FACTORS AFFECTING MANAGEMENT OF UNIVERSAL PRIMARY EDUCATION SCHOOLS IN ACABA SUBCOUNTY OYAM DISTRICT.

BY

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A DISSERTATION SUBMITTED TO THE DEPARTMENT OF HUMAN RESOURCE AND SUPPLY MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A BACHELORS DEGREE IN HUMAN RESOURCE MANAGEMENT OF KAMPALA INTERNATIONAL UNIVERSITY.

MAY, 2016
DECLARATION
I hereby declare that this dissertation is a product of my personal research and to the best of my knowledge; it has never been submitted anywhere else for any award.

Signed by, ........................................................................................................

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APPROVAL

This is to certify that ATIM MARY'S dissertation has been supervised by me and it is ready for examination.

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DEDICATION

I would like to dedicate this dissertation to my beloved father Mr. Alyai Alfred and my mother Mrs. Lilly Grace as well as my entire family; May you be blessed. I also dedicate this dissertation to those who participated in this study; your participation tremendously contributed a lot to the successful completion of this dissertation.
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I would like to take this opportunity to express my gratitude to individuals who have been instrumental to the successful completion of this dissertation.

I would like to thank Mrs. Christine Namawanda for her exceptional guidance throughout the process of compiling this dissertation: may God grant you blessing. In the same way, I am greatly indebted to my parents who tirelessly contributed to my education up to this delightful moment; may God bless you abundantly.

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ABBREVIATION AND ACRONYMS

FGD  
Focused Group Discussion

IDA  
International Development Association

LRA  
Lord Resistance Army

MoES  
Ministry of Education and Sports

NURP  
Northern Uganda Reconstruction Program

PAPSCA  
Poverty Alleviation and Program for Social Cost of Adjustment

SMCs  
School Management Committees

SPSS  
Statistical Package for Social Sciences

UBOS  
Uganda Bureau of Statistics

UNESCO  
United Nations Educational, Scientific and Cultural Organization

UNHS  
Uganda National Household Survey

UPE  
Universal Primary Education

SDP  
School Development Plan
ABSTRACT

The study was about factor affecting the management of school under UPE framework in Acaba Sub County. The purpose of the study was to find out factors affecting management of schools under the UPE framework in Acaba Sub County. The objectives of the study were to find out the roles of SMCs in the management of schools, to examine the level of parents' participation in influencing management of schools, to examine the effects of motivation on the performance of teachers and school management committee. The study employed a descriptive survey research design. The target population was 66 respondents consisting of head teachers, teachers and education officer. The sample size also included 3 FGD with the students, 8 SMC members. Purposeful sampling was used to select the head teachers, teachers while simple random sampling was used to select the students and purposive sampling to select the SMCs members and educational officer. Questionnaires were used as instruments for collecting data from the head teachers and teachers while interview schedules were administered to the Education Officer and SMCs members while FGD was organized for students. Both Quantitative and Qualitative data were gathered in order to establish the relationship between the independent and dependent variables. Data was presented in a tabular form with frequencies and percentages for singular classifications of responses where it was converted into SPSS. The study established that SMCs members have skills of management, school maintains proper record of the past management and that records are been inspected by external auditors, SMCs are very responsible in their duties, schools have clear channel of communication, schools involve other stakeholders from outside in helping to manage the school, students are not represented in the SMC meetings. Parents participate in the management of the school, in checking of the pupil’s welfare, parents are involved in the budgeting process, in the management of the student’s discipline, in raising funds for the school. SMCs do monitor the school projects, maintain transparency in the utilization of the school funds, SMCs mobilize parents, raise the school funds, and supervise construction projects, sourcing for funds from the donors. The study recommends that the government should allocate enough funds in time and resources to schools to ensure that schools runs smoothly without compromising quality of education, build more schools and employ more teachers, make policy directing parents to participate in the management of these schools, the Ministry of Education should be more empowered with resources/ funds to enable them carry out their advisory work more effectively in schools.
CHAPTER ONE

Introduction
This chapter presents background to the study, problem statement, research questions, purpose, scope and significance of the study.

Background of the study
Management is the art of getting people together in order to accomplish desired goals (Heinz, Koontz and Weihrich, 1990). It consists of four basic functions which are planning, organizing, leading and controlling the work of organization members and of using all available organizational resources to reach stated organization goals (Zaki, 1988). Management's origin is not clearly traced in history but according to Adam Smith 1776 in his book Wealth of Nations, “to manage is to put an activity into a section so that it could be able to be active and stable for long”. This concept emerged in Ancient ys where in the old times; people used to act like managers to manage activities. In the 18th century, Lam Smith came up with the management phenomenon and he was a classical economist where he added some other social scientist worked in this field and this has made education to form the basis upon which economic, social and political development of any nation is found.

Obally, education is recognized as a basic human right, the Human Rights Charter treats education one of the human rights. Bishop (1989) indicates that in 1948, the Universal Declaration of Human Rights laid down Article 26, that everyone has the right to education and that education would be free, least in the elementary and fundamental stages. As debate continues over the goals of the post-2015 development agenda, new data show that the world is still unlikely to fulfill one of the most modest commitments to get every child in school by 2016. More than 57 million children continue to be denied the right to primary education, and many of them will probably not enter a classroom due to poor management of schools under UPE.

Sub-Saharan Africa, progress of UPE has slowed down mainly because the number of children out of school has remained at about 30 million over the last five years. As a result, more than one-half of the world's out-of-school children live in Sub-Saharan Africa as a result of poor management that results to high levels of teaching staff turnover, teacher absenteeism and teacher dissatisfaction (Ottelmann, 2000). More than one in five (22%) primary school-age children in the region have
her attended school or left before completing primary school. The region is not able to keep up with the rising demand for education from its growing school-age population (UNESCO, 2009). Improved governance of education has been identified as one way through which levels of access, quality and participation in education can be improved (UNESCO, 2009) and which can reduce various problems associated with inequality which accentuates exclusion (Govinda, 2010).

