

**THE SCHOOL MANAGEMENT COMMITTEE ROLES AND PERFORMANCE  
OF PRIMARY SCHOOLS IN LAMWO DISTRICT, UGANDA**

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**A THESIS PRESENTED TO THE COLLEGE OF OPEN, DISTANCE AND  
E-LEARNING IN PARTIAL FULFILMENT FOR THE AWARD  
OF A MASTERS DEGREE IN EDUCATIONAL  
ADMINISTRATION AND MANAGEMENT  
OF KAMPALA INTERNATIONAL  
UNIVERSITY**

**May, 2018**

**DECLARATION**

I **ADONG JENIFER** hereby declare that, this research report is due to my own work, knowledge, effort and it has never been submitted by any other person for a master award in my university or institution of higher learning.

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**APPROVAL**

This research report on the role of SMC and performance of primary school in Lamwo District, Uganda has gone through under my supervisor for the approval

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## **ACKNOWLEDGEMENT**

I thank the almighty God for enabling me to complete this piece of work. Special thanks for knowledge, wisdom, courage and determination he has granted me, I am grateful for my supervisor for the academic guidance, time, encouragement and patience that has been through making this work a success. Thank you.

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## ABSTRACT

The study established the relationship between School Management Committee roles and Performance of primary schools in Lamwo district. Three specific objectives guided this study and these were (i) to determine the relationship between supervisory roles on Performance of primary schools in Lamwo District, Uganda, (ii) to examine the relationship between administrative roles on Performance of primary schools in Lamwo District, Uganda, and (iii) to establish the relationship between planning & organizing role on Performance of primary schools in Lamwo District, Uganda. This research employed descriptive correlation design to describe the relationship between School Management Committee roles and Performance of primary schools in Lamwo District Uganda. The study used a population of 1482 and a sample size of 315. Questionnaires were used for reaching respondents who were randomly selected to be part of the study and the data collected was organized and analyzed to generate information which came from the research. The findings revealed the following: there is a positive relationship between supervisory role and Performance of primary schools in Lamwo district Uganda ( $r=.724$ ;  $\text{Sig}=0.000$ ), suggesting that the more improvement in supervisory role, the more the increase in Performance of primary schools in Lamwo district Uganda, and vice versa. This study revealed that there is a significant relationship between planning & organizing role and Performance of primary schools in Lamwo district Uganda ( $r=.357$ ,  $\text{sig}=0.000$ ), the findings of this study proved a positive significant relationship between administrative role and Performance of primary schools ( $r=.514$  and  $\text{sig}=0.000$ ). The researcher concluded that; effective supervisory role increases Performance of primary schools, improvement in planning and organizing increases Performance of primary schools in Lamwo district Uganda. The researcher concluded that; the Management committee members should check on time Performance for everyone in the school, this will help to improve on the supervisory role, the schools' Management should monitor pupils' attendance regularly, this can be done carrying out of role-calling of students' names every day.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter focuses on the background of the study, problem statement, purpose, research objectives, research questions, scope, hypothesis and Significance of the Study.

### **1.1 Background to the study**

The background was presented in four perspectives which include historical, theoretical, conceptual and contextual perspectives.

#### **1.1.1 Historical perspective**

School performance in educational institution, success is measured by academic performance or how well the student meets the standards set out by the government and schools. The Connecticut state Department of education 2008 defines successful students as those who can read, write, compute, analyze information, think critically and creatively, solve problems communicate effectively and use technology. However, in this context of the study of performance of primary schools of Lamwo District it is measured in terms of Primary Leaving Examinations for the last three years as there was variation for 2014, 2015 and 2016 PLE results which was rated to be poorly done in terms of grades. These problems of poor performance in primary schools of Lamwo District with only a few schools in town council can raise first grade which has shown a major concern for parents, teachers, leaders, and employees who are interested in the future of the learners and the country at large. This primary school education is the basis for secondary and higher education, if a student has no firm primary education base, the country final product will be weak and yet on the education that the country relies for the supply of quality manpower. In this very event, pupils are expected to exhibit high academic integrity in form of good grades from schools.

In Uganda, with high UPE enrollment of pupils there is a big number of students who complete primary education level and there more primary schools than secondary or tertiary institutions which call for better results if one is to successfully compete. In addition to this, in other parts of Uganda pupils are performing well more so in urban areas and other parts of east and western Uganda.

Despite the measures put in place to improve pupils' performance poor grades at National Examinations are still rampant (Enamiroro) 2010. The blame is put on stakeholders in education like teachers, parents, school Management Committees and government. These indicate that the problem of poor performance of pupils affects everyone in society. New vision 14, Jan 2016, when the results for 2016 PLE results were released by the Minister of Education and Sports quoted in her speech " that poor results came out due to the negligence of stake holders by not playing their roles in school."

In this study, school performance (dependent variable) was perceived as the level at which the learner accomplishes academic tasks and score to the academic expectation of the teachers, parents or and evaluator. However, there has been a persistent poor performance of pupils in Lamwo for the last three years that is 2014, 2015 and 2016. Some of the reasons given for the increased failure rate are: rampant absenteeism of pupils and teachers, inadequate learning materials, poor time management and failure to have a work plan. And these has turned against School Management Committees for not actively playing their role as the government has entrusted them to manage school on their behalf so that all the activities in school are supervised and control for effective and efficient running of the school.

According to a School Management Committee, Handbook Ministry of Education and Sports, first edition 2005, revised edition 2007, defines School Management Committee as the governing body of a primary school empowered by Law to manage primary schools on behalf of the government. These school Management committees replaced the former school managers which were put in place by the education act 1967, amended in 1969 and subsequently by the education Act 2008.

The government of Uganda initiated the School Management Committees to ensure efficient and effective Management of the school activities which include administrative, supervisory, monitoring and consultative roles as they are directly appointed from the community where the schools are located. Their appointment is governed by education

Act 2008; it spelt clearly their condition of the appointment, tenure of the office and their (roles) function respectively.

As it is the responsibility of the government of Uganda to educate its citizens which is a fundamental right of everyone to have access to quality education and is governed by the Constitution of the Republic of Uganda, 1995 (Article 8 as amended in 2005).

