

ASSESSMENT OF THE ROLE OF SCHOOL MANAGEMENT COMMITTEES ON THE
ACADEMIC ACHIEVEMENT OF LEARNERS IN UNIVERSAL PRIMARY
EDUCATION SCHOOLS IN BUGIRI DISTRICT

BY

FRED OLOKA

SEP16/MME/026U

SCHOOL OF BUSINESS AND MANAGEMENT

SUPERVISOR

DR. DORIS KAKURU

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study will focus on examining the role of School Management Committees on the academic achievement of learners in Universal Primary Education schools. School Management Committee in this study is conceived to be an independent variable while academic achievement is the dependent variable. The role of School Management Committees will be measured in form of teachers' motivation, school monitoring, good working relationship, routine visits and supervision, accountability and resource mobilization while academic achievement will be measured in form of improved teaching-learning condition, grades obtained by the pupils, quality results achieved as explained in the conceptual framework in figure 2.1. This chapter also presents the background to the study, statement of the problem, purpose of the study as well as the objectives of the study, in addition to research questions, hypotheses of the study, conceptual framework and significance of the study, the justification, scope of the study and operational definitions.

1.2. Background to the study

The background of this study is sub divided into four systematically linked perspectives namely: historical perspective that shows the previous past studies conducted at various levels, theoretical perspective that shows theory upon which the study is based, conceptual perspective that gives the definition of key variables and contextual perspective that shows the problem that has prompted the study.

1.2.1 Historical background

In the last three decades, the world has witnessed shifts in views on the extent to which the state should provide and control education and other services to its citizens. As part of education and public sector reforms, many countries across the globe chose to decentralize

the administration and financing of education services to regional, local and school levels (Opande, 2013:1).

In Britain, the Conservative Party's manifesto for the 1987 national election contained proposals for four major reforms each of which had implications on the management of schools and a shift in the centralization-decentralization continuum towards self-management. It entailed a national core curriculum, control over school budget to be given to governing bodies and head-teachers of all secondary and many primary schools within five years. And at the same time, allowing state schools to opt out of Local Education Authority (LEAs) control with grants from the national government being made directly to the schools. School Management Committee then allocate the resources according to the needs at school level (Caldwells and Spinks, 1998).

The British reform Act of 1988 gave way to great devolution of power to individual governing bodies. The school managements play a great role in formulating all policies in schools and left the day to day administration of every school to the head-teacher. The general responsibilities of school governors in Britain include; the establishment of the educational needs and priorities of the school, allocation of funds, monitoring of impact of decision taken and evaluation of the effectiveness of the programmes undertaken (Cave and Wilkinson, 1990).

In the United States, public education is a state responsibility. According to Dupuis, Musial, and Hall (1994), public schools are organized into similar schools which have similar purposes. However, substantial level of community control has been achieved with the creation and empowerment under state law of locally elected school boards, which have the responsibility for schools affairs.

Educational management in Kenya's primary and secondary schools is the responsibility of the School Management Committee. The Kamuge Report (1988) recommended that the members of the SMC be appointed from among the persons who have qualities of commitment, competence and experience. Opande (2013) carried out a study on the influence of school management on public primary schools performance in Migori district, Kenya that revealed that the SMC had not coordinated and supervised well the provision of necessary learning materials like text books, furniture and classrooms. Most of SMC members were found to be ignorant of their roles as far as academic matters were concerned since the majority of them were either semi-literate or illiterate and were unable to make appropriate decision which translates into better Education (KCPE) results.

In Uganda according to Passi (1995), SMCs were established by state government after independence from colonial rule in an attempt to reduce the influence of churches on primary education and establish its own administrative system. In 1998, with the introduction of Universal Primary Education (UPE), SMCs were reconfirmed as the statutory organs at school level and represent government and thus formally remain in control of decentralized education (Government of Uganda, Ministry of Education and Sports, 1998:17). According to Section 58, Part V, pp.51-52 of the Education Act, the School Management committees are charged with the following responsibilities:

- (i) "The SMC shall manage the School for which it has been established in accordance with the Act and its regulations.
- (ii) The functions of the committee shall in so far as they relate to the day to day administration and conduct of the School be performed by the Head-Teacher on behalf of the management committee.

- (iii) A member of the committee shall not be subject to any personal liability of any contract entered into by or on behalf of the management, in so far as he or she acted in good faith.
- (iv) There shall be consultation with the foundation body e.g. Church before transfer or posting of a Head-Teacher and deputy Head-Teacher to a School.
- (v) A management committee shall have the right to appeal to the District Council against the posting or transfer of a teacher to or from a School within twenty-one days from the day it is notified of the posting or transfer.
- (vi) Where there is an appeal by the management committee under sub-regulation (v), the teacher affected shall be informed of the reasons giving rise to the appeal to enable him or her to respond.
- (vii) At the hearing of the appeal referred to in sub-regulation (vi), the teacher affected shall have the right to appear and defend him or herself at the hearing of the appeal.
- (viii) A management committee may after consultation with the District Education Officer(DEO) in Local Government and the Head-Teacher, declare vacancies of non-teaching staff for the School to the District Service Commission to recruit the required staff.
- (ix) A management committee shall make such arrangements as it deems necessary to enable the staff members of the School to submit their views, proposals or representation to the management committee."

Universal Primary Education was introduced in January 1997 and it owes its origin to the United Nations Millennium Development Goal (UN 2000, Ezenne 2014), one of which sets out to curb the illiteracy rate of youths in developing countries by 2015. It is worth noting that the idea of implementing UPE however, was first conceived at the 1990 “Education For All” (EFA) world conference that was held in Jomtien, Thailand (Ezenne 2012). And Uganda was a signatory at this conference and committed to reaching this goal through a

“Government White Paper on Education, 1992. The implementation of ‘EFA’ took off in January 1997 where primary school tuition in Uganda’s public school was waived by the Government (Kasente, 2010).

Following the introduction of Universal Primary Education, Uganda registered a substantial increase in the gross enrolment of pupils in primary schools from 3.1 million in 1996 to 6.1 million in 1997, 7.5 million in 2007 and over 8 million in 2010 (Ssewamala et al; UNESCO 2011).

However, despite an increase in the enrolment of pupils in primary schools, the academic performance has greatly declined in schools. Learning achievement as measured by competency in numeracy or literacy has been on the decline throughout the implementation of UPE. For example, based on test score administered under National Assessment of Progress in Education (NAPE) in 1999, only 46% of male and 36% of female grade-six pupils obtained the desired level of proficiency in numeracy. By 2006, the corresponding rates had declined to 26% and 15% respectively (UNEB, 2007). Annual Primary Leaving Examinations (PLE) and National Assessment of Progress in Education (NAPE) results reflect poor performance by the pupils in rural UPE schools. In the NAPE outcome on literacy in English, significantly more of the Primary Three pupils from urban schools (70.9%) were rated proficient compared only to 40.8% of those from rural schools. In Primary six, the proficiency in literacy in English was also significantly different; 75.2% in the schools in urban and only 31.1% in rural schools (UNEB, 2011). This has greatly impacted on the quality of primary education which is the basic foundation to education. A number of barriers have emerged under UPE, most notably a mismatch between high population enrolment verses low recruitment of teachers, automatic promotion policy, teacher absenteeism, high pupil dropout, inadequate learning infrastructure and low level of school supervision (Ezenne, 2012). The outcome of this has been declining performance trends among most UPE schools, hence academic achievement can not be hailed as a success under

UPE in Uganda. UWEZO (2015) shows that literacy and numeracy competencies for Primary 3-7 pupils that 42% of these could read Primary Two story, 50% could perform numeracy tasks up to division and 33% had “full competencies”, i.e. they could perform all literacy and numeracy tasks. The findings from the previous UWEZO assessment were very similar and the results over the past four rounds of assessment indicate no change in learning outcomes.