Uganda, Universal Primary Education was introduced in December 1997 where President Yoweri Museveni launched a policy of UPE in accordance with the government White Paper on Education (MoES, 1992). Under this policy, government was to provide ‘free’ education to a maximum of four children from each family. This has now changed because President Museveni has said that “all children of school going age should benefit from UPE programme” (MoES, 2002). Since then, the management of UPE schools is under the SMCs where they play a vital role in school governance to enhance the quality of education offered (Govinda, 2010). The SMCs comprise of the parents or guardians of the children studying in the school, teachers, elected representatives of the local authority where three fourth (75%) of the SMC are the parents/guardians. Out of these 50% are men. Depending on the percentage of children from the weaker section and disadvantaged groups, their parents are represented in the SMC and the rest of one fourth (25%) includes; 1/3rd local authorities; 1/3rd school teachers; 1/3rd academicians/students). Ramachandran (2001) noted that C’s play the key functions such as planning and procurement, supervision of construction projects, mobilization of parents and community and sourcing for funds from project donors such as NGOs, government and Constituency Development Fund (CDF), hiring volunteer teachers in the community when government teachers are not enough, making School Development Plan (P), & other functions (Kimu, 2012).

In peace and stability that returned to the country in general and Acaba Sub County in particular, an enabling environment was created for primary education to improve and this have enabled all school-age children to attend free primary education. Various educational projects were initiated and implemented to address specific priority areas to improve the standard of education such as abilitation of existing schools and construction of new primary schools. In Oyam district, such projects included International Development Association projects, Japanese Aid, Northern Uganda abilitation Program (LDDP, 2009/10). However, the management levels have affected the progress one of the projects and activities in these schools. Manion (2005) contends that one reason that has
always been advanced for failing schools is that principals are not appropriately trained in school management and leadership. Furthermore, Manion (2005) argued that, there is rarely any formal leadership training and principals are appointed on the basis of their teaching record rather than their leadership ability. Many of the serving principals lack leadership and management ability and skills before and after entry into leadership (Manion, 2005). Due to these myriads of issues facing the management of schools, this study sought to assess the factors affecting the management of schools under Universal Primary Education framework.

Statement of the problem

Despite all the efforts, achievements and remarkable developments in the education sector in anda such as increase in number of government aided primary schools, increase in student’s enrollment and increased teacher’s salary (MoES. 2002), substantial challenges in the management of schools still remain. Manion (2005) noted that principals are not appropriately trained in school management and they have forgotten their roles. Furthermore, Manion (2005) cited Sh and Odura who stated that, there is rarely any formal management training and principals are appointed on the basis of their teaching record rather than their management ability where they lack management skills before and after entry into management (Manion, 2005). There are tensions between parent’s representatives and teachers where there are often more educated teachers and headmasters, sometimes resent having lower-status, less-educated SMC members (Kramer, 2003). These challenges may be reflected in turnover of staffs, low morale of teachers and strikes by pupils.

It is not clear whether poor school management and performance is as a result of limited knowledge of roles of school management committee by the members, limited participation of parents in school management, limited participation of pupils in the management of the school.

Therefore this research is intended to establish the factors affecting the management of Universal Primary Education Schools in Acaba sub county Oyam District.
3 Objective of the study

3.1 General objective
- To find out factors affecting management of Universal primary education schools in Acaba Sub County with the view of making suggestions for addressing the current challenges.

3.2 Specific objectives of the study
1. To examine teacher’s knowledge about parent’s participation in management of schools
2. To examine the roles of school management committee in management of schools
3. To examine the effect of motivation on the performance of teachers and School Management committees.

Research questions
1. To what extent are teachers knowledgeable about parents’ participation in the management of school?
2. To what extent do school management committees understand their roles?
3. What are the effects of motivation on the performance of teachers and school management committee?

Scope of the study
Stated in the topic of the study above, this study will be done in Acaba Sub County. The representative sample of the schools under U.P.E framework in Acaba sub county will be engaged in findings irrespective of any supports that been given to them as they look forward to increasing the level of managements in their respective schools.

c content scope; the researcher will be interested in finding out the factors affecting the management of schools under the U.P.E framework that has affected their normal running.

Geographical scope; the study was carried out in selected schools under the universal primary education framework in Acaba sub county. It comprised of three schools which included Obot primary school, Wigweng primary school and Acaba primary school.
The time scope; this researcher covered the events and collected the data between the month of April and May and afterwards the researcher produced a report on the activity carried out addressing the study objectives of the research and should be submitted to the academic supervisor at the department Human Resource and Supply Management within the time schedule.

Significance of the study

The Government; the study may enable the government to realize the factors affecting the management of schools under the universal primary education framework and this may make the government to be in a position to come up with strategies to improve the managerial skills of head teachers in order to be more effective in the implementation of the program of UPE.

Benefit other scholars; the research may benefit other scholars who may wish to undertake similar studies in future concerning factors affecting the management of UPE.

Development of fresh knowledge; this study may contribute to the development of fresh knowledge which the head teachers can use to deal with the challenges affecting the management of schools.

Vision of information; the findings of the study may also provide the Ministry of Education with a on how schools under universal primary education are been managed and implemented and In 1, the Ministry of Education may be in a position to analyze these strategies and establish their activeness.

A requirement; the research study is also of great significant to the researcher because it is a requirement for award of a bachelor degree in Human Resource management of Kampala International University.

