
 Fill free and tick in the appropriate box, as an answer for each of the question.

S/N	STATEMENTS	SCORE				
		<i>(tick appropriately)</i>				
BB1	Administrative role of SMC	SA	A	N	DA	SDA
		5	4	3	2	1
BB1.1	Planning					
7	SMC are involved in school planning					

8	SMC approves school development plan annually					
9	SMC prioritizes academic in their plan					
10	SMC revisit their plan regularly to identify gaps to address					
11	SMC initiate and organizes regular meetings					
BB1.2	Finance	5	4	3	2	1
12	There is functional SMC finance committee					
13	There is school functional Staff finance committee					
14	SMC approve school budget after staff finance committee					
15	SMC prioritizes academic in their budget					
16	SMC get adequate financial support from Parents towards academic program					
17	SMC mobilizes resources to support the school from other stake holders					
BB1.3	Discipline	5	4	3	2	1
18	There is SMC Disciplinary committee in the school					
19	The school has measures to control discipline					
20	SMC ensures that staff has recommendable level of discipline					
21	Good discipline is a prerequisite to good academic performance					
BB1.4	Policies	5	4	3	2	1
22	The school has vision and mission statement					
23	The school has a well stated objectives for achieving the mission					
24	The school has functional school rules and regulation blessed by SMC					

25	The SMC have developed policies that favors school performances					
26	The SMC from time to time review the success of the policies in place					
BB2	Supervisory role- (Monitoring &Evaluation)	5	4	3	2	1
27	SMC often come to school to monitor teaching and learning					
28	SMC checks on staff performance					
29	SMC checks on learners progress and encourage them to work hard					
30	SMC monitor school academic programs					
31	SMC discuss monitoring report for the academic growth of the school					
32	SMC awards the best academic performances yearly to encourage competition among the learners					
BB3	Section T F Consultative Role	5	4	3	2	1
33	SMC consult with DEO on Staffing, finance and other related areas for academic performance.					
34	SMC consult with the head teachers on issues of staffing ,discipline finance and other related issues					
35	SMC regularly consult with the teaching staff on way of improving pupils' attendance, reduced dropt out, repetition					
BB4	Performance (dependent variable)	5	4	3	2	1
36	The performance of the school has been very good at PLE for the last five years					

37	SMC good school policies can improve performance in academics, retention rate while reducing on drop out and repetition rates.					
38	I am satisfied with the mobilization of SMCs in enrollment of pupils at the school					
39	The school dropout rates has been maintained at the lowest due to SCMs participation					
40	The SMCs plays good role to ensure that the Rate of retention of pupils in the school is recommendable level					
41	I attribute the overall pass rate in at the school to the good work of SMCs					
42	The SMCs have their best to reduce the rate of repetition in classes					

Thank you for participating

**APPENDIX 1C: QUESTIONNAIRE FOR THE LEARNERS/CANDIDATES
THE ROLES OF SCHOOL MANAGEMENT COMMITTEES AND PERFORMANCE OF
GOVERNMENT - AIDED PRIMARY SCHOOLS IN NEBBI MUNICIPALCOUNCIL,
NEBBI DISTRICT OF UGANDA**

Dear Candidate,

I am conducting a survey on the impact of ‘the Roles of School Management Committees and performance of Government – Aided Primary Schools within Nebbi Municipality, in Uganda. This questionnaire is designed for learners, who are in Primary Seven and you have been identified as one of the resourceful respondents to provide useful information for this study. The study is purely for academic purpose, as part of a Master degree program in Management Studies of Uganda Management Institute. Kindly fill in the questionnaire following the guidelines provided. Your participation is purely voluntary, and your response will be treated with utmost confidentiality.

Thank you very much in advance, for accepting to fill in the questionnaire.

Yours faithfully,

Innocent Openyho

RESEARCHER

Name of school

13	There is school Staff finance committee			
14	SMC allocate money for our studies			
15	We get academic support from smc budget			
16	SMC meet our parents to make them contribute for our learning			
17	Our parents willingly contribute to support our education.			
CB1.2	Discipline	3	2	1
18	There is SMC Disciplinary committee in the school			
19	School has way to control discipline			
20	The school has staff who are well behaved/discipline			
21	Good discipline in the school can lead to good academic performance			
CB1.3	Policies	3	2	1
22	The school has vision statement			
23	The school has school rules and regulation			
24	The school rules and regulation is known by us			
26	The school rules and regulation help us to be discipline			
27	The rules are also change sometimes			
CB2	Supervision (Monitoring & Evaluation)	3	2	1
28	SMC often come to school to monitor teaching and learning			
29	SMC checks on staff performance			
30	SMC come to our class and encourage us to work harder to improve on academic performance.			
31	SMC come to school to see how teaching is going on			
32	SMC check on our attendance, drop out			
33	SMC awards the best academic performance to encourage competition.			
CB3	Consultative Role of SMCs	3	2	1
34	DEO has posted good teachers to our school			
35	Our class has been given the best teachers			

36	SMC regularly consult with the teaching staff on way of improving our academic performances and attendance.			
37	SMC encourages us to work to avoid repeating and to complete primary level.			
CB4	Performance at the School (dependent variable)			
38	The performance of the school has been very good at PLE for the last five years			
39	SMC support parents to bring children to school			
40	The SMC are always concern with our attendance, and drop out.			
41	The SMC come to encourage so all of finish school			
42	Smc has supported us so as not to repeat clseses			

Thank you very much for your participation

APPENDIX 2: GUIDED INTERVIEW FOR THE HEAD TEACHERS AND SMCs

THE ROLES OF SCHOOL MANAGEMENT COMMITTEES AND PERFORMANCE OF GOVERNMENT - AIDED PRIMARY SCHOOLS IN NEBBI MUNICIPALCOUNCIL, NEBBI DISTRICT OF UGANDA

SECTION A: SCHOOL MANAGEMENT COMMITTEE ROLES

1. What are your roles as SMC?

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

2. How are the SMC involved in the school planning?

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

3. What are some of your priority areas in the planning cycle?

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

4. What measures have in place to curb indiscipline cases in the school?

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

5. What are some the policies you have in the school that promote academic performance of learners

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

6. What do you monitor when you come to the school?

.....
.....

7. What have put in place to ensure things you monitor are in order?

.....

How?

.....
.....

8. Do you normally come to the school to observe academic progress of the school?

.....
.....

9. Who are some of the stake holders you consult:

.....
.....

10. What are some areas of your consultation?

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

SECTION B: ACADEMIC PERFORMANCE

11. What do you comment about the performance of learners at PLE

.....
.....

12. What is your comment on the general performance of the school in regards to enrollment, dropouts, retention and repetitions in classes, other than P7.

.....
.....

13. Why do you think the result the school is what it is, in regards to your roles as SMC/

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

14. What strategies have you put in place to improve the performance trend of the school?

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

Thank very much for participating in the discussion, and God bless You

APENDIX III: LETTER FROM UGANDA MANAGEMENT INSTITUTE

APENDIX IV: ANTI PLAGARISM REPORT

APPENDIX IV: KREJICE & MORGAN (1970) SAMPLING TABLE

Population Size	Sample Size	Population Size	Sample Size	Population Size	Sample Size
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384