The School Management Committees in Uganda are mandated to undertake critical responsibilities in the proper management of the schools. However, School Management Committees have not effectively played carried out the roles in terms of; coordinating school programs, policy making towards pupils’ progress. There have been myriads of issues facing the school management committees. The SMCs do not appear to be effective in many schools due to the following factors: Some head-teachers and teachers feign ignorance of their existence and refuse to accept them as part of the management system for local schools. While, some of SMCs are competing with the better known and better established and resourced Parent Teachers Association (PTA), this aspect has undermined their level of effectiveness. And some members of SMCs do not understand their roles. All these factors led to ineffectiveness of the committees that impacted on the learners’ academic achievement, (President’s Committee on Review of Reforms on Ghana, 2002). This study seeks to examine the role of School Management Committees on the pupils’ academic achievement, specifically within the context of Universal Primary Education (UPE) in primary schools in Bugiri District. The research is seeking to establish relationships in this aspect: Is there a relationship between School Management Committee and teachers’ motivation? Is there any connection between monitoring by School Management Committee and pupils’ academic achievement? And is there any correlation between accountability by SMC and academic achievement?

1.2.2 Theoretical background

The background of this study will be guided by the systems approach theory as proposed by Ludwig Von Bertalanffy in 1956. The theory states that a system is a set of inter-connected and inter-related elements directed to achieve certain goals. This theory views an organization as an organic and open system composed of many sub-systems. As a system, an organization is composed of a number of sub-systems. All these sub-systems operate in an interdependent and interactional relationship. The various sub systems or stakeholders of an organization are linked with each other through communication, decision, authority, responsibility, relationships, objectives, policies, procedures and other aspects of coordinating mechanism.

The ultimate influence of the learners' academic achievement is playing a leading role by the SMCs in ensuring that the various partners in the school education system relate well so as to attain good results. This theory also implies that if SMC relates well with school stakeholders: school administration, teachers, parents, community and local leadership by establishing a good school environment that support conducive teaching-learning condition, good communications about school programs and children's progress; participation in decision making, providing the necessities that fathom the students' academic excellence, then there would be good academic achievement by the child.

For better learners' academic achievement in Bugiri District to be realized, the various sub systems in the Universal Primary Education system must work as a unit. The motivation of teachers, effective monitoring and budgeting, SMC routine visits and supervision, resource mobilization by SMC must all be linked as a unit for improved teaching-learning conditions so as to enhance learners' academic achievement.

1.2.3 Conceptual background

The study focuses on the relationship between School Management Committee (SMC) and learners' academic achievement. In this context SMC is a means to achieve the ideal output while the learners' academic achievement is the ideal outcome. Role of SMC in this study will be assessed based on teacher motivation, school monitoring, accountability, budgeting, routine visits and supervision and resource mobilization. SMC in this study is the independent variable while learners' academic achievement is a dependent variable.

Management refers to the process of working with and through others to attain organizational objectives in a changing environment. Franklin (2002) defines management as a distinct process consisting of activities of planning, organization, activating and controlling performance to determine and accomplish stated objectives with the use of human being and other resources. This means that members of SMCs are therefore expected to work with and through the head-teachers, teachers, parents and other educational stakeholders to enhance learners' academic achievement. According to Dakar Framework of Action (2000), the experience of the decade has underscored the need for better governance of school systems in terms of efficiency, accountability, transparency and flexibility so that they can respond more effectively to the diverse and continually changing needs of the learners.

According to Adeolo (2013), School-Based Management is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of education policy issues for sustainable goal-oriented governance and effective teaching and learning activities to achieve set standards and quality learning outcomes in schools.

In this study, the dependent variable is academic achievement. Kaggwa (2003) defined academic achievement as the quality and quantity of knowledge, skills, techniques and

positive attitudes, behaviors and philosophy that students achieve. UNESCO (2013) defined Learning ‘as the process by which people acquire knowledge, skills and attitudes. ‘Quality learning’ encompasses processes through which people acquire the breadth and depth of knowledge, skills and attitudes necessary to fully engage in their communities, express their ideas and talents and contribute positively to their societies” This achievement is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education cycle. Kalule (2006) explained that the scores and grades that each learner obtains measure the degree of academic achievement. This means that the learners’ output in terms of grades, scores in tests and internal and national examinations reflect his or her academic achievement. Poor academic achievement according to Aremu et al (2003) is a performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard. Aremu (2000) stresses that academic failure is not only frustrating to the learners and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics as through this academic a wide range of the community benefit both directly and indirectly.

1.2.4 Contextual Background

Bugiri district is located in Eastern Uganda, bordering with Tororo, Busia, Namayingo, Mayuge, Iganga, Namutumba and Buteleja Districts. There are 145 Universal Primary Education schools in Bugiri District. All of these schools go up to Primary Seven and annually have candidates who sit for the Uganda National Examinations (Primary Leaving Examinations (PLE) to determine their level of academic achievements. The performance of the candidates presented by these UPE schools has always been poor based on the Uganda National Examinations Board results. UNEB (2015) PLE assessment report Bugiri district had a total of only 109 (1.8%) out of 6065 candidates who obtained division one in 2015 PLE results released by UNEB. The same report ranked Bugiri among the worst performing PLE schools with a total 109 (86.5%) out of 125 primary schools not registering any candidate

scoring first grade in 2015 PLE. This implies that there is need for vigorous effort to improve the school performance in order to enhance learners' academic achievement.

Osei-Owusu (2012) adds that SMCs play and determine to a very great extent the academic achievement as they serve as a vehicle for promoting community participation in the provision of quality education. And that this call for serious consideration of strategies to be adopted in order to achieve the improvement of quality learning for better learners' academic achievement to be realized. But in Bugiri district SMCs seem to differ from that. It seems though the government has put in place school infrastructures and recruited teachers, the SMCs have not put serious workable strategies that are geared towards the enhancement of the learners' academic achievement in schools. Without well thought strategies to support the teaching-learning condition and provision of the necessary guidance in form of supervision, parents engagements, ensuring the proper utilization of UPE grants to the schools, good working relationship with the school staff; absence this, learning can be difficult and this affects the learners' academic achievement.

Bugiri is endowed with many UPE schools almost in every village which offer a place for every child to have an opportunity to have good education that will lead him or her to a higher level of education in life but this is becoming a problem because of management issues hence low academic achievement due to poor grades. Most of the PLE candidates score fourth grade, third grade and failures (UNEB report 2015). The report points a crucial problem that schools face in terms of outcomes that can be pointed a management problem as in the school setting the School Management Committees are tasked with the duty of overseeing that the school objective is realized that in measured in terms of learners' academic achievement. Basing on the real situation in Bugiri District, as evidenced by the annual Primary Leaving Examinations results from the Uganda National Examinations

Board, there is an urgent need for SMCs to rise and take the mantle by coming up with collaborated strategies to boost the teaching-learning conditions to benefit all the learners.