Conceptual Framework

Figure 1; the variables involved in the study will be conceptualized using the model delineated below.
Independent variable(s)

<table>
<thead>
<tr>
<th>School management committee in:</th>
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<tbody>
<tr>
<td>➢ School planning</td>
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<tr>
<td>➢ Financial management</td>
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<tr>
<td>➢ Managing students’ discipline</td>
</tr>
<tr>
<td>➢ Monitoring school projects</td>
</tr>
<tr>
<td>➢ Mobilizing parents to raise school funds</td>
</tr>
<tr>
<td>➢ Ensuring good communication among the staff</td>
</tr>
</tbody>
</table>

Management of schools under U.P.E

- Level of development of the school.
- Pupil’s performance
- Employee’s performance (teachers)

From: Adapted from teachers’ education management programme handbook (TEMDEP 1993)

Planning of the model of the conceptual framework

In figure 1 above, school management committees are essential if schools have to deliver education services effectively and if objectives of the schools have to be achieved. The model considers school management committees in school management in form of the roles and contributions they make and extent to which their contributions affect goal achievement in this case school’s performance. The managerial functions considered or in which school management committee ought to involve themselves in school include financing, disciplining and to some extent, the implementation of education policies. With proper participation of school management committee in school management, positive aspects bound to result are: proper running of the school, provision of scholastic materials, facilitation of teachers, discipline, supervision of students’ academic work, less absenteeism of others and order in school activities. Negative effects may include poor facilitation of teachers, lack of scholastic materials and infrastructure, poor implementation of policies, indiscipline and orderliness in school activities.
negative effects may lead to unsuccessful management of the schools while the positive effects most likely to generate better management in schools.

Definition of terms and concepts

Universal Primary Education: According to international view, it is the provision of free and compulsory primary schooling to all children of growing age in a country. In Uganda it started in 1997 it was defined as the provision of basic education to four per family but today it accommodates all growing age children.

Management: Refers to the act of authorities engaging in planning, organizing staffing, directing, controlling, coordinating, and budgeting in a primary school. It refers to a system of working with and through individual personnel and groups for the purpose of achieving the establishment of a specific goal.

School: Refers to a social institution for the promotion of social interest and educational issues are passed onto students and pupils

Administration: Refers to the process of acquiring and allocating resources for the achievement of a specific goal like good management.

Administration challenge: Refers to undesirable/restricting condition in administration.

School management committee refers to the primary school management body which is the legal body of the school with the head teacher as the Chief Executive Officer

MARY: This refers to students in the age group 5 to 11 years
CHAPTER TWO

LITERATURE REVIEW

Introductions

This chapter, the researcher presents a review of literature related to the study. The chapter is divided into four sections namely; introduction, parents’ participation in the management of schools, roles of school management committees in the management of schools, motivation of school management committees and lastly conclusion.

Parents’ participation in the management of schools

Involvement of parents in children’s education is widely accepted as desirable and even essential to effective schooling. Bronfenbrenner (1974) argued strongly that parents’ participation was crucial to good education. This view was supported by Lightfoot (1978) who described the relationship between home and school as being worlds’ apart. Other researchers (Hess & Holloway, 2014) supported Lightfoot and Bronfenbrenner in emphasizing the need to find new ways to cultivate partnership between schools and families that would support the healthy development of children.

Involvement of parents in the school planning and management team is crucial to its work. Parents are a natural link to the communities in which schools are located, which is particularly important when teachers and other school staff do not live in the neighborhoods in which they teach. Parents bring a community perspective to planning and management activities. They also bring an understanding of needs and experiences of their own children that can help teachers plan ahead and develop appropriate social and academic programs in the classroom (Epstein, 1988).

Con (2001) reported on the tremendous efforts made by the school principal to enlist parents in decision-making; most parents were reluctant to attend formal meetings and needed personal invitations. A time-consuming ordeal for the principal, to be convinced that they should participate. Many parents regarded formal meetings as intimidating so care had to be taken to make them feel comfortable. Parents were invited to in-service training courses, to strategic planning sessions and to planning committees. Some parents proved to be more able to effectively participate in committees and this was attributed to class differences.
volving parents in the school improvement process increases their ownership of and commitment to
ans and actions by schools. Flinspach (1992) argued that “broad participation in school planning, th true discussion and debate, enhances collaboration and fosters commitment.” Experience on
mittees increases parents’ understanding of schools improvement as well. Hatton (2001) found that
vement resulted in parents having improved perceptions of teachers. Likewise, teachers may
in a better appreciation about what parents can contribute and student needs through collaborative
orts.

Donoghue (1996) also examined parents’ role in school improvement. Parents had input into
ifying needs and objectives for the school development plan through their participation on the
ool council and its sub-committees and in other school committees; however, the principal, after
f consultation, retained responsibility for formulating strategies to meet improvement goals (p. 80)
er and more extensive relationships between districts, schools and their communities are a central
lar of many school improvement initiatives (Darling, 1993). Many reasons have been advanced for
venting parents in the education of their children. Some advocates claim, for example, that parents
ve a “right” to participate in decisions affecting their children’s education, while others argue that
ch involvement increases parents’ feelings of efficacy. Educators also are assumed to benefit from
proved home-school relations and the provision of needed additional resources flowing from
rent participation. Most important for our purposes, however, results of a large corpus of research
gest that at least some forms of parents’ involvement explain a significant amount of the variation
the learning of students.

Swap (1993) describes a threefold classification of school/parent relationships or models including the
ective Model, the School-to-Home Transmission Model, and the Curriculum Enrichment Model.
e Protective Model, according to Swap, is the most common form of parent participation found in
ools. Reflecting the traditional end of the continuum described above, this model aims to keep
ent and educator roles and activities separated in order to reduce the conflict between them. Such
lict might be seen as a natural consequence of the difference in interests between parents and
ators since parents are concerned with their own children while teachers are focused on all the
ren in their care. This model is based on three underlying assumptions; parents delegate to the
ool the responsibility of educating their children, parents hold school personnel accountable for the
ults, and educators accept this delegation of responsibility. Contact and authentic communication
tween the schools and parents is kept to a minimum through such traditional vehicles such as open uses and report cards. While unwanted parent interference is avoided in this form of participation, nflicts are allowed to escalate, potential parental contributions to student achievement may not be ized, and the full resources of parents in support of the school are not tapped. Swap's second el, School-to-Home Transmission, aims to engage parents in a support role that will help meet theool's objectives. Including aspects of all but the last (collaboration with the community) of stein's categories,

ndi (1988) and Davlin (1989) noted that parental participation in schooling and school nagement has a direct, favorable bearing on children's education. Thus the concern for education welfare of the children constitutes another ethical argument for parental participation in school nagement. It is a concern for partnership between the school and the parents in the education of theld (Naybour, 1989)

ental involvement is directly linked to the learning outcomes of students and as a whole, to the terment of the school. Aronson (1996) argued that parental involvement can be of three types: ents as educators, parents as partners and parents as decision-makers. Parents should get involved decision-makers with an objective to make teachers and principal more accountable for education ivery which in-turn would lead towards the better learning outcomes of students. If parents become ively involved as decision-makers in school, then they would also be encouraged to get involved as acators. This would further enhance the learning outcomes of students.