All people have a right to education; therefore there is need for the government to have direct link or network between School Management Committees and government to properly manage resources. They are entrusted with overall supervision of the school on behalf of the government in guiding and monitoring the implementation of educations policies in primary school in order to improve quality in basic education in the formal primary school system in Uganda.

In the ongoing education reform in the world and in particular Uganda, various education manager among whom are School Management Committee members which are given basic responsibilities in primary school which require training and direction of the operation of their responsibilities for effective and efficient implementation of their roles and appropriate decision making as they have been entrusted and empowered by law to governed the primary school.

On the other hand involving the School Management Committees in the Performance of schools does not mean taking away the roles of the head teachers (professional). According to Ministry of Education and Sports first edition 2005, revised edition 2007 however, the head teacher need support of SMC in order to be able to perform and meet the expected levels of achievement by the school. In light of the foregoing, every primary school must have a functioning/active SMC hence the need for this handbook.

Despite all the effort made by the government of Uganda to put School Management Committee in place and empowered them by the law to manage the primary school in Uganda to improve Performance at all levels, there is still gap in the performance and variation in academics level more especially in rural areas where they always perform

poorly in Primary Leaving Examination (PLE) compared to the urban schools. This has been shown for recent PLE results 2016 and the Minister of Education made it very clear in her speech during the delivery of PLE results 2016: (New vision 14, Jan 2016). This goes directly to School Management Committees whose roles are to administer, supervise, monitor and consult. However above all this gaps has become a subject to the researcher for investigation since the School Management Committee roles in primary schools is mandated to undertake critical responsibilities in the proper management of schools. These include ensuring compliance with the education Act 2008 and education regulation in its school operations, oversight and managing the appointment and Management of all resources; the personnel, instructional materials and facilities in primary schools in Uganda.

### **1.1.2 Theoretical perspective**

Several theories have been advanced in relation to the roles of School Management Committee and Performance in primary schools.

According to Weber (1920), to operate an organization in an effective way management approaches have been put forward for the accomplishment of the organizational goals.

It is relevant to the study in the sense that it has well defined hierarchy, ensuring specialization of labor, rules and regulations to be followed that make effectiveness and efficiency of the work to be performed by workers.

Fayol (1942) advocates on the administrative management approach examine an organization from the perspective of the managers and executive responsible for coordinating the activities of diverse groups and units across the entire organisation. The theory states the management to be created and remains one of the most comprehensive. He is considered to be among the most influential contributors to the modern concept of Performance. The theory based on the 14 principles of Management which includes; division of labour, work, authority, discipline, unity of command, unity of direction, subordination of individual interest, remuneration, centralization, scholar chain, order, equity, stability of tenure of personnel, initiative, esprit de-corps/team spirit. It is relevant in the sense that it falls under administrative roles of the

management. These 14 principles theories also go hand in hand with the six primary function of management which includes forecasting, planning, organizing, commanding, coordinating and controlling. It is relevant to the study in the sense that it is the theories that encourages the personnel to work hard and achieve the organization goals.

Maslow, (1970) developed a theory of motivation based on a hierarchy of needs. He assumed that unsatisfied human need motivates behaviour. This theory states that, people are to be motivated to achieve certain needs and that some needs take precedence over others.

The basic need is for physical survival and this will be the first things that motivate our behavior. He concluded that once that level is fulfilled, the next level up is what motivates us and to go on. It is relevant in a sense that motivation is the key pillar in achieving the organizational goals which is the most requirements in the management system which will lead to high productivity. For instance, the personnel who are in schools such as; head teachers, teachers, non-teaching staff and others needs for high productivity in the organisation.

It is this theory therefore, that researcher found to be so close to her area of study and importance because it actually relates well in the management of the organization.

Drucker (1966) performed studies on Management by objectives. The theory states that the practice of business ethics and morals was at the top of the list of many elements of business management which he found that it is important. He ordered that SMART method is a means of checking to make sure objectives are valid by managers when they are carried out verification by using SMART acronym to make sure the objective is specific, measurable, achievable, and realistic and time related.

His theory also states that a knowledge worker is equivalent to the executive of the company and lastly he believed that decentralization of management is very important, managers should delegate tasks in order to empower employees. It is relevant to the study in the sense that it creates constancy of purpose towards improvement of product

and services and put everybody in the company to work to accomplish the organizational goals and objectives.

However the above theories have long been speculated on what type of management is based for humans in the professional setting. Their management theories provide the frame work for effective management in the organization to motivate and bring out the best of the employees.

### **1.1.3 Conceptual perspective**

School Management Committee in the hand book designed by Ministry of Education and Sports, revised edition 2007 defines School Management Committees as a governing body of primary schools empowered by the law to manage primary school on behalf of the government despite whatever level they are.

The school management committees are to ensure effective and efficient management of resources and performance.

They are entrusted to play their specified roles which include administrative, supervisory, monitoring and consultative roles for effective and efficient Performance of the school.

Performance (dependent variable); Performance is the act of planning, organizing, coordinating, directing and controlling both the activities and resources in the organization in order to accomplish task and achieve the organizational goal. This definition recognizes that Performance is an ongoing (process) activity, entails reaching important goal and involves knowing how to perform the major functions of management.

### **1.1.4 Contextual perspective**

Despite all the government effort in uplifting education sector through local community in Uganda by decentralizing power to ensure proper Management of the schools there are still challenges

Uganda's success in Universal Primary Education is falling apart. Despite the \$302m spent annually on primary education almost 70% of children are likely to drop out of school, with hidden costs met by parents and cannot be met poor parents. As was

reported by Alon Mwesigwa that “about 70% of children in rural areas could not afford as compared to one of the school in Kampala on Thursday 23th April, 2015 from the “The guardian.”

On the other hand in Lamwo District, Uganda, there is some factors that also made these children drop out from school that is financial constraint and lack of awareness on the important of education, but according to (UPE) Universal Primary Education guidelines (1997) no child is levy for any payment in primary, UPE is for free, there is no payment but they are allowed in that guideline in case of any shortage, the supplement should not exceed 10400 per year per child, still some parents cannot afford paying that as they have the concept that free education in primary schools is compulsory and most of their children are at home at this moment

This has been supported by recent report by UNESCO, only 53% of Ugandan children complete primary education. It seems to be a failure from the management in implementation of their roles in sensitizing the community about their roles and support to education of their children.