1.3 Statement of the Problem

The task of providing quality education for the citizenry is highly demanding and requires a robust capacity of the school management to organize the material resources to achieve educational aims and objectives in terms of learning outcomes (Adeolu 2013: 39-40). Recent report indicates that between 2000 and 2012, the number of children out of school declined from 100 million to 58 million, while the global primary completion rate increased from 81% to 92% (UNESCO, 2015:13). However, even children who complete primary school may still lack the basic skills necessary for work and life (World Bank, 2015:43). This points to a deeper management problem as it seems that SMCs that are supposed to oversee that learning actual takes place seems not to play their roles as evidenced by the poor academic grades as a measure of a learning outcome of any educational process. This necessitates the need to conduct a study with a specific focus on examining the role of School Management Committees as a major stakeholder on the academic achievement of learners in UPE schools in Bugiri district.

Most of the previous studies on academic achievement in UPE in Uganda have focused on issues of teachers, teacher preparation and teaching effectiveness (Akyeampong, Lussier, Pryor, & Westbrook, 2013), lack of adequate government commitment (Mbiti, 2016), impact of HIV/AIDS (Kakuru, 2006), and poor quality of schooling (Vermeulen, 2013). Some studies have also looked at parental involvement but were more focused on the role of Parents Teachers' Associations in education generally (Berg&Noort, 2011) or more broadly the influence of community participation including PTA and SMC on academic achievement (Kisembo, 2014) Moreover, most of these studies were carried out using methods different

than the proposed methodology and were not conducted in Bugiri. None of these previous studies addresses the role of SMCs on learners' academic achievement in Bugiri.

1.4 Purpose of the study

The purpose of the study is to examine the role of School Management Committee on the pupils' academic achievement specifically within the context of Universal Primary Education (UPE) in Bugiri District.

1.5 Objectives of the study

The study will be guided by the following objectives:

- i. To establish how motivation of teachers by School Management Committees influences pupils' academic achievement in UPE schools in Bugiri District.
- ii. To investigate how monitoring of Schools by the School Management Committees influence pupils' academic achievement in UPE schools in Bugiri District.
- iii. To analyze how accountability by the School Management Committees impacts on the pupils' academic achievement.

1.6 Research questions

The study will be based on the following research questions:

- i. How does motivation of teachers by School Management Committees influence academic of pupils in UPE schools in Bugiri District?
- ii. In which ways does the Monitoring of the schools by the School Management Committees influence pupils' academic achievement in UPE schools in Bugiri District
- iii. How does accountability by School Management Committees influence pupils' academic achievement?

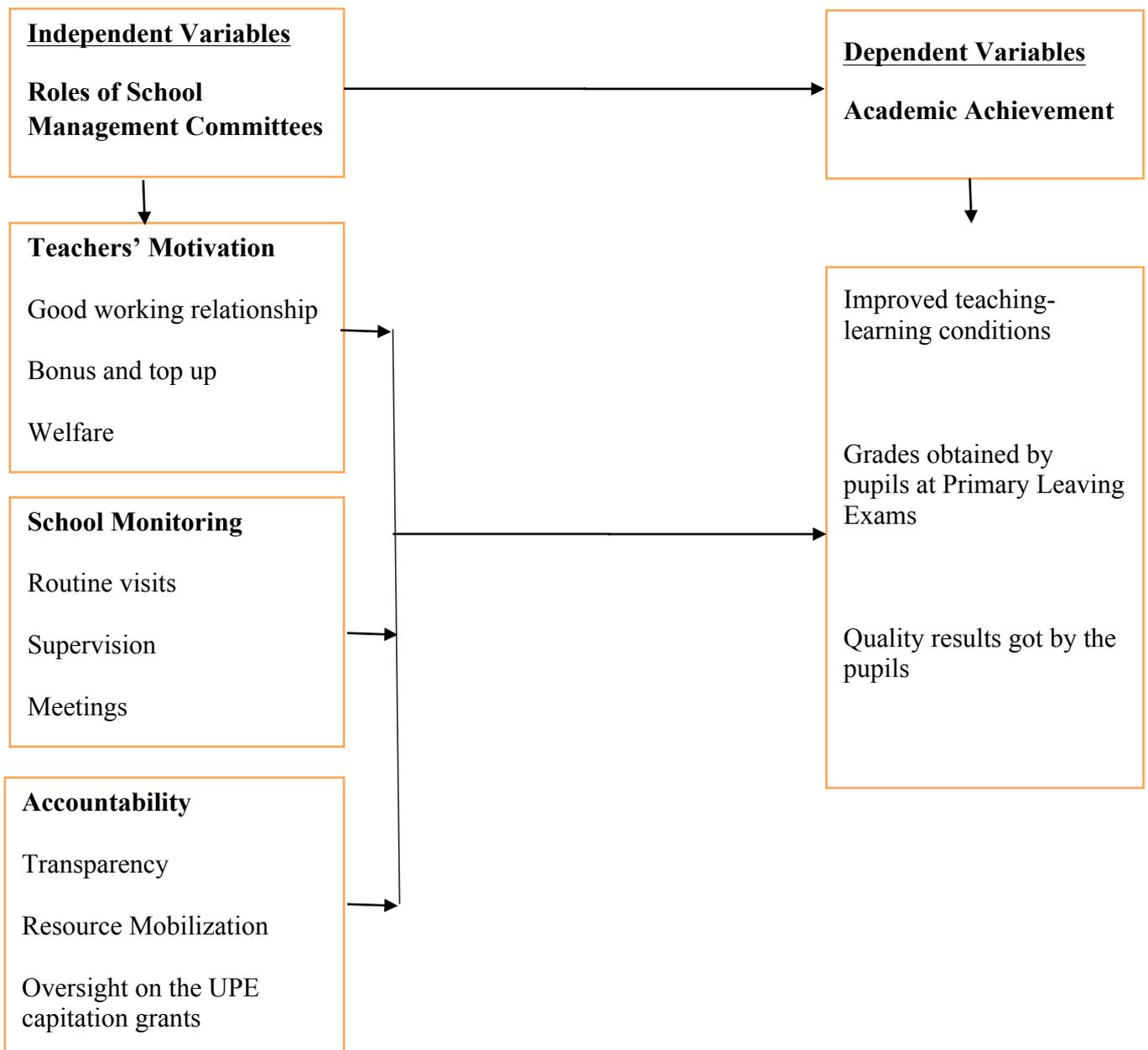
1.7 Hypotheses of the study

- i. There is relationship motivation of teachers by School management Committees and pupils' academic achievement in UPE schools in Bugiri District.
- ii. Monitoring of Schools by the School Management Committees influences pupils' academic achievement in UPE schools in Bugiri District.
- iii. Accountability by the School Management Committees impacts on pupils' academic achievement.

1.8 Conceptual framework

The conceptual framework on the relationship between the roles of school management committees on schools' academic performance is outlined in figure 2.1

Figure 2.1 Relationship between roles of school management committees and academic achievement.



Source: Adopted from UPE Handbook (2004) and modified by the Researcher

The conceptual framework presents inter relationships between variables for a better UPE academic achievement by the learners. The role of school management committees in form of monitoring school projects and programs, budgeting for school fund, providing an oversight on the UPE capitation grants, mobilization of parents to take part in schools' development programs, routine supervision of school progress comprise the inputs and outputs for

effective and efficient implementation of UPE through improved teaching-learning conditions that leads to improved academic performance in examinations.