ental participation in school management is not only good for children, but also for the parents, hers, and schools and for the community at large (Pettit, 1980). Children profit considerably from ost every opportunity parents may have to demonstrate an interest in them. Parents increased erstanding of the school programmes and their participation in school management contribute to er performance of children in their school work. There are vast learning opportunities for parents ugh formal education programmes and through informal interaction with staff and school ources. The participation of parents in school management is good for schools, because parents are able of devoting considerable energy to schools in such areas as tutoring programmes, playground unction and fund raising (Stewart, 1989)
rental participation in school management is an essential element of devolution (Blakers, 1980). To achieve this, it is necessary to establish participatory communication. This allows parents and teachers help each other as partners in the development of the child. Participatory communication promotes mutual understanding in which an individual has a right to know and ask for explanations.

Blakers (1980) noted that parents should participate in making important policy decisions in curriculum development. He emphasizes that, ‘the parents, as agents of the child, have a significant role to play in translating the local environment to the teachers.’ It is therefore argued that the parents have the possibility to negotiate the aims, content and the context of learning of their children. It is vital that in such a system of education, preparation for examinations becomes the preoccupation of pupils, teachers and parents. As a result, there is little concern for parental participation in school management and curriculum development because of the fear of not completing the examination labours. Therefore, parents' knowledge and experience of the school environment are not gainfully utilized in school management and curriculum development.

Moreover, as Matheson (1984) noted that participation in itself is a form of education by taking part in discussions and by sharing in the processes of decision making on social and educational policies. Parents learn important social skills and participate meaningfully in significant political activities. Parents in this context are not only prepared for running democratic organizations, but are also powered to protect their own rights while respecting those of others. This is necessary because the temporary political systems in most democratic countries do not offer the basic experience in participation at the grass roots level. Parental participation in school management, therefore, provides opportunity to put democratic practices into schools, thus enriching the quality of life by making it truly democratic.

Roles of school management committee in the management of schools
Jiwani (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 intended 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.
According to MOEST (2003), the SMC decides how government funds should be used; it monitors the curriculum and plays a role in long term development. They monitor school projects, participate in budgeting and procurement activities and ensure transparency in school fund use. They also liaise with parents if the government funds received by the school are inadequate. In this way, parents are made to part of the development process and are motivated to contribute funds when government funds are adequate. They manage the school and give the go ahead on the use of funds. They also deal with issues of school development. Schools are required to ensure that their SMCs are actively involved in fining the school’s annual spending priorities and procurement plans.

SMCs collaborate with local administrators to play major roles in making schools more responsive to learners. They should provide learners with aids and support services such as Braille, wheelchairs and hearing aids (Ngugi, 2002). The SMCs should also adapt school facilities to make them responsive to learners, for example construction of ramps and widening entrances to buildings (Yondele, 2011).

The quality of leadership makes the difference between the success and failure of a school (Kapen, 11). He 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, lead motivate pupils and staff to perform to their highest potential. Schools can make a difference to students’ achievement and SMC’s communication of school activities to other stakeholders is one of factors which contribute to success or failure (Grauwe, 2007).

Achieving effective accountability of teachers and school managers to parents and communities has come a major policy objective in recent years. This is to be achieved through improved school communication with School Management Committees expected to play a major role in all aspects of school management, including the utilization of effective communication channels to deal with teachers’ issues. However, progress to date with respect to school governance is limited, mainly because SMCs tend to be mainly concerned with improvements to school facilities and know very little about the power of effective communication in the teaching process (Kimu, 2012).

Support is required from the SMCs to finance the adaptation and communication of the school planning and learning objectives to the stakeholders for learners to be accommodated in the class or school (Ngugi, 2002). According to Grauwe (2007), the SMC is the pivot around which many aspects
the school communication network revolve, and the body in charge of every detail of the running of a school, be it academic or administrative.

School management committees have a role in school governance in the form of procurement of teaching/learning resources, mobilization of school funds for improvement of physical facilities, ACGs mobilize parents and community on sourcing for funds and SMC’s use of communication annals which are integral to the implementation of inclusive education (William, 2000).

Rental and teachers’ participation in school management opens up avenues for both parents and teachers to become engaged in thinking about what is best for the child. Moreover, when the school’s plans are formulated in partnership, they are more likely to be implemented. In other words decision making is vested in the few rather than the majority. This is consistent with the elitist theory; where elites compete periodically for endorsement by the wider population, with that wider population playing little or no part in substantive decision-making (Graham, 1986).

3 Motivation of school management committees and teachers
Kofyia (2006) argued that SMCs might have job satisfaction but with a low level of motivation or the reverse is true. Understandably, the probability exists that highly motivated SMCs with low job satisfaction will look for other positions. Likewise people who find their positions rewarding but being paid considerably less than they desire or think they desire will search for other jobs. According to the context of the study some teachers have lost love for their profession because they are poorly motivated.

Razmand (2007) postulates that management is higher in those schools where SMCs are adequately motivated, therefore poor management in schools under the UPE system could be due to low level of teacher motivation. Managers are supposed to create good working environment so as to motivate employees towards good management of the organization. Domyei (2001c:135) discovered that desirable demands of administrators, discouraging team spirit, neglecting rewards, financial obloems are factors related to demotivation. It should be noted that every teacher is not motivated tirelessly by the same demands and needs. Job satisfaction of each employee is often different from one another and without having intrinsic motivation; lack of success and poor management is inevitable. If
are no other factors motivating teachers, the productivity and management will decrease automatically.