A recent report on Management released from the government confirmed that teachers, politician, parents and children, community already know that even children who remained in school until, they completed primary cycle in school are not learning which was confirmed by National Assessment of Progress in Education (NAPE) under Ministry of Education and Sport (2009) report. This shows that School Management Committee Roles has a very big gap in some areas in implementation of their supervisory roles and monitoring respectively.

However all the efforts made by the government to extend power to the community to manage the school is to ensure proper Performance of the school but there is still some gap which is a subject to the researcher for thoroughly investigation Since the year 2000, the year when the free and compulsory primary education was introduced in Kenya, Teachers’ responsiveness in Lamwo District has been on steady decline.

Lamwo District is classified among the last districts in the country with regard to the primary national examination scores. Second, the majority of primary leaving students

fails or succeeds with poor marks .Schools in Lamwo District are poorly equipped, where many teachers are unqualified and there are very few of the public boarding and excellent schools where students benefit from different advantages. Most teachers in this area get involved in personal business activities to supplement their meager incomes as commented in the Basic Twelve (2014):

The consequences of the problem are that some of the weakest students prefer to drop out. Before the year 2000 primary pupils who were not admitted to secondary education used to return home, and this increased the number of street children, child labor, delinquent youth and juvenile prostitutes. (Bahoneza: May 2016). The students in eight-year basic education feel frustrated and hence drop out of the school as those of primary school. They are disadvantaged to the extent that they do not understand the relevance of their education.

### **1.2 Statement of the Problem**

The declining performance of pupils in public primary schools in Lamwo District is due to the high rate of absenteeism by both teachers and pupils inability to participate fully in the lesson, inadequate instructional materials to facilitate proper learning and teaching, pupils lacking learning materials such as exercise books, pens and pencils plus others are likely to retard national development Cong et al (2010).

Schools wish to significantly contribute to the national development should ensure they produce students with good performance results which is always measured at the end of the year and national examinations that is Primary Leaving Examinations.

One element that is particularly important is to put in place adequate learning materials to the children and teachers to facilitate learning and teaching which the responsibility of School Management Committees.

In schools sufficient instructional material and proper utilization of them can bring about good grades. This poor performance has posed a challenge to the children themselves, parents and the communities and the nation at large despite the government efforts of involving School Management Committee managing public primary school in Lamwo District Uganda and to ensure effective and efficient utilization of the resources and

other supervisory roles. There has been a big gap from the School Management Committee in the implementation of their roles and has raised the concern for the researcher to carry out an investigation on the Performance of the schools in Lamwo District.

### **1.3 Purpose of the study**

The study is designed to determine the relationship between School Management Committee roles and performance of primary schools in Lamwo District.

### **1.4 Research objectives**

- i. To determine the relationship between supervisory role and Performance of primary schools in Lamwo District.
- ii. To examine the relationship between administrative role and Performance of primary schools in Lamwo District, Uganda.
- iii. To examine the relationship between planning and Performance of primary schools in Lamwo District.

### **1.5 Research Questions**

This study answered the following questions;

- i. What is the relationship between supervisory role and Performance of primary schools in Lamwo District?
- ii. What is the relationship between administrative role and Performance of primary schools in Lamwo District, Uganda?
- iii. What is the relationship between planning and Performance of primary schools in Lamwo District?

### **1.6 Hypothesis**

There is a significant relationship between supervisory role and performance School of primary schools in Lamwo District, Uganda.

There is a significant relationship between administrative role and Performance of primary schools in Lamwo District, Uganda.

There is a significant relationship between planning / organizing and Performance of primary schools in Lamwo District.

## **1.7 Scope**

### **1.7.1 Geographical Scope**

This study was carried out in Lamwo district; previously was a constituency that formed part of Kitgum district with government decentralization programme aiming at bringing services closer to the community, Lamwo became a district. It is bordered by southern Sudan to the north Kitgum district to the south, Amuru district to the west. This research work geographically covers selected primary school within the district, other stakeholders such as education department, humanitarian agency whose activities have supported the administrative roles of the School Management Committee Roles and Performance of primary school in the District.

### **1.7.2 Content scope**

In terms of content, School Management Committee roles, (independent variable) was looked at in terms of supervisory role, administrative role and planning and organizing. Yet the dependent variable (Performance of primary schools) was measured in terms of how children performed in the National Exams.

### **1.7.3 Time Scope**

The study used data from 2014 to 2016 in Lamwo district, this being the period in which ineffective Performance of primary schools was reported most in Lamwo District Uganda.

## **1.6 Significance of the study**

The research will be of a great use to the researcher, School Management Committee, head teachers, teachers, parents, learners, community, education department and Ministry of Education and Sports.

The study will enable the Education department have a deeper understanding of the gap that exists in the administrative roles of the School Management Committee Roles and pay attention on strengthening them in their administrative roles.

The study will also enlighten the head teachers to facilitate more time to the school Management committees in their schools. The study will provide SMC with detailed of their administrative roles and be able to implement them accordingly.

The study will help the teacher to check on their ethics and code of conduct and adjust accordingly.

The study will help the parents to play their roles in supporting education of their children as well as the learners will also have the benefit of retaining them at school and complete their studies.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introductions**

The researcher in this chapter gave more focus in the review of literature from the previous research work by other scholars on school Performance. The School Management Committee roles and Performance of the primary school in Uganda. Literature was critically and objectively examined to provide concrete evidence of other work done to ascertain the gaps and intended remedies for them on similar subjects of the research. It is expected that the gathered information is expected to back up the researcher work.

#### **2.1.1 Theoretical reviews**

Maslow (1954), in his theory of Management based on hierarchy of needs states that people are motivated to achieve certain needs, and that some needs takes precedence over others.

This theory states that the most basic need is for physical survival and this will be the first that clearly motivates our behavior. Once that level is fulfilled the next level up is what motivates us and to go on.