1.9 Significance of the study

This study will be of great significance to a number of stakeholders in the field of education and the following categories will find this study vital to them:

School Management Committees:

The findings of this research study will help the members of SMC realize how they are important stakeholders in primary schools and this study will enable them improve on their performance in schools.

The School Administrators:

This research study will be of great value to the school administrators and use it as basis to engage with the School Management Committee to enhance academic performance.

District Education Office:

The study will reveal to the education office the plights of the school management committees and it is expected to provoke them to pay close attention to the committees in schools where there is poor academic performance.

Other Researchers:

This study will benefit the upcoming researchers interested in conducting research in the related topic. To them this research will be of great value to provide them with literature to be reviewed.

The School Foundation Bodies:

The study will unearth the weaknesses of the SMC in primary schools and the foundation bodies will find the research study as a basis for identifying competent and committed members to serve in the School Management Committee.

Ministry of Education, Science, Technology and Sports: The study findings will provide them with a benchmark for strengthening the capacities of the SMCs in the government aid UPE schools for a realization of better academic performance.

1.10 Justification of the study

The majority of the primary schools' academic performance has greatly declined despite the high enrolment of the pupils in the schools. Besides that there has been tremendous improvement in the infrastructure in terms of classrooms, textbooks but still the academic performance has continued to deteriorate. The School Management Committees are supposed to oversee the proper running of the schools but they have not effectively played their roles. There has been laxity on the part of the management committee but it also seems not to have very clear demarcations on their roles in school governance. There has not been a critical research carried out to that effect in Bugiri district on this subject matter, hence the need for this study. This study will help in establishing the roles of SMCs in UPE schools, identifying their weaknesses and laying strategies on how to enhance pupils' academic achievement in primary schools.

1.11 Scope of the study

1.11.1 Content scope

In terms of content scope, the study will specifically seek to examine the role of the School Management Committees on the academic achievement of the learners in UPE schools

1.11.2 Time scope

Time scope of ten (10) years (2007-2016) will be considered in the proposed study because it is the period when Bugiri District UPE schools experienced drastic decline in PLE performance.

1.11.3 Geographical scope

The study will be carried out in Bugiri district located in Eastern Uganda. Twenty (20) UPE schools in four Sub Counties will be visited to collect information for the study because of resources and also based on the fact that level of academic performance does not differ much between schools in the district.

1.12 Operational definitions

The following are significance operational definitions in this study:

Universal Primary Education: Refers to free primary education that was introduced in 1997 in all government aided primary schools.

School Management Committee: Means the legitimate body provided for in the Education Act (2008) that acts as educational policy-making bodies for the primary school and work together with head teachers to provide services that ensure quality teaching and learning.

Members: Refers to the people who constitute the school management committees in primary schools.

Academic achievement: Is the outcome of pupils' grading in school assessment wherein pupils are grouped based on their scores obtained in assessments or examinations they sat for. When grading is done, pupils' achievement is realized as high, average or low where division 1 students reflect high achievement, division 4 signifies low achievement and division U indicates failure.

Primary Leaving Examinations: This is the annual national examinations in Uganda that are set for all primary seven pupils country wide as it is the top most class at primary education level. The performance of pupils in these examinations determines their entry in secondary education. In Uganda, these examinations are set by Uganda National Examinations Board.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature review related to the topic that had already been written by other researchers on governance in education. It tackled SMC's roles in the Universal Primary Education. There is also summary of reviewed literature, theoretical and empirical studies.

2.2 Theoretical review

This study will be guided by the systems approach theory as proposed by Ludwig Von Bertalanffy in 1956. It was furthered by Ross Ashby (1964). The theory states that a system is a set of inter-connected and inter-related elements directed to achieve certain goals. This theory views organization as an organic and open system composed of many sub-systems. As a system, an organization is composed of a number of sub-systems. All these sub-systems operate in an interdependent and interactional relationship.

The various sub system or parts of an organization are linked with each other through communication, discussions, authority responsibility, relationships, objectives, policies, procedures, and other aspects of coordinating mechanism. For a better academic performance in the UPE primary schools in Bugiri district to be realized, the various sub systems in the schools have to work as a unit. The SMC has to play its role in providing the oversight to the school program more so the UPE funds, mobilization of parents and community on school developmental projects, and the SMC's use of communication channels must all be linked as a unit for smooth implementation of UPE program that directly and indirectly impacts on the schools' academic performance.

This theory was used in a study on the role of School Management Committees in the implementation of inclusive education in Public schools in Kasarani district (Kabiaru,

2013:24-25). In this study, the school was viewed as an organization that is composed of a number of sub systems. These sub systems or organs within a school setting are linked with each other through communication, decisions, responsibility, relationship, objectives, policies, procedures and other aspects of coordination mechanism. The theory pointed out that for the required success in the implementation of inclusive education to occur, the various sub systems in inclusive education must work as a unit.

In this particular study of examining the role of School Management Committees on the learners' academic performance; this theory is valid given the fact that SMC is a sub section within a school that is inter-connected and inter-related to other components within the school setting namely; teachers, parents and pupils. All these sub sections are inter-connected within school system, SMC has a composition of teachers, parents, local government and pupils are all represented in the School Management Committee. Besides that, the roles of the SMCs are inter-related in the school system and are inter-linked to each other through teacher motivation, monitoring and accountability and all these must be functional as a unit to enhance pupils' academic achievement.

2.3. The motivation of teachers by the School Management Committee and its influence on learners' academic achievement.

The source of motivation is both intrinsic and extrinsic. According to Hacket (1998), intrinsic motivation occurs when people engage in activity without external incentives. They get motivated when they can control the amount of effort they put in an activity since they know the result they will get. Extrinsic motivation had to do with incentives; incentives are external to a person and are provided by the management in order to encourage workers to perform tasks. Nzuve (1999) opined money as the most obvious example of extrinsic reward in an Organization.

Recognition of the teachers' effort by the management constitutes a motivation to achieve. According to Cole (1996), recognition is a reality despite one's age and educational level. He

further stressed that recognition must be sincere, and need to be based on above average performance. This then implies that people with responsibility need to work hard for the effort to be seen and respected. Andiva (2007) noted that in Jamaica elementary schools whose performance was high had satisfied teachers who felt that their school was held in high regard by the community and received appreciated and support from the parents. The same teachers also assigned more importance to recognition by administrators and supervisors.

The same aspect of motivation is reflected in Expectancy theory that was brought forward by Vroom (1964) that advances that there must be a link between effort (motivation) and rewards. This implies that when effort and rewards are sustained, performance will be enhanced.

Similarly, Kimeli (2005) studied the relationship between motivation of science teachers and Kenya Certificate of Secondary Education performance in Marakwet district. It was noted that the more motivated the teacher was, the higher the students' performance in science subjects.

Lastly, in a study carried out in the United Kingdom by the Accel team (2006) on A level pupils taking Physical Education, revealed that performance is depended on the level of arousal and motivation. Tangible rewards (medals and money) were given sparingly to avoid a situation where winning a prize would be important than competing well. Intangible rewards (praise and recognition) encouraged the athletes to repeat the behavior which earned them the reward.