Institutions like schools, where SMCs have already satisfied their physiological needs like land, shelter, clothing, education and medical care, salary is no longer a motivator but anything that can help them to meet their other needs (Robbins, 2003). Other scholars like Victor Vroom observed that pay becomes a motivator only when it satisfies individual personal goals and this is dependent on performance criteria (Robbins, 2003:80). This means that SMCs are satisfied with their jobs when salaries and wages given to them can satisfy their needs.

Farazmand (2007) argued that motivation of employees (SMCs) is affected by the wage system. Employees (SMCs) who receive the same wages regularly are more likely to perform poorly than employees who receive some incentives. Increasing wages motivates employees (SMCs) in the organization and makes it easy for them to perform well. Employee motivation is also affected by wards. Managers are supposed to appreciate the performance of different employees in an organization so as to motivate them towards improved performance.

Perry (2006) reviewed literature on motivation and concluded that motivation incentives significantly improve employee performance, but effectiveness is dependent upon organizational conditions. This is especially pertinent for service organizations when financial reinforcements tend to produce a stronger result as seen with a composite approach.

Furthermore, SMCs' motivation is affected by working environment. Poor working environment affects employees' motivation and leads to poor performance among committee and the school as well. Also job security and royalty to employees helps to motivate employees to perform better. For example SMCs are more likely to perform better if they are assured of their jobs (Farazmand, 2007).

Employee motivation is affected by working environment. Poor working environment affects employee motivation and leads to poor management among employees and the organization as well. Emotion helps employee help employee motivation in an organization which leads to leads to improved performance. Also job security and royalty to employees helps to motivate employees to perform better. For example employees are more likely to perform better if they are assured of their jobs (Farazmand, 2007).
Motivation stems from poor organizational and behavioral skills. Most of the SMC and teachers are less motivated to perform their task and refrain from using their productive skills to good use (Ark, 2010). Top management books recommend that goal setting, regular feedback and an effective yard setup in an organization are very important factors for motivation. If an organization does not keep up to the expectations of the employees, low employee motivation is inevitable which greatly affects performance.

Conclusion

In the literature reviewed, it has been established that, in the management of schools, the school management committees plays a major role in school governance in the form of procurement of teaching/learning resources, mobilization of school funds for improvement of physical facilities, Mobilization of parents and community on sourcing for funds and SMC's use of communication channels which are integral to the management of school (William, 2000). From the review, it is evidenced that the role of school management committee and others factors such as level of motivation, level of enrollment like sizes of the classroom, gender of the head teacher, government policies, interest levels of the authorities, parent’s involvement in the management of the schools are the factors that influence the level of management of schools.
CHAPTER THREE

METHODOLOGY

Introduction

is chapter presents the procedures that were used to conduct the study, focusing on research design, study location, target population, sample and sampling procedures, research instruments, data collection methods, data analysis, and limitations of the study.

Research design

research design is a plan showing how the problem of investigation will be solved (Orodho, M.B. mbo, D. K, 2003)Survey research design was used in this study as a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It was used to collect data from SMCs, parents, teachers, educational officer and pupils about people’s attitudes, opinions, habits or any of the variety of education or social issues. The researcher also used self-administering questionnaires, interview guide and FGDs to collect information on factors affecting management of UPE schools in Acaba Sub County.

Study Location

INGLETON, (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants or the respondents; the study was carried out in selected schools under the Universal Primary Education Framework in acaba sub county, it comprises of six parishes which includes Abanya parish, Atekober parish, Agapio parish, Anyeke parish, Ogwangapur parish and Obangangeo parish. Acaba Sub County was chosen because it is within reach by the researcher.

Target population

OWESA, (2008) Defines target population as the entire group of people, events or things that the researcher wishes to investigate; the target populations where the data was collected from are the headmasters, deputy head teachers, teachers, School Management Committee members, pupils and education officer in Acaba Sub County. The study population was chosen because it is expected to
ve a fair presentation and to reflect a fair view for the factors affecting the management of schools under the UPE system. Teachers were more involved in the study because they are directly concerned with the teaching and therefore, expected to give reliable information about their schools. Head teachers and deputy head teachers will also be involved in the study because they are directly concerned with the management of schools hence being in the Centre of all school activities.

**Sample size and technique**

Hair, (1999) defines sampling as the process of selecting a few units from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. Any statements made about the sample should be true of the population (Rodho, M.B. Kombo, D. K, 2003). It is however agreed that the larger the sample the smaller the sampling error (Gay, L.R, 1992). There are 08 primary schools aided by the government under the 'E framework in Acaba Sub County. (LDDP, 2009/10). The researcher targeted a total population of 350 individuals including teachers, head teachers, SMC's, parents and pupils.

Amane, (1967 p 886) provides a simplified formula to calculate sample sizes:

\[ n = \frac{N}{1 + Ne^2} \]

where \( n \) is the sample size,
\( N \) is the total population size
\( e \) is the level of precision

**Sample size**

\[ \frac{350}{1 + 350 \times 0.0121} = 66 \]

The teachers, head teachers, parents and pupils were selected through simple random sampling. The SMC members in the schools was selected through purposive sampling to represent the population of teachers, head teachers, pupils, parents and SMC's members in Acaba sub county and lastly education officer within Acaba sub county.
Data collection methods and process

1. In-depth Interview

Is was my primary source of collecting primary data where it involved designing questions and coding it. It included open-ended questions as well as conducting face-to-face interviews with the respondents; it was used during interview schedules with the target group (Key informants). Agenda (2003) and Amin (2005) observed that interview is useful since they fetch varieties of ideas needed for the study.

2. Questionnaire

The questionnaire was used for data collection because it offers considerable advantages in the administration. It also presents an even stimulus potentially to large numbers of people and provided investigation with an easy accumulation of data. (Gay, L.R., 1992) Maintains that questionnaires enable respondents freedom to express their views or opinion and also to make suggestions; it is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview.