In psychological hierarchy of needs, the motivational theory comprises a five tier:- Biological needs and psychological needs, air, food, drink, shelter, warmth, sex and freedom from fear, safety needs-protection from elements security, order/law, stability, freedom from fear, love and belongingness needs, friendship, intimacy trust and acceptance receiving and giving affection and love, esteem needs-achievement, mastery independence, status dominance, prestige, self-respect, respect from others.

Self-Actualization needs -realizing personal potential self-fulfillment seeking personal growth and peak. It is relevant in the sense that in management in any an organization or institution motivation act as key for the achievement of the organizational goal as people will be dedicated to their work.

Webber (1920), a German sociologist introduced the concept of bureaucratic Management as an "Ideal" model that managers should try to emulate in order to operate an organisation on a fair, rational and efficient ideal. The theory states that, bureaucratic management approach emphasizes the necessity of organizations to

operate in rational ways instead of following "arbitrary whims" or irrational motives and intentions of owners and managers. Weber found different characteristics in bureaucratic management approach that would effectively conduct decision making, controlling resources, protecting workers and accomplishment of the organization goals. This based on the six principles which include; Proper division of labour, Chain of command, separation of personal and official property, application of consultants, and selection and promotion based on qualification.

Fayol (1925), the theory based on the 14 principles of administrative management approach. His theory states that the management approach that examines an organization from perspective of management and executives responsible for coordinating the activities of diverse groups and units across the entire organization. He identified five functions generic to all management activities, planning, organizing, commanding, coordinating and controlling. The 14 principles of administrative management includes; division of work. When employees are specialized, output increases they become increasingly skilled and efficient, authority, discipline, unity of command, subordination, remuneration, centralization, scalar chain, order, equity, initiative. It is relevant to the study in the sense that the organisation will be quality work and high productivity.

Chester (1961), his theory based on the acceptance authority. The theory states that authority flows from the bottom to the top. How much authority manager wields depends to a large extent on the willingness of the employee to accept the directives of managers.

Thus managers should communicate their requirements in ways that takes the feeling and capabilities of employees into account. He argues that the employee are more willing to accept directions from a manager if they;-

Under standard the communications, see the communications as consistent with the purpose of organization, feel that the action indicated are in their lives with their needs and those of other employee and view themselves as mentally and physically able to

comply. It is relevant to the study in the sense that it emphasizes on workers needs, which help in modification of their workers and transformation of the organization.

However in summary, Taylor, Webber, Mayo, these theorists have long speculated on what type of management is best for humans in the professional setting. Their management theories or collection of ideas that provide the framework for effective management strategy, are implemented in workplaces to motivate and bring the best out of employees. It is common place for managers to use more than one theory in order to achieve productivity or organizational skills. It is important for managers to understand these different theories and know how to implement them.

Therefore the school management style in primary school and the administrator should accept the advice given by those theorists in order to bring up good relationship in work places and achieve the organizational goal.

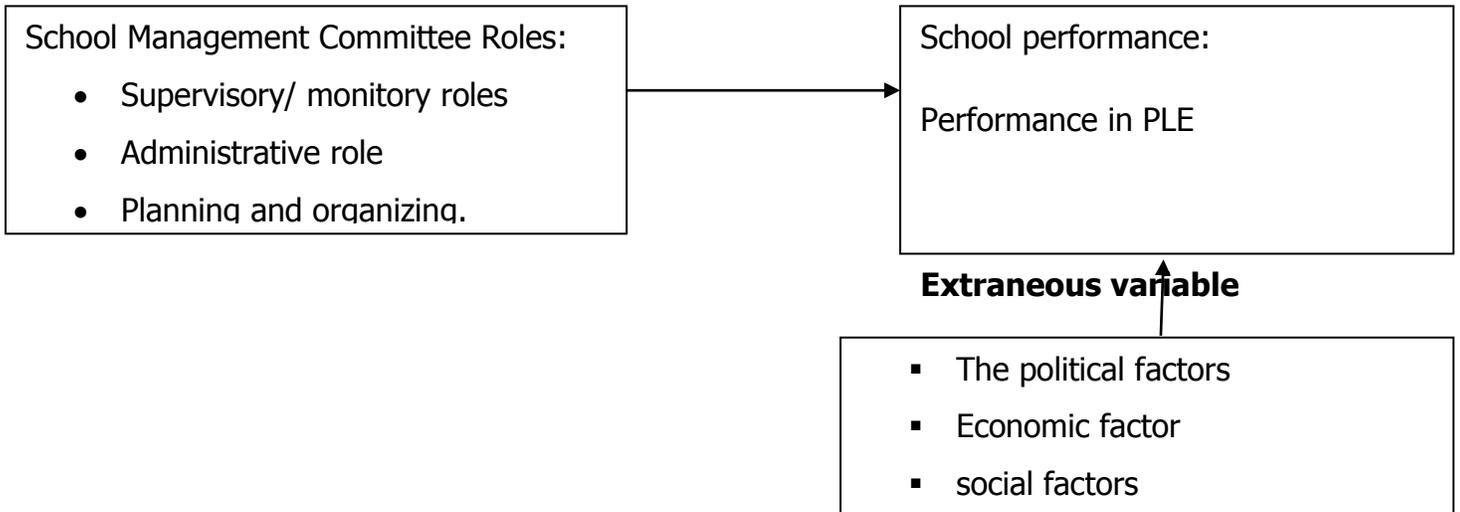
### **2.1.2 Conceptual frame work**

Under this conceptualization the School Management Committee roles are the dependent variables while school performance is the dependent variable the independent variables are conceptualizes into three types on the School Management Committee roles namely; supervisory / monitory roles, administrative role, planning and organizing roles. Supervisory roles/ monitoring roles are defined in terms of checking of teachers and pupils attendance, checking the use of school facilities time to time, checking on the use of resources learning materials, and time management for everyone in the school; Administrative roles are defined in terms of timely feedback and accountability to the stake holders checking the books of accounts, approval of the annual budget work plan and improvement of work plan for the school and others; Planning and organizing role is defined in terms of having the school work plan and the time frame; planning fort materials for learning and enough teaching and non-teaching staff and all the three types of roles perceived to have a positive relationship with the school performance. School performance was measured in terms of score in Primary Leaving Examinations (PLE) results for the last three years of 2014, 2015 and 2016, therefore the conceptual model shown in the figure 2.1

## RELATIONSHIP BETWEEN THE ROLES OF SCHOOL MANAGEMENT COMMITTEE ROLES AND PERFORMANCE OF PRIMARY SCHOOLS

### INDEPENDENT VARIABLES

### DEPENDENT VARIABLES



It is relevant to the study in the sense that the school management committee has a very big role to play in the school in order to improve on the performance of schools been supported by Fayol (1925). Theories of administration management function emphasized planning, organizing, planning, coordinating and controlling the activities

### 2.2 Related Literature

The research study was focused on the School Management Committee roles and Performance of primary schools in Lamwo district, Uganda.