2.4.2 The influence of School monitoring by the School Management Committees on pupils' academic achievement

As the leading management organ in the school, the SMC should provide direction and clear channels of communication for optimal interaction in the school. In order to support teachers

and other staff, they should ensure there are appropriate communication policies and procedures in place, and ensure all the parties working in harmonious good relationship fostered within the whole school community. Success in management of the school depends on the ability of the SMCs to rally the need for keeping open communication channels.

The quality of leadership makes the difference between the success and failure of a school (Kapen, 2011). Kapen further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, it is the SMC who sets the pace, leading and motivating pupils and staff to perform to their highest potential.

According to Eshiwani (1993), the School Management Committees' functions include the preparation of initial proposals for the schools development, the reception and administration of funds collected for or granted to the school, tendering advice to the District Education Board and the local authority education committee, provision of physical facilities required by school and ensuring that discipline is maintained in the school.

Suzuki (2002) indicated that with the implementation of Universal Primary Education, the attention was placed on the 'local school management'. The School Management Committee is charged with the duty of ensuring the day to day school operation. Accordingly, the Government of Uganda (GoU) formalized community participation as an innovation to ensure the supervision, management and implementation of all the aspects of Universal Primary Education (UPE stakeholder Handbook, 2004). And emphasis was put on School Management committee in schools.

These foregoing facts reviewed from different literature suggest that School Management Committee greatly influences the academic achievement of the learners in the UPE schools. It is against this background that the researcher is interested in establishing whether the SMCs in Bugiri district have actively participated and played their statutory roles and

responsibilities in monitoring the UPE schools, how their participation in the programme has influenced learners' academic achievement.

In 2013, a report by the Dutch agency SNV indicated that the declining academic standards of Universal Primary Education (UPE) schools were largely due to teacher absenteeism caused by poor inspection of schools, as well as ineffective school management committees.

2.4.3 Accountability by the School Management Committees impact on pupils' academic achievement

The term accountability in its regular usage has developed option connotation such as employee inspection , auditing to ascertain degree to which responsibility laid down are fulfilled by workers (Okitsu,2011) .

Steward (1984) as cited by Okitsu (2011:230), differentiates two forms of accountability, accountability component and accountability evaluation. According to him, accountability component encompasses a detailed examination of what activities were done i.e. an account of steps undertaken to fulfill tasks.

For Kagon (1984), views accountability as an interaction process involving two individual groups where in one set the actions or tasks to be fulfilled by the other groups. This creates hierarchy between two groups. The outcome of this hierarch, the group setting tasks will maintain authority in inspecting the action passed by the other individual; where the higher authority holds the others accountability. In a school setting based on this, the school head-teachers are accountable to the School Management Committee that constitutes a higher authority .But at the same time, the SMC is accountable to the parents and others stakeholders usually in Annual Parents' General Meetings.

The New Vision paper of Wednesday March 2, 2016 page.33 cited an accountability gap when it was reported of angry parents of Mukuju Primary School in Tororo district who stormed the school demanding the immediate transfer of the school head-teacher and the

withdrawal of appointment of the Chairperson of the school' Management Committee. The parents accused the two of frustrating the school's development and academic performance. The head-teacher was accused of conniving with the Chairperson School Management Committee not to call for annual general meeting for the last two years. The New vision further established that the school had in the last three years not had children passing in either first or second division, with most of them getting division U in Primary Leaving Examinations.

The attention of accountability is focused on the end or outcome of programs implemented in schools (Okitsu, 2011). The outcome is derived from the nature of school products; the outcome in this case being learner's performance in school assessments to ascertain the level of pupil's academic achievement.

2.5 Empirical studies

In Kenya, Kariabu did a research on the roles of school management committees in the implementation of inclusive education in public schools in Kasarani district. The research found out that the school management committee had contributed significantly towards the procurement of teaching and learning resources, mobilized the parents to fund the improvement physical facilities and acquisition of Special Needs Education learning aids. What the research missed out how did the roles of the SMCs identified impacted on the learners' academic achievements.

In West Africa (Ghana), Osei-owusu and Kwame carried out a study on the roles of school management committees in improving quality and learning in Ashanti Mampong Municipal Basic schools. The study involved the head-teacher, teachers, parents, and members of SMC as well as the officials of the Municipal Authority. The methodology of the study was basically quantitative; questionnaires were used as well as descriptive survey design, using non-experimental as it studies relationships between non-manipulated variables in a natural setting (Gay 1998). The key research finding indicated that the SMCs were ineffective in the

monitoring and supervision of head-teachers, teachers and pupils' attendance. And that the SMCs were not doing enough to assist teachers to improve teaching and learning. And based the study conducted by Kariabu in Kenya above, this study too did not clearly bring out how the ineffectiveness in the SMCs in Mampong Municipal in relation to the academic achievement of the learners in the basic schools.

Nationally, Kisembo conducted a research on the impact of community participation on academic performance in Uganda with a case study of School Management Committee and Parents Teachers Association in Kayunga District. The sample consisted of the Deputy Chief Administrative Officer, District Education Officer, Inspector of schools, Local Council III Chairpersons, head-teachers, teachers, pupils, parents and UNICEF staff. The research employed a qualitative methodology that involved interviews and direct observation primarily in addition to documentary analysis as a secondary evidence to obtain the data for the research report. The research finding was that community participation whether high or low had implication on the performance of the pupils. It further stated that when communities are active, then the provision is made for school facilities and scholastic needs and it also found out that teachers' absenteeism is lowered when school management is effective as opposed to when the management is inactive. The non involvement of the SMC and PTA members as samples in the study made the research miss out on vital data as this target group provided to enrich the research study.

2.6 Synthesis of the literature review

Most of the literature reviewed in the course of preparing this proposal dwelled much on the role of the parents, school managements committees in the performance of the learners. The literature reviewed was drawn from different places globally USA, England ,Jamaica, United kingdom, at continental levels of researchers reviewed related students from Kenya ,Ghana, Nigeria Malawi, among others but all focused on the roles of stakeholders in education . Uganda's related literature reviewed for example Kisembo (2014); did his

research in Kayuga with focus on community participation in school education, Kadondi (2014) carried out a study on parental involvement in Palisa district secondary schools. Therefore there is a gap in conducting an independent study with focus on School Management committees in Eastern Uganda more so in Bugiri District where there seems to be no single an in-depth study carried out to examine the impact SMCs on the learners academic achievement ever since the inception of UPE in 1997. The study will focus on the impact rather than outputs of the programme whose ‘achievements’ have been based on the quantity in terms of enrolment rather than quality of the school products (pupils).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This Chapter describes the procedures that will be followed in conducting the study. The chapter entails; research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods and instruments. It will also describe; pre-testing, procedure of data collection and data analysis.

3.2 Research Design

The researcher intends to use a cross sectional survey design based on both qualitative and quantitative research approaches, because according to Fraenkel and Wallen (1996), cross sectional research describes an existing relationship between variables. It is also encouraged by Amin (2005) for studies that involve collecting data from a large population. This design is also appropriate as it involves analysis of respondents from across a wide spectrum, it also act as the best design to decipher the required study findings and also use of qualitative method helps one to yield more information, Vessels and Huitt (2005).

Based on the explanations, this design will be employed during the study as it will suit the proposed study since it will involve across of respondents and aims at establishing the relationship between School Management Committees and academic achievement.