3. Focus group discussion

It was used for interactions so as to exchange ideas with the pupils within the scope of the study where they also understand a situation where the management is not performing to the expectation. It gave easy and free interactions with the members in identifying the required support needed to keep them up to improve the management of schools under the UPE framework.

4. Documentary sources

The researcher also used existing records and documents that were related to the study. Such documents included reports and communications from the MoES, BOG and PTA meeting minutes.

Data processing and analysis

The research yielded both qualitative and quantitative data. Upon receiving the questionnaires and interview schedules from the respondents, the questionnaires were checked, coded and processed. Quantitative data was arranged and recorded according to research questions after which frequencies, percentages, bar graphs and tables was used for the presentation and analysis, according to (Neuman Lawrence, 2004) quantitative data is explaining phenomena by collecting numerical data that are
analyzed using mathematically based methods (in particular statistics). Qualitative data was edited arranged into themes and patterns using codes then analyzed and interpreted like the quantitative n. As observed by (Gray, D. E. 2004) qualitative data provides rich descriptions and explanations demonstrate the chronological flow of events as well as often leading to clear findings. The data s analyzed using the Statistical Package for Social Sciences (SPSS). As (Martin, K. & Acuna, C, 2012) observe, SPSS Version is able to handle large amount of data, and given its wide spectrum of tistical procedures purposefully designed for social sciences, it is also quite efficient.

Ethical consideration
vall, (1986) Observes that ethical considerations in research involve outlining the content of earch and what would be required of participants, how informed consent will be obtained and fidentiality ensured. It concerns protection of respondents’ autonomy, maximizing good comes while minimizing unnecessary risk to research assistants. In conducting the study, fore, explanations about its aims was made to the respondents, so as to obtain their informed ntent. Anonymity of the respondents was also assured and the data that they provided treated with ost confidentiality. As such, the respondents that participated in the study were protected and ntoning of their names was avoided.

Limitations to the study
ancial constraint where I had to shoulder the financial requirements of the research ranging from rport, typing and printing, making telephone calls and at times only thanking a respondent cannot sfy a respondent meaning you have to give a respondent a coin for taking a soda.

bureaucracy made conducting a research not an easy task since it was not a one day activity as most ple think, I had to get permission from the top official seeking for permission to conduct my earch in Acaba Sub County, also collecting stamps from wherever I was going as evidence that I shed the field and I collected data and all these was full of bureaucracy.

Cooperative respondents where most people perceived that giving out their personal data was not a hing to do and some respondent kept on postponing the date in which I was supposed to meet
for instance some school management committee members who kept postponing the appointment day, this made data collection so hard since they were hardly available.

Assessment from some respondent during data collection where the researcher faced the problem of assessment and this was because some respondent were so conservative that they mistook me as someone who wanted to collect information from them to source for funds somewhere for my personal benefit.

Recommendation to the challenges that I met when in the field

overcoming bureaucracy, I had to be a focused and a determined person who wanted to do nothing in a particular area. In addition, my identity card and introductory letter from Kampala International University helped me a lot because whenever they see all these, they could respond positively.

In relation to financial constraint, I persevered and I resorted to footing from school to school in order to save the money that I would otherwise use to hire a transport and this made me to save some money that I used to buy air time to communicate with respondents, buy lunch hire accommodation among others.

It was through assurance of confidentiality and data being used only for research purpose that I managed to collect from those who were uncooperative and mean with the information.

Those respondents who were harassed were humbled on seeing letter from the Sub county and letter from Kampala International University though some were still resistance but I had to persevere cause I wanted information from them and in order to get, I had to humble my-self.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Introduction

This chapter covers analysis of data and the findings of the study. The general objective of the study is to find out factors affecting management of UPE schools in Acaba Sub County. The first section of this chapter presents the description of socio-demographic characteristics of the sample population. Section two covers data on findings of Teacher’s knowledge about parent’s involvement in the management of school. Section three of the chapter covers data on findings of the roles that the SMC members are allocated in the school. Section four covers data on the challenges faced by SMCs in managing the school in Acaba Sub County.

Description of socio-demographic characteristics of the sample population

The study sought demographic data of the respondents including gender, age, marital status, and level of education, length of service or work experience and number of students per class. The study was carried out in selected UPE schools in Acaba Sub County.

Table 1 description of socio-demographic characteristics

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>FREQUENCY</th>
<th>PERCENTAGES (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>60.6</td>
</tr>
<tr>
<td>Female</td>
<td>26</td>
<td>39.4</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-24</td>
<td>4</td>
<td>6.1</td>
</tr>
<tr>
<td>25-30</td>
<td>7</td>
<td>10.6</td>
</tr>
<tr>
<td>30-40</td>
<td>10</td>
<td>15.2</td>
</tr>
<tr>
<td>Age Group</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Under 50</td>
<td>39</td>
<td>59.1%</td>
</tr>
<tr>
<td>Over 50</td>
<td>6</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

**Marital Status**

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>4</td>
<td>6.1%</td>
</tr>
<tr>
<td>Divorced</td>
<td>2</td>
<td>3.0%</td>
</tr>
<tr>
<td>Widowed</td>
<td>4</td>
<td>6.1%</td>
</tr>
<tr>
<td>Married</td>
<td>56</td>
<td>84.8%</td>
</tr>
</tbody>
</table>

**Educational Levels**

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>10</td>
<td>15.2%</td>
</tr>
<tr>
<td>Diploma</td>
<td>40</td>
<td>60.6%</td>
</tr>
<tr>
<td>Degree</td>
<td>12</td>
<td>18.2%</td>
</tr>
<tr>
<td>Graduated</td>
<td>4</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

**Length of Service (Teaching Experiences)**

<table>
<thead>
<tr>
<th>Years</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>2</td>
<td>3.0%</td>
</tr>
<tr>
<td>1 year</td>
<td>8</td>
<td>12.1%</td>
</tr>
<tr>
<td>2 years</td>
<td>13</td>
<td>19.7%</td>
</tr>
<tr>
<td>Over 6 years</td>
<td>43</td>
<td>65.2%</td>
</tr>
</tbody>
</table>

Source: Primary data/Field data

Table 1 indicated that 60.6% of the respondents were male, and 39.4% of the respondents were female. 6.1% of the respondents aged between 20-24 years, 10.6% of the respondents between 25-30 years, 15.2% of the respondents between 31-34 years, 59.1% of the respondents between 35-50 years, and 9.1% of the respondents were above 50 years of age and this showed that the respondents that were approached were mature enough to answer the questions that were in the questionnaires and also mature enough to interpret the questions by themselves.