According to proposal these are the related relevancy literacy that have supported the School Management Committee in implementing their roles.

#### 2.2.1. The School Management Committees' Administrative roles.

According to the SMC's Handbook by MoEs, Revised Edition 2007, empowered and entrusted SMC with some administrative roles to ensure proper functioning of the

school on behalf of the government that is to work with the school administration, parents and community for the success of their schools, that is to ensure that teachers, parents and learners carry out their responsibilities; to see that effective teaching and learning is going on in the school; to make sure that instructional materials like text books are put in hands of the learners; guarantee teachers Management is monitored supervised and appraise regularly; ensure that the school open at 8:00am and closes at 4:30pm during working days and that the school follows the ministry of education and sports school calendar; Sensitize the community, parents, LCs and teachers to ensure that all school going age children attend school and complete the primary education cycle; Keep records of minutes and regularly update the district education committee, LCs, DEO, community leaders, parents and other stakeholders on the programmes of the school; Submit regular reports on academic performance, financial status, infrastructures development, co curriculum activities and discipline in the school; help the head teachers in following up requests made to the DEO, NGO's, parents and other stake holders in cases of transfer of teachers and head teachers in cases of transfer of teachers and head teachers, general improvement of the schools, infrastructures and all other educational programmes and projects; mobilize and provide resources needed by the school by involving all stakeholders in the development of school programmes; and hold regular meetings at least once every term as stipulated in the statute.

Sharif Khan (2006) in his research findings on the 'Role of School Management Committee Roles in strengthening relationship between the school and local community in a community based school in Pakistan'. He found that faith based community participation could bring about positive changes in school, thus School Management Committee Roles members act as change agents and contribute in the governance, building strong linkages with institutions, parental involvement, monitoring of teachers and finances which lead to school improvement.

On the other hand, according to Eshiwani (1993), the school Management committee's functions also include the preparation of initial reception and administration of funds collected for or granted to the school, tendering advice to the District Education Board

and the local authority education committees, provision of physical facilities required by the school and ensuring that discipline is maintained in the school.

### **2.2.2. Supervisory roles of School Management Committee**

The School Management Handbook, by MoEs, the government of Uganda has specified clearly their supervisory roles in managing the schools (primary schools) that the school Management from time to time should check on how work is done in primary schools by Headteacher, teachers, learners, support staff, parents and the community. In that way, they see that planned activities are done well and on time which is supported by Education Act (2008) on the function of the School Management Committee Roles and other stakeholders in supervising the schools in Uganda. Patil (2004) carried out a study on 'Role of Gram Shikshan Samitti (GSS) in universalization of primary education'. He found that the GSS members promoted education by checking attendance registers of centers often every three months, despite some difficulties in conducting the survey. He has concluded that GSS understands its role in bringing about universalization of primary education but still far very few had actually performed quality work.

### **2.2.3. Monitoring Roles of school Management Committee**

The government of Uganda has entrusted School Management Committee Roles to monitor the proper effective management of government resources both materially and personnel who are in the primary schools in Uganda which was governed by Universal Primary Education guidelines (1997) that the School Management Committee roles should monitor the utilization of all the resources in the institution and advice accordingly which is also supported by the handbook revised edition (2007) MoEs. This is done to bring improvement in Universal Primary Education and to avoid any losses. Anton (2005) carried out study on improving the quality of education through school based management. He added that management is being increasingly advocated as a shortcut to more efficient Management and quality improvement in education.

#### **2.2.4. The consultative roles of the school Management committee**

Among other major roles of the school Management committee, consultative is one of them that SMC should consult for proper management of the primary schools in Uganda. This is done to make proper decisions, to avoid problem and situations that may affect the proper and smooth running of school, staff and pupils' welfare in primary schools which is supported by "Guidelines on policy, roles and responsibilities of stakeholders in the implementation of UPE, Ministry of Education and Sports Kampala (1996).

#### **2.2.5. Administrative roles of School Management Committee**

Kabjiaru Regina Njeri (2013) carried out a study on. Analysis of the roles of school Management committees in the implementation of inductive education in public primary schools in kasarani district, Kenya, she found out that the school Management committees (SMC) have roles to play in line with the education act and education regulations. This includes planning and procurement, supervision of construction projects in schools, mobilization of parents and community and sourcing for funds from project donors.

School Management Committee Roles plays the role of procurement and learning resources and many others.

### **2.3. The relationship between School Management Committee Roles and Performance of primary schools**

According to Education Act (2008), School Management Committee Roles is the governing body of primary schools in Uganda. The SMC is a statutory body of the school community entrusted with the overall supervision and direction of the operation of the primary school. They work with parents, teachers, learners, the communities, foundation bodies and NGOs on behalf of the government to ensure effective teaching and learning, effective staff welfare, child friendly environment and daily school governments. UPE capitation guidelines (1997) talk about the function of the School Management Committee Roles in planning, organizing, supervising, directing and controlling the resources more especially the assets, instructional materials and

controlling finance/fund released in the school which should be acknowledged and approved by SMC.

On the other hand, Management according to (University of Toronto) defines Management as the process of getting activities completed efficiently and effectively with and through other people. (World Class Consulting Service) defines Management as it is process of achieving organizational goal by working with and through people and other organizational resources. Despite above all the definitions of the Management of primary school Management base on the five important function that is planning, organizing, directing, coordinating and controlling all the activities and resources in the organization to accomplish the stated objective/task which was supported by Fayol (1945), Management theory based on five functions of Management . Therefore, the relationship between School Management Committee Roles and Performance of primary school both takes over control over the activities and resources in the schools. Khan (2006) finding on "Role of School Management Committee Roles in strengthening relationships between the school and local community and they are change agents and contribute in the governance, building strong linkages with institutions, parental involvement, monitoring of teachers and finances which lead to school improvement. While Management emphasis that available resources should be properly utilized for effective and efficient running/administering of the primary schools.