3.3 Study population

Mugenda and Mugenda (2003) describe study/target population as the population to which a researcher wants to generalize the results of a study and should be defined according to the study. The researcher will use cross sectional survey of the population that will include: School Management Committee (SMC) members of the selected primary schools in the four Sub Counties. The schools will include: Nakabaale, Namagonjo, Nantawawula, Bulebi Muslim and Buwagama in Bulesa Sub County, in Buliidha Sub County, the researcher will conduct the study in the following primary schools; Makoma, Nasanga Catholic, Buliidha

COU, Nasanga Muslim and Isakabusolo. In Iwemba Sub County, the research intends to conduct the study in Kigulu, Bukakaire, Bugeso, Iwemba and Kirima Primary Schools. While the following schools: Namayemba, Buswiriri, Bugoyozi Muslim, Isagaza COU and Nakavule in Kapyanga Sub County will constitute other schools that the researcher intends to conduct the study.

One member of SMC will be interviewed in each of the selected schools that will constitute at total of 20 SMC members. The Head-teachers of the all selected will be involved in this study, two teachers preferably one of them being teachers' representative on SMC and six (6) officials from the District Education Office. All together the population will add to: 86 respondents.

3.4 Determination of the sample size

To discord unguided generalization, a sample (accessible population) will be used as suggested by Amin (2005) that sampling is vital in selecting elements from a population in such a way that the sample elements selected represent the population. The respondents for this study will be drawn from twenty primary schools under the Universal Primary Education (UPE) in the four Sub Counties of Bulesa, Buliidha, Kapyanga and Iwemba in Bugiri District. The sample size will be selected from the members of the School management committees, head-teachers, teachers and officials from the District Education Office. The sample is guided by: Understanding Power and Rules of Thumb for Determining Sample by Carmen R. and Betsy.L.M (2007)

The table 3.1 shows the summary of the sample size which will be considered in the study

Category	Population	Sample size	Sampling method
Head-Teachers	145	20	Purposive
District Education Officials	08	06	Purposive
SMC Members	1,500	20	Purposive
Teachers	5,823	40	Random
Total	7,456	86	

Source: Carmen R &Betsy .L.M (2007)

3.5 Sampling techniques and procedure

Sampling is the act, process or techniques of selecting a suitable sample for the purposes of determining the characteristics of the whole population. Koul (1990) stated that the simplest and most common system of allocating of sample units among strata is in proportion of size of the strata. Kombo and Tromp (2006) stated that stratified random sampling involves dividing your population into homogenous sub groups and taking a simple random sample in each sub group.

The researcher intends to use the simple random sampling and purposive sampling. The sample random sampling refers to a process of selecting in such a way that all individuals in the defined population have an equal and independent chance of being selected. The purposive sampling will be used to select the 20 head-teachers, 6 officials from the District Education Office and 20 SMC members. This technique, according to Gay (1996) though may not necessarily be a representative sample; but enables the research to acquire an in-depth understanding of the problem. The purposively selected sample is a rich source of data of interest.

The research intends to use purposive sampling of the School management committee members in each of the schools. The Chairperson of SMC in each of the school will be selected because they are the head of the committee.

The head-teachers of the selected schools will be respondents for the study as they are directly in-charge of the school administration and under the SMC. The head-teachers are essential in this research study as they will grant the researcher permission to carry out the research and at the same time provide some of the documents to be reviewed by the research in the course of the research study. Two teachers will be randomly selected from the staff members in all the twenty sampled schools as they are key stakeholders in the school system. The six District Education Officers will be purposely selected based on their direct link to the primary schools; they are directly in-charge of the education in the district.

3.6 Data Collection Methods

The researcher intends to employ the data collection methods below:

3.6.1 Questionnaire surveys

These will involve preparing open and close ended questions which will be sent to the head-teachers and teachers. The researcher will design both open and close ended; open ended questions will give the respondents the opportunity to provide their own answers to the questions while close ended, the answers will be provided for the respondents to choose from. This tool will be used because its coverage is wide and many respondents can be reached at the same. It will allow the respondents to give their own answers to the study especially when the open ended questionnaire is used.

3.6.2 Interview

This will involve face-to-face interactions between the researcher and the respondents through question and answer. It will involve the researcher preparing interview schedule and use it to orally ask respondents questions. This has been chosen because the responses are on spot during interviews. This is also based on the fact that the technique of face to face treats the interview as a pipeline for extracting and transmitting information from the interviewee to the interviewer and are also very necessary in strengthening the clause of confidentiality (De Vos, 2001)

3.6.3 Focus Group Discussion

This will involve developing focus group discussion guide and using it to discuss with the teachers in four of the selected schools. The researcher will lead in the discussion in four of the twenty selected schools. This will enable the researcher to get on-spot answer from a group at once and easy to get a variety of responses on the research study at once from many people (group).

3.6.4 Documentary Reviews

This will involve review some of the important document more so the visitors to establish how active the SMC members do participate in monitoring of the schools. Where possible the researcher will access the previous SMC minutes and analyze their view on the school's academic performance. This will be of great value in identifying how active the SMC as these will be reflected in their visits to the school and the contributions in the meetings. If permitted the researcher intends to view the school PLE results (2007-2016) to ascertain the level of pupils' achievement for the period under study. This will help in analyzing level of schools academic achievement by the learners.

3.7 Data collection instruments

The following data collection instruments will be used during the study:

3.7.1 Questionnaires

The researcher intends to develop the questionnaire in line with the study objectives and the respondents are expected to answer the questions as per the guidelines given.

The questionnaires for the head teachers and Education officials will consist of three sections. Section one on the demographic information including gender, professional and teaching experience. Sections two and three will focus on the distinct roles of SMC that form the basis in the school to enhance pupils' academic achievement.

3.7.2 Interview schedule

The research intends to develop an interview schedule that will consist of a set of questions that will be administered during the study to interview the members of School Management Committee. The researcher will use it to ask questions and the answers will be recorded on spot.

3.7.3 Focus Group Discussion Guide

This will consist of a set of questions and will be administered to the respondents/teachers during the Focus Group Discuss session.

The research instruments that will be used in the study are questionnaires and interview guide which are considered the most suitable research instruments for descriptive research design.

3.7.4 Document Checklist

This will be used to gather relevant data from secondary sources with an intention of collecting related information on the role of SMCs on pupils' academic achievement in UPE schools. Data will be got from; visitors books, minutes of SMC meetings, school annual reports and UNEB PLE results.

3.8 Pre- testing (Validity and reliability)

This will entail the measure of validity and reliability of the research instrument during the study.

3.8.1 Validity

Validity is the degree to which an instrument measures what is to measure and does so correctly (Amin, 2005). According to Amin (2004), validity can be measured by the Content Validity Index (CVI) based on the results obtained for both interviews and questionnaires.

CVI= Agreed items by all judges as suitable

Total number of items being judged

To ascertain the validity using the above formulae, results higher than 0.5 for both interview and questionnaire will be considered valid for research. For this study, the research intends to measure the validity using the Context Validity Index (CVI).

3.8.2 Reliability

This is the degree of consistency that the instrument or procedure demonstrates whatever is measured (Bryman 2006). For the purpose of reliability, the test-retest method of reliability will be considered appropriate for the study. The instruments (questionnaires and interview guides) will administered for the first and then after one week, the same instrument will be administered again to the same correspondents. The score from both testing periods will be correlated.