Table 1 indicated that 6.1% of the respondents were single, 3.0% of the respondents had separated, 8.8% of the respondents were married, and 6.1% of the respondents were widowed. This shows that respondents of different marital status working in different UPE schools were freely willing to contribute towards completing my research study and improving the management of the school.
ble 1 indicated that 15.2% of the respondents had certificates, 60.6% of the respondents had diplomas, 18.2% of the respondents had degrees and there were 6.1% of the respondents with postgraduate. This implies that teachers teaching in UPE schools have at least attained the minimum level education to participate in the attainment of better performances in management of the school and the implementation of UPE programme which requires adequate skills especially for the management. School administrators and teachers need various skills in order to cope with the demands their management and teaching tasks. Such skills can be attained through formal training, and it is encouraging to note that most head teachers had degrees.

Findings in table 1 indicated that 3.0% of the respondents had served for less than one year, 12.1% of respondents for 1-3 years, 19.7% of the respondents for 4-6 years, and the rest of 65.2% respondents have served for more than 6 years. Basing on these results, it can be concluded that majority of the respondents had worked for a long period, so they had enough experience to do their tasks effectively, and were in a position to give useful insights into the challenges experienced in the management of UPE schools. This implies that respondents were knowledgeable enough about UPE tools and they were able to provide relevant and reliable information on the variables of the study.

1. Description of the characteristics of the study participants

This section contains description of the study participants that contributed in producing qualitative data. Where I conducted 3 focus group discussions (FGDs) with students; I interviewed members of school management committees, parents and education officer of Acaba sub county.

This sub-section highlights the sample characteristics of the groups, considering each of the 3 groups respondents under the study. Out of the 3 groups of students interviewed, majorities were males with few females; in the first group there were 8 members with 5 boys and 3 girls and the second group out of 8 members studied, 6 were boys and the rest were girls and the third group was posing of 7 members with 5 boys and 2 girls. The members were seen to be between age brackets 9-13 years and they were selected through simple random sampling. In each groups of participants, biggest proportions depend on their parents and relatives. The schools are strategically located in the town setting which are easily accessible by the students and the community because of the reliable good roads. The schools had conducive atmosphere that is provided by the planted trees.
und the school, colorful buildings that are painted in the school uniforms colors, well fenced with ar boundaries.

ong the school management committee members, the majorities were male where out of 8 resenatives interviewed, 5 were males and 3 were females, I used purposive sampling to select 1C members from the community in places that they were staying and I interviewed 2 members who among the SMCs in each school. The members interviewed were seen to be between age brackets 30-55 years and the biggest proportions depend on agriculture as their main occupation. Most of the pondents were educated up to primary level with only few members who had completed the secondary level of formal education. All these people are located within the sub county which is thin reach due to available good road network within school areas and boundaries.

t of 8 parents I interviewed, majorities of the respondents were males with few females who were idomly selected and they are having their children in the schools that are under the study; out of 8 ents. 5 were male and 3 were female. The members were seen to be between age brackets of 30-60 ars. The biggest proportions of the participants depend on agriculture as their main occupation. Most the respondents were educated up to the secondary level with only few members who had mpleted the diploma level of formal education

stly I interviewed educational officer of Acaba Sub County where I used purposively sampling cause this officer best suits my study objectives. The office is located within Acaba Sub county adquarters and the officer was seen to be between age brackets of 35-45 years. I had a conducie nosphere in his office.

Teacher's knowledge about parent's involvement in the management of school

is section was in response to the first objective, to examine teacher's knowledge about parent's rticipation in management of schools where teachers and head teachers were given self-ministering questionnaires and interview schedules were held with SMCs, parents and education ficer of Acaba Sub county where question like; are parents involved in the management of theool? was asked and questions were arranged where teachers and head teachers were required to oose from the following options; to strongly disagree, disagree, not sure, agree and strongly agree how parents are involved in the management of the school such as, participate in the management
the school, raising funds for the school, engaging in the budgeting process of the school, nagement of students' discipline at school and check on pupils welfare, were listed. After collecting a, the data was edited, cleaned and entered into statistical package for social sciences (SPSS). rtin (2002) noted that, SPSS version is able to handle large amount of data, and given its wide xtrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. er analysis, the data was presented in tables, frequency, and figures.

tibia 2 parent’s involvement in the management of the school

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>id</td>
<td>Yes</td>
<td>51</td>
<td>77.3</td>
<td>77.3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>15</td>
<td>22.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>66</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

urce: Field study

ble 2 indicated that, 77.3% of the respondents who were interviewed agreed that parents are volved in the management of the school with roles such as checking on pupils’ welfare, lobbying for funds for the school among others while 22.7% didn’t agree that parents participate in the management of the school.

“As a parent, I have to ensure that the welfare of my children is healthy. also I have to make sure that the school runs smoothly and also to provide services that the school demands from me, that is how I participate in management of the school” a parent said.

“Parents are the most important stakeholders in the school and without them schools cannot run and cannot be manage because they are involved in the budgeting process of the school, checking on the welfare of their children at school in order to improve on their health, they also mobilize funds for the school, they provide the school with fresh ideas where the school has gone wrong, they provide support for instance parents do pay development funds to the school, also some others do donate books to the school, balls to the school that helps to improve the level of sport activities, hence making
parent's involvement in the management of the school so crucial and very important in the daily running of the school” Education Officer said.