Kennel Teron (2012) in his study, found that SMCs were formed as per guidelines, regular meetings were conducted, training was imparted to SMC members regarding their roles and functions and SMCs are serious about their meetings. Thus the present study was selected to know the status of the awareness level of SMCs about their roles and functions and also to fill the gaps in the available researchers on community participation in elementary.

### **School performance**

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by the government, local governments and the

school itself. The Connecticut State Department of Education (2008) defines successful students as those who can read, write, compute, analyze information, think critically and creatively, solve problems, communicate effectively and use technology. Defining standards for success and continually monitoring progress enables schools and other institutions in charge of education to make data-based decisions about allocating resources, establishing curricular priorities and supporting new initiatives that will directly enhance the success of all students (CSDE, 2008; Marzano, 2003). Educational success of students is of great import. Academically successful adolescents delay participation in sexual activities, have higher self-esteem, lower levels of depression and anxiety, are less likely to abuse alcohol and to exhibit socially deviant behavior, and are less likely to engage in substance abuse (Filozof, Albertin, & Jones, 1998).

As career competition grows ever fiercer in the working world, the importance of students doing well in schools has caught the attention of parents, legislators and government education departments alike. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security in the future (Melissa: 2012). According to Simpson (2012), various methods can be used to measure students' success. For instance, one can measure the ability of a student to progress towards a goal. Such is a measure of progress in subjects such as math, where a student progresses from single addition and subtraction to complicated geometry and calculus. Students are successful if they build from the basic to the complex. Another measure is a standardized test. One of the most popular methods for determining students' success is to subject students to a series of standardized tests designed to test benchmark knowledge levels. Students and their schools are then judged based on how they score when compared with state and nationwide averages. The most traditional method of measuring students' success is grades. Grades measure how well the student completes work and if they show mastery of the material (Simpson: 2012).

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in school, and a constant standard to which all students are held. As Melissa (2012) argues, performance results also allow students to be ranked and sorted on a scale that is numerically obvious. Performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At the State level, students are evaluated by their performance on standardized tests geared towards specific ages and based on set of achievements students in each age group are expected to meet.

Successful students maintain, have learned to effectively balance the social and academic aspects of school, expect to succeed and may be described as socially performing proficient, goal-oriented, and intrinsically motivated (Ellis & Worthington, 1994). Educational performance is important because it is strongly linked to the positive outcomes we value for children. Not surprisingly, research shows that adults with high levels of education are more likely to be employed, and earn higher salaries (National Center for education Statistics, 2001). School grades are just a way to judge how a student is doing in his/her classes. When the student does not score high enough he/she will not pass the next level of school. Other than those reasons, though, grades are just away to measure your progress and make sure you are learning the things you will need to succeed in your life once you graduate.

The major reason for assigning grades is to create a public record of a student's academic assessment that can accurately and effectively communicate to others the level of mastery of a subject a student has demonstrated (Gallagher 1998; Gredler 1999; Linn and Gronlund 2000; Nitko 2001; Oosterhof 2001; Stiggins 2001). Friedman

and Frisbie (1995, 2000) make a particularly strong argument for making sure that the report card grades accurately report information to parents about a student's academic progress and that teachers and administrators share a common understanding of what information a grade should communicate. They suggest that since grades become part of a student's permanent record, the purpose of these grades must be to communicate a valid summary of a student's academic achievement in the subject that is listed next to the grade on the record. In order for teachers to know if students are achieving academic knowledge, they generally are required to not only assess students' knowledge in some way but eventually summarize that assessment into a letter or numerical grade.

According to Beaupre (2002), developing and administering tests that measure students' knowledge against learning standards will ensure that all students have certain proficiencies and are not left behind or falsely promoted from grade to grade. Attaching test results to grade promotion, graduation, and teacher evaluation will send a strong message to students, teachers, school leaders, and parents that students must meet proficiency levels. Advocates say that standardized tests are the most objective and accurate assessment of students' knowledge and skills. Evaluation by the school teachers is more of the subjective type whereas evaluation done by the board examination is more of the objective type and hence it results in a better assessment of the student (Debroop Bhattacharya: 2009).

We want assurances our students are getting a top-notch education measured by results and not by processes. The results scored through tests or exams related to the subjects taught in classroom determine students' success. But grading systems used by teachers are most of the time criticized due to their lack of validity and reliability. Some argue that even when teachers are provided with some measurement instructions, they still use subjective value judgments when assigning grades (Brookhart, 1993). For this reason, state or national exam results are the only adequate measurement to decide whether students graduate or not. According to Yessica Gloria (2008), every student

exactly wants to enter the next higher education but he/she has to pass national exams first. Besides socially, having good scores in national exam can give the students a good prestige. It brings the students a desire to reach a high score. So directly, national exam can give a strong motivation to the students to study hard and hard every day. As Yessica Gloria goes on, implementation of national exam reveals the justice in passing the pupils. It is an instrument to create a fair competition among students, schools, districts and provinces; and it is able to motivate the students to study more seriously.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This chapter presents the research design, the research population, and sample size, sampling procedures, research instruments, validity and reliability of instruments, data gathering procedures, data analysis, ethical considerations and limitations of the study.

### **3.1 Research Design**

The study used a descriptive correlation research design; descriptive research presented a picture of the specific detail of the situation, social setting, or relationship. The first purpose of research is simply to describe a person, a group, or social psychological phenomena (Kassin, 2001). It also dealt with the relationship between the variable, testing of hypothesis and developments of generalization and use of theories that have universal validity. Descriptive research helped to determine the answer to who, what, when, where, and how question descriptive surveys were used to discover causal relationship (descriptive correlation) to observe behavior. Descriptive study offers to the researcher a description of relevance aspects of the phenomena of interest (Kassin, 2001).

### **3.2 Research Population**

This study was carried out in primary school in Lamwo district Uganda. The district has (71) seventy one governments aided primary school with five hundred fifty nine teachers established in the payroll and approximately 10,528 and above total population of pupils enrollment, with the total number of 852 School Management Committee, 12 each per school.