3.9 Procedure of Data Collection

The researcher intends after the approval of the research proposal to obtain an introductory letter from UTAMU before embarking on the study. The researcher will then plan to make appointment with the head-teachers and the District Education office. On arrival on the appointed dates at DEO office and schools, the researcher will explain the purpose of the study to respondents. Best and Khan (1987) explains that the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and

meaning of items that may not be clear. The researcher will assure the respondents of strict confidentiality in dealing with the responses.

3.10 Data Analysis

Analysis of the data collected will be based on the purpose and the objective of the research study. The researcher will use both qualitative and quantitative methods to answer the research of the study. Quantitatively data obtained from closed and open ended questions derived from the questionnaires will be analyzed using Statistical Package for Social Scientists (SPSS). Tables, pie charts and bar graphs will be used to present data. Qualitative data generated from open ended questions in the research instruments will be organized in themes and patterns, categorized through content analysis and then tabular forms accompanied with narratives. Pearson's correlation coefficient will be used in analyzing the data for the study.

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APPENDIX I: HEAD-TEACHERS'/TEACHERS'/SMC QUESTIONNAIRE

Dear respondent,

I am Fred Oloka, a student of Uganda Technology and Management University (UTAMU), pursuing a Masters Degree in Monitoring and Evaluation. I am conducting this academic research on: *“Assessment of the role of School Management Committees on the learners’ academic achievement in UPE schools in Bugiri district”*, as a partial fulfillment of the requirement for award of Masters Degree in Monitoring and Evaluation of UTAMU.

Your permission is being sought to participate in this study by filling in this questionnaire.

The information provided will be only used for academic purpose and will be treated with utmost confidentiality.

PART ONE: BACKGROUND INFORMATION

Please tick the appropriate boxes and fill in where necessary.

1. Name of school: _____

1	Age (Years)				
	Less than 25 years	26-35 years	36-45 years	46 -56 years	56 years & above
	1	2	3	4	5

2	Sex	
	Female	Male
	1	2

3	Title			
	Head Teacher	Teachers	SMC Member	Others (specify)
	1	2	3	4

4	Education qualification (Highest level attained)					
	PhD	Masters	Bachelors	Diploma	Certificate	Others (specify)
	1	2	3	4	5	6

5	Duration of service at Bugiri District Local Government (Teaching experience)			
	Less than 5 years	5-10 years	11-16 years	17 years and above
	1	2	3	4

6	Duration of service as a head teacher			
	Less than 5 years	5-10 years	11-16 years	17 years and above
	1	2	3	4

7	Duration of service as a head teacher at the current school			
	Less than 5 years	5-10 years	11-16 years	17 years and above
	1	2	3	4

PART TWO: VIEW ON THE CONTRIBUTIONS OF THE SMC ON ACADEMIC ACHIEVEMENT

From questions 1-26, tick or circle the number that best indicates your opinion on the question using the following scales:

Scale	Strongly Disagree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)
	1	2	3	4	5

No	Statement					
SECTION B: MOVITATION OF TEACHERS		SD	D	NS	A	SA
1	The management has a positive attitude towards supporting teachers	1	2	3	4	5
2	The SMC has a well-defined structure that includes rewarding of best performing teachers at school level	1	2	3	4	5
3	There is a strong working relationship between SMC and teachers	1	2	3	4	5
4	The SMC has an organized system of providing teachers with bonus and top up in UPE schools in the district	1	2	3	4	5
5	The school managements organize get together for teachers at the end of the year	1	2	3	4	5
6	The School Management Committees work with the teachers as a team to achieve positive results from the learners	1	2	3	4	5

7	There exists a well structured drive by the management to reward the best performing learners.	1	2	3	4	5
8	The management organizes motivational talks to teachers and learners	1	2	3	4	5
9	The management creates a conducive school working environment for teachers and learners	1	2	3	4	5
SECTION C: MONITORING		SD	D	NS	A	SA
10	The Management conducts routine and regular monitoring of school activities	1	2	3	4	5
11	The SMC carries out assessment of the overall academic performance and give reports to the different stakeholders	1	2	3	4	5
12	There is routine supervision of the school activities by the management	1	2	3	4	5
13	SMCs conduct follow up meetings on planned school activities/programs	1	2	3	4	5
14	SMC organizes and conducts regular constructive meetings with the stakeholders.	1	2	3	4	5
15	The management usually follow up with the head-teachers and teachers to ensure that there is effective teaching in UPE schools	1	2	3	4	5
16	Discussion of pupils' results are jointly done by SMCs, teachers and parents in UPE schools in the district	1	2	3	4	5
17	The majority of SMC members mostly visit schools when they have been called for meetings by the head-teacher	1	2	3	4	5
18	The SMC have adequate technical capacity to monitor schools' academic program	1	2	3	4	5
SECTION D: ACCOUNTABILITY		SD	D	NS	A	S A
19	The SMC has got ability to provide an oversight on UPE capitation grant	1	2	3	4	5
20	The SMC has skilled personnel with adequate capacity to analyze UPE capitation grant expenditure	1	2	3	4	5
21	The management actively participate in budgeting for school funds and monitors its utilization	1	2	3	4	5
22	The overall expenditure in UPE school is usually carried out with full authorization of SMC	1	2	3	4	5
23	The accountability of school funds is mainly the work of the head-teacher and the SMC has little role in most of the UPE schools when it comes to this aspect	1	2	3	4	5
24	The majority of SMC members understand that their statutory roles	1	2	3	4	5
25	The SMCs are generally supporting and promoting	1	2	3	4	5

	good accountability processes in schools					
26	The management committees have satisfactory performed their oversight roles in school	1	2	3	4	5

SECTION E

27. How do you rate the overall performance of SMCs in your school/district?

Poor Fair Good Excellent

28. a) Have the SMCs in your school/district helped in enhancing academic performance in the in schools?

b) If yes, please state how?

.....

.....

.....

.....

c) If no, state the reasons why?

.....

.....

.....

.....

29. Do you discuss academic performance with SMC members? Yes No

30. What challenge(s) do SMCs encounter in UPE schools that affect academic performance?

31. In your own views, how best can we improve on the effectiveness of School Management Committees in Bugiri district?

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

END

THANK YOU!

APPENDIX II

SCHOOL MANAGEMENT COMMITTEE MEMBERS' INTERVIEW SCHEDULE

Dear respondent,

I am a student of Uganda Technology And Management University (UTAMU) carrying out an academic for award of Masters Degree in Monitoring and Evaluation. The purpose of this questionnaire is to seek your views on the role of School Management Committees on the learners' academic achievement in UPE schools in Bugiri district.

Your responses will be for the purpose of this study only while your identity will be treated as confidential as possible. **DO NOT WRITE YOUR NAME**

Part one: Background information

1. Name of the school: _____

2. Gender of the respondent: Male { } female { }

3. Age: _____

4. Working experience: _____

5. Level of Education: Primary { } Secondary { } University { } Others [specify]

6. As a member of SMC, what are your role(s)?

i) -----

ii) -----

iii)-----

7. In rating your performance as member of the SMC, what do you consider your performance as an individual?

Poor { }

Fair{ }

Good { }

Excellent { }

8. Why do give yourself this rating?

9. What is rating of the SMC in this school?

Poor { }

Fair { }

Good { } Excellent { }

10. Give the reason(s) for your rating.

i) -----

ii) -----

iii) -----

iv) -----

Part two: Influence of SMC members on schools academic achievement.