This was in line with studies such as Hunt (1980) who argues that parents participate in making important policy decisions in curriculum development. Parental participation in school management is not only good for children, but also for the parents, teachers, and schools and for the community at large (Pettit, 1980). Bronfenbrenner (1974) argued strongly that parent participation was critical to good education. Bhindi (1988) and Davlin (1989) argued that parental participation in schooling and school management has a direct, favorable bearing on children's education. Naybour (1989) noted that it is a concern for partnership between the school and the parents in the education of the child. Parental participation in school management is an essential element of devolution (Blakers, 1980).

Figure 1. Ways parents are involved in the management of the schools

![Bar chart showing ways parents are involved in school management](image)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking on pupils welfare</td>
<td>1.5</td>
<td>6.1</td>
<td>12.1</td>
<td>21.2</td>
<td>45.5</td>
</tr>
<tr>
<td>Budgeting process of the school</td>
<td>6.1</td>
<td>7.6</td>
<td>10.6</td>
<td>10.6</td>
<td>43.9</td>
</tr>
<tr>
<td>Management of students' discipline in the school</td>
<td>3</td>
<td>10.6</td>
<td>5.8</td>
<td>12.1</td>
<td>33.3</td>
</tr>
<tr>
<td>Raising funds for the school</td>
<td>6.1</td>
<td>10.6</td>
<td>12.1</td>
<td>0</td>
<td>43.9</td>
</tr>
</tbody>
</table>

Source: Field study
checking of the pupils welfare, 43.9% of the respondents agreed and 42.4% of the respondents
only agreed with the parents checking on the welfare of the pupils which helps to improve their
health status while 6.1% of respondents were not sure and 6.1% of respondents disagreed meaning it’s
irresponsibility to see that children’s welfare are maintained when at school.

the other hand, 45.5% of respondents agreed and 21.2% of the respondents strongly agreed that
parents are involved in the budgeting process of the school while 13.6% of respondents disagreed and
1.1% of the respondents strongly disagreed meaning that parents are not left out in the management
of the school a reason why they are involved in the school budgeting.

the management of the student’s discipline at school, 50.0% of respondents agreed and 25.8% of the
respondents strongly agreed with parents involving in such roles while 10.6% of respondents were not
and 10.6% of respondents disagreed.

raising funds for the school, 43.9% of respondents strongly agreed and 33.3% of the respondents
need that parents do raise funds for the schools while 12.1% of respondents strongly disagreed and
6.6% of respondents disagreed and it can be concluded that parents do raise fund for the school and
are the development fund that they normally pay to the school authorities.

3 The roles that the SMC members are allocated in the school

is section was in response to the second objective, to examine the roles of school management
committee in management of schools where teachers and head teachers were given self-administering
questionnaires and interview schedules were held with SMCs, parents and education officer of Acaba
County where questions such as have you ever heard about SMC before?, do you know what an
AC is?, do you think there are some kinds of problems or other in the school? Can you point out few
them? Were asked and also questions were arranged where teachers and head teachers were
quired to choose from the following options; strongly disagreeing, disagreeing, not sure, agreeing
d strongly agreeing on the roles of SMCs in management of schools such as they budget the school
nds, lobbying for the school funds, maintain transparency in utilization of school funds, supervision
construction projects in schools, monitoring school projects, were asked. After collecting data, the
ta was edited, cleaned and entered into Statistical Package for Social Sciences (SPSS). Martin
(2002) noted that SPSS version is able to handle large amount of data, and given its wide spectrum of
Tistical procedures purposefully designed for social sciences, it is also quite efficient. After analysis, data was presented in tables, frequency, and figures.

Table 3 if you have ever heard about SMC before?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>66</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data

The findings in table 3 indicated that 100% of respondents knows what an SMCs is and knows what SMC meant, meaning most respondents interviewed were knowledgeable about which committee is responsible for the management of the school.

"SMC is a school management committee that has been given a mandatory of managing the school" a parent said

"Yes I know SMC as a school management committee because I am a member in this committee and this committee plays various roles such as budgeting the school funds, supervising the school project among other" a member of SMC said

Table 4 the level of satisfactory of how the school is being run

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>68.2</td>
<td>68.2</td>
<td>68.2</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>31.8</td>
<td>31.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data

Table 5 indicated that 68.2% of the respondents are satisfied with how the school is being run and .8% of the respondents are not happy with how the school is being run meaning most respondents are happy with the administration management of most schools.
"I think am satisfied with how the school is running because as a SMC, we have always struggled in order for the school to function well and perform continuous but small challenges still exist" a member of SMC said

"Though schools face some challenges but I have liked the way school is running" a parent said

<table>
<thead>
<tr>
<th>Table 5 stating whether there are problems in the schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>id</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Primary data

The findings in table 5 indicated that 75.8% of the respondents supported that there are problems in schools with only 24.2% of the respondents saying there is no problem in the school meaning there problems in existence in many schools that has affected the management and performance of these tools.

"The school normally complains of lack of funds to run the school activities, there are cases of indiscipline between teachers and pupils, the schools also lack staffs and there is overwhelming number of pupils" a parent said

"I think the school still has challenges that needs to be addressed because at times the school gets holidays so early due to shortage of food stuffs for the pupils and funds, also there are misunderstanding between our teachers and head teacher" a SMC said

"I don’t like the way school is running because at times teachers dodge to teach us and absents from the school, also the school always don’t ask for our ideas when they are making decision" a pupil said.
The views categorized in figure 2 above were corroborated by the teachers and head teachers where 4.5% of the respondents agreed and 34.8% of the respondents strongly agreed that SMCs members are involved in budgeting the schools funds while 6.1% of the respondents were not sure and 3% of the respondents disagreed meaning that they budget the schools funds that has been allocated to the school and the one that has been collected from development funds.

Also 47.0% of the respondents strongly agreed and 45.5% of the respondents agreed that the SMCs do monitor the school projects whenever it is going on while 4.5% of the respondents were not sure and 7.6% of the respondents disagreed meaning that when there is construction going on at school, or any other project, the SCMs members normally monitor such projects for its smooth completion.