Primary schools in the districts should be divided in three strata's consisting of Lamwo east, three sub counties (Agoro, Madiopei, Paloga) Lamwo Central (Lokung, Pardibe East and West) and Lomwo West (Palabek-Gem, Ogili and palabekal).

Stratified random sampling shall be employed to fulfill sacrifice procedures of obtaining data for this research work. The sampling technique will be used to help generate the required numbers of the targeted respondents; in various locations within the district of Lamwo, Uganda.

### 3.3 Sample size

With regard to the sample size, samples of respondents were taken and the sample size was therefore calculated using the Slovene's Formula.

$$n = \frac{N}{1 + N\alpha^2}$$

**Table 3.1: the selected sample size**

	<b>Category</b>	<b>Target population</b>	<b>Sample size</b>
LAMWO E	Head teacher	24	5
	Teachers	279	59
	SMC	284	60
LAMWO C	Head teacher	24	5
	Teachers	59	14
	SMC	284	60
LAMWO WEST	Head teacher	24	5
	Teachers	220	47
	SMC	284	60
<b>Total</b>		<b>1482</b>	<b>315</b>

### 3.4 Sampling Procedures

Simple random sampling was used to select respondents from those workers to avoid biased information. This ensures that respondents selected and civil servants were represented in the study and all had equal chances of being selected as respondents.

### 3.5 Sources of data

#### 3.5.1 Primary data

This is the data got from the field and the questionnaire is the main tool

### **3.5.2 Secondary data**

This was sourced by reviewing of already existing documented resources such as newspapers, journals, reports, magazines and online publications. This was done in order to first identify the existing information on the research topic and to understand how much the respondents know about the research topic in order to avoid lies.

### **3.6 Research Instruments**

The questionnaires were preferred for this study because this enabled the researcher reach a larger number of respondents within a short time, thus made it easier to collect relevant information. The first part of the questionnaire was the face sheet which was used to collect data on demographic characteristics of respondents. The second part of the questionnaire consisted of questions on the independent variable (School Management Committees roles), whereas the third part of the questionnaire consisted of questions on the dependent variable (Performance of primary schools). All the questions were Likert Scaled basing on four points ranging from 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree. As well as check lists from schools

### **3.7 Validity and Reliability of the Instruments**

#### **3.7.1 Validity**

To test the content validity, the researcher gave the questionnaire to three experts to assess their suitability and relevancy of the research objectives of the study and research questions. The experts were requested to assess the validity of the questions in the questionnaire by ranking them from 1 to 4 against objectives of the study and the research questions. 1-represents strongly disagree, 2-Disagree, 3-Agree, and 4 for strongly agree. From there, a Content Validity Ratio (CVR) and Content Validity Index (CVI) was calculated. CVR was be calculated by subtracting the total number of items judged to strongly disagree (1), and disagree (2) from the total number of items judged to strongly agree (4) and agree (3), thereby dividing them to a half of people asked to judge the questionnaire. The CVI was accepted because normally it should be greater than 0.7, which means that the questionnaire was to be administered. For the purpose of this study, using this formula;

$$CVI = \frac{\text{No. of questions declared valid}}{\text{total No. of questions in the questionnaire}} \quad 23/26 = 0.885$$

A CVI of 0.89 was used to declare that the research instrument was valid since it was above 0.7 which is the minimum CVI index required to declare a research instrument valid (Amin, 2005).

### 3.7.2 Reliability

To ensure reliability of the instrument, the researcher used the test-retest method. The questionnaire was given to 23 people and after two weeks, the same questionnaire was given to the same people and the Cronbatch Alpha was computed (0.98) using SPSS. The minimum Cronbatch Alpha coefficient of 0.75 was used to declare an instrument reliable. The formula for determining the alpha is indicated below

$$\alpha = \frac{k}{k-1} * \frac{1 - \sum s^2}{S^2_{test}}$$

Cronbach's Alpha

Where

k = number of questions

$\sum s^2$  = sum of variances from each questions

$s^2$  test = total variance of overall scores on the entire test

**Table 3.7.3 showing reliability test result**

<b>Construct variable</b>	<b>Cronbach's alpha</b>	<b>Number of items</b>
Supervisory role	0.99	5
Administrative role	0.97	4
Committee restructuring	0.98	4
Directing	0.97	4
Controlling	0.97	4
Coordinating	0.99	5
	0.98	26

### **3.8 Data gathering procedures**

#### **Before the administration of the questionnaires**

Before the administration of the questionnaires the researcher had to take an introductory letter from the college of education, the researcher had to first seek authorization from the proposed respondents to conduct research and review the questions to avoid errors and ensure that only qualified respondents are approached.

#### **During the administration of the questionnaires**

The respondents were requested to sign and answer the questionnaires. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution. And lastly, all returned questionnaires were checked if all were fully answered.

#### **After the administration of the questionnaires**

The data gathered was collected, coded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

### **3.9 Data Analysis**

The statistical package which was used for analyzing data in this study was SPSS version 16.0. Different statistical tools were used namely: Data on profile of respondents was analyzed using frequencies and percentage distributions, whereas data on objective 1 and objective 2 and 3 was analyzed using Pearson's Linear Correlation Coefficient (P.L.C.C).

#### **The following mean ranges were used on School Management Committee Roles .**

<b>Mean range</b>	<b>Response range</b>	<b>Interpretation</b>
3.26 - 4.00	strongly agree	Very satisfactory
2.51 - 3.25	Agree	Satisfactory
1.76 - 2.50	Disagree	Unsatisfactory
1.00 - 1.75	Strongly disagree	Very unsatisfactory

### **The following mean ranges were used for Performance of primary schools**

<b>Mean range</b>	<b>Response range</b>	<b>Interpretation</b>
3.26 - 4.00	strongly agree	Very satisfactory
2.51 - 3.25	Agree	Satisfactory
1.76 - 2.50	Disagree	Unsatisfactory
1.00 - 1.75	Strongly disagree	Very unsatisfactory

The Pearson's Linear Correlation Coefficient (PLCC) was used to determine the relationship between School Management Committee Roles and the level of Performance of primary schools.