11. List the activities of SMC that directly support good academic performance of your school if there is any.

12. Do the SMC members discuss annual PLE result with teachers and parents?

Yes { } No { }

If No, give reasons

13. Do the members of SMC motivate pupils and teachers by rewarding them? Yes { }
No { }

If yes, how?

- i) _____
- ii) _____
- iii) _____

14. In your own experience does the head-teacher encourage active involvement of SMC members in the school academic performance? Yes { } No { }

15. If yes, how does the head-teacher involve SMC in enhancing academic performance?

16. Do SMC members monitor pupils' progress record? If yes how often is it done?

17. How often do you visit the school?

Weekly { } Bi weekly { } monthly { } once every term { }

18. What do you do when you pay a visit to the school?

19.What are some of the challenges SMC face in your school that affects the pupils’ academic performance?

20.How is the SMC addressing these challenges?

END

THANK YOU!

APPENDIX III

TEACHERS’ FOCUS GROUP DISCUSSION GUIDE

Dear respondent,

I am Fred Olokaa student of Uganda Technology And Management University (UTAMU) carrying out an academic for award of Master’s Degree in Monitoring and Evaluation. The purpose of this questionnaire is to seek your views on the role of School Management Committees on the learners’ academic achievement in UPE schools in Bugiri district.

Your responses will be for the purpose of this study only while your identity will be treated as confidential as possible.

PART ONE: BACKGROUND INFORMATION

1 Name of school: _____

2. No of Teachers involved in the discussion: _____

Teachers	Age	Qualification	Teaching experience	No of years taught at the current school
Teacher 1				
Teacher 2				
Teacher 3				
Teacher 4				
Teacher 5				

3. How can you rate your school’s PLE performance in the last ten years?

4. What reason(s) would give for this performance?

5. a) Do you have a School Management Committee in your school? Yes No

b) How do you rate the performance of SMC in your school?

Poor { } Fair { } Good { } Excellent { }

c) Give the reason(s) for this rating of SMC in your school?

6. Has SMC in your school been of any help in enhancing academic performance? Yes

No

If yes, in which ways?

7. Do the staff discuss academic performance with your SMC memb Yes

No

8. List the most important activities SMC have done to enhance academic performance of your school if any?

9. What challenges do SMCs encounter in UPE schools that affect academic performance?

10. In your own views, how best can we improve on the effectiveness of School Management Committees in Bugiri district?

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END

THANK YOU

APPENDIX IV

EDUCATION OFFICER'S QUESTIONNAIRE

Dear respondent,

I am Fred Oloka, a student of Uganda Technology and Management University (UTAMU), pursuing a Masters Degree in Monitoring and Evaluation. I am conducting this academic research on: *“Assessment of the role of School Management Committees on the learners’ academic achievement in UPE schools in Bugiri district”*, as a partial fulfillment of the requirement for award of Masters Degree in Monitoring and Evaluation of UTAMU.

Your permission is being sought to participate in this study by filling in this questionnaire.

The information provided will be only used for academic purpose and will be treated with utmost confidentiality.

PART ONE: BACKGROUND INFORMATION

Please tick the appropriate boxes and fill in where necessary.

1	Age (Years)				
	Less than 25 years	26-35 years	36-45 years	46 -56 years	56 years & above
	1	2	3	4	5

2	Sex	
	Female	Male
	1	2

3	Title			
	Education Officer	Inspector of schools	Administration staff	Others (specify)
	1	2	3	4

4	Education qualification (Highest level attained)					
	PhD	Masters	Bachelors	Diploma	Certificate	Others (specify)
	1	2	3	4	5	6

5	Duration of service at Bugiri District Education Office
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	Less than 5 years	5-10 years	11-16 years	17 years and above
	1	2	3	4

PART TWO: VIEW ON THE CONTRIBUTIONS OF THE SMC ON ACADEMIC ACHIEVEMENT

From questions 1-26, tick or circle the number that best indicates your opinion on the question using the following scales:

Scale	Strongly Disagree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)
	1	2	3	4	5

No	Statement					
SECTION B: MOVITATION OF TEACHERS		SD	D	NS	A	SA
1	The management has a positive attitude towards supporting teachers	1	2	3	4	5
2	The SMC has a well-defined structure that includes rewarding of best performing teachers at school level	1	2	3	4	5
3	There is a strong working relationship between SMC and teachers	1	2	3	4	5
4	The SMC has an organized system of providing teachers with bonus and top up in UPE schools in the district	1	2	3	4	5
5	The school managements organize get together for teachers at the end of the year	1	2	3	4	5
6	The School Management Committees work with the teachers as a team to achieve positive results from the learners	1	2	3	4	5
7	There exists a well structured drive by the management to reward the best performing learners.	1	2	3	4	5
8	The management organizes motivational talks to teachers and learners	1	2	3	4	5
9	The management creates a conducive school working environment for teachers and learners	1	2	3	4	5
SECTION C: MONITORING		SD	D	NS	A	SA
10	The Management conducts routine and regular monitoring of school activities	1	2	3	4	5
11	The SMC carries out assessment of the overall	1	2	3	4	5

	academic performance and give reports to the different stakeholders					
12	There is routine supervision of the school activities by the management	1	2	3	4	5
13	SMCs conduct follow up meetings on planned school activities/programs	1	2	3	4	5
14	SMC organizes and conducts regular constructive meetings with the stakeholders.	1	2	3	4	5
15	The management usually follow up with the head-teachers and teachers to ensure that there is effective teaching in UPE schools	1	2	3	4	5
16	Discussion of pupils' results are jointly done by SMCs, teachers and parents in UPE schools in the district	1	2	3	4	5
17	The majority of SMC members mostly visit schools when they have been called for meetings by the head-teacher	1	2	3	4	5
18	The SMC have adequate technical capacity to monitor schools' academic program	1	2	3	4	5
SECTION D: ACCOUNTABILITY		SD	D	NS	A	S A
19	The SMC has got ability to provide an oversight on UPE capitation grant	1	2	3	4	5
20	The SMC has skilled personnel with adequate capacity to analyze UPE capitation grant expenditure	1	2	3	4	5
21	The management actively participate in budgeting for school funds and monitors its utilization	1	2	3	4	5
22	The overall expenditure in UPE school is usually carried out with full authorization of SMC	1	2	3	4	5
23	The accountability of school funds is mainly the work of the head-teacher and the SMC has little role in most of the UPE schools when it comes to this aspect	1	2	3	4	5
24	The majority of SMC members understand that their statutory roles	1	2	3	4	5
25	The SMCs are generally supporting and promoting good accountability processes in schools	1	2	3	4	5
26	The management committees have satisfactory performed their oversight roles in school	1	2	3	4	5

SECTION E

27. How do you rate the overall performance of SMCs in your school/district?

Poor Fair Good Excellent

28. a) Have the SMCs in your school/district helped in enhancing academic performance in the in schools?

b) If yes, please state how?

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.....c

c) If no, state the reasons why?

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29. Do you discuss academic performance with SMC members? Yes No

30. What challenge(s) do SMCs encounter in UPE schools that affect academic performance?

31. In your own views, how best can we improve on the effectiveness of School Management Committees in Bugiri district?

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END

THANK YOU!