### **3.10 Ethical Considerations**

The research process was guided by sound ethical principles which included the followings:-

**Objectivity:** The researcher ensured objectivity when carrying out the research and any attempt to bias results were considered unethical and were therefore avoided.

**Respect:** The researcher ensured that respect for the respondents was applied. Respect was encompassed by respecting the opinion of the respondents including the opinion to terminate the interview whenever they would feel uncomfortable to continue, questioning style especially for very personal and sensitive questions.

Also the researcher promised the respondents that their identities were not to be disclosed as there was no writing of names on the questionnaires and that everything was to be confidential. The researcher gave the respondents the true facts about the research in order to make informed decisions about participating or not.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.0. Introduction

This chapter shows the profile information of respondents, School Management Committee roles, Performance of primary schools, and the correlation of supervisory role on Performance of primary schools in Lamwo District, Uganda, the correlation of administrative role on Performance of primary schools in Lamwo District, and the correlation of planning and organizing on performance of primary schools in Lamwo District, Uganda.

### 4.1. Demographic characteristics of the respondents

**Table 4.1: Respondents' Profile**

<b>Respondent's demographic information</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	185	59
Female	130	41
<b>Total</b>	<b>315</b>	<b>100</b>
<b>Age</b>		
20-35 years	105	33
36-45 years	123	39
46+	87	28
<b>Total</b>	<b>315</b>	<b>100</b>
<b>Level of education</b>		
Certificate	114	36
Diploma	111	35
Degree	90	29
<b>Total</b>	<b>315</b>	<b>100</b>

**Source: primary data (2017)**

Table 4.1 results indicated that upon Gender, male respondents dominated in this sample with (59%) and female (41%). As far as age is concerned most respondents in this sample were between 36-45 years (39%), these were followed by those between 20-35 years (33%) and only 28% were between 46 years and above, hence implying that most respondents are in their middle adult age. As regards the education level, most of the respondents are certificate holders (36%), 35% were Diploma holders and

very few degree holders (29%), and this therefore implies that majority of respondents in this sample were generally academically qualified.

#### **4.2. School Management Committee Roles**

The independent variable in this study was School Management Committee Roles which was broken into three constructs and these were; supervisory role (measured with five questions), administrative role (with four questions) and planning and organizing role (with four questions in the questionnaire). These questions were based on a four point Likers scale, in which respondents were asked to rate the influence of School Management Committee roles by indicating whether they strongly agree, agree, disagree and strongly disagree with each question in the questionnaire. The SPSS software was used to analyze the responses using means and ranks as indicated in table 4.2. To interpret the means in table below, the following mean ranges and their descriptions were used;

#### **Key to interpretation of means**

<b>Mean range</b>	<b>Response range</b>	<b>Interpretation</b>
3.26 - 4.00	Strongly agree	Very satisfactory
2.51 - 3.25	Agree	Satisfactory
1.76 - 2.50	Disagree	Unsatisfactory
1.00 - 1.75	Strongly disagree	Very unsatisfactory

**Table 4.2: School Management Committee Roles**

<b>Variable</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
<b>Supervisory role</b>			
SMC check on head teacher and teachers' Management in the school time to time	3.45	Very satisfactory	1
SMC check on pupils Management regularly	3.37	Very satisfactory	2
SMC check on school facilities time to time	3.10	Satisfactory	3
SMC check on the use of resources time to time	2.95	Satisfactory	4
SMC check on time Management for everyone in the school	2.47	Unsatisfactory	5
<b>Average mean</b>	<b>3.07</b>	<b>Satisfactory</b>	
<b>Administrative role</b>			
SMC checks on the books of accounts	3.29	Very Satisfactory	1
SMC give timely feedback and accountability to the stakeholders	3.16	Very Satisfactory	2
SMC have timely feedback and accountability to the stakeholders	2.65	Satisfactory	3
SMC approves annual budget work plan	2.26	Unsatisfactory	4
<b>Average mean</b>	<b>2.84</b>	<b>Satisfactory</b>	
<b>Planning and organizing role</b>			
SMC implements the work plan according to the time frame	3.62	Very satisfactory	1
SMC involves stakeholders in the planning process	3.33	Very satisfactory	2
SMC provides materials for learning in time	3.23	Satisfactory	3
The school have enough teaching staff	2.71	Satisfactory	4
<b>Average mean</b>	<b>3.22</b>	<b>Satisfactory</b>	
<b>Overall mean</b>	<b>3.04</b>	<b>Satisfactory</b>	

Results in table 4.2 indicated that School Management Committee roles in Lamwo district was rated satisfactory and this was indicated by the overall mean of 3.04, implying that there is a deliberate action to improve the efficiency, effectiveness, professionalism, representatively and democratic character of School Management Committee roles members, with a view to promoting better delivery of primary education services. Results further indicated that School Management Committee roles differ on different perspectives; for example, regarding supervisory roles, the respondents rated this construct as satisfactory and this was indicated by the average mean of 3.07, results indicated that the School Management Committee roles members always check on head teacher and teachers' performance in the school time to time (mean=3.45), results also indicated that the committee members check on pupils management regularly (mean=3.37), the committee checks on school facilities time to

time (mean=3.10), results also indicated that this committee check on the use of resources time to time (mean=2.95). However this construct (supervisory role) was rated unsatisfactory on only one item and this was on the fact that the School Management Committee roles members of Lamwo District always not check on time performance for everyone in the school (mean=2.47).

With respect to administrative role, this variable was rated satisfactory and this was indicated by the average mean of 2.84, results indicated that the committee checks on the books of account time to time (mean=3.29), results also indicated that the committee give timely feedback and accountability to the stakeholders (mean=3.16), committee members have timely feedback and accountability to the stakeholders (mean=2.65), results also indicated that there has been approval of the annual budget work plan (mean=2.26) this item was rated unsatisfactory.

Concerning planning and organizing, four items were used to measure this construct and was rated satisfactory and this was indicated by the average mean of 3.22, two items were rated as very satisfactory (mean=3.62 & 3.33 respectively), this implied that the committee implements the work plan according to the time frame, and provides materials for learning in time (mean=3.23), since schools have enough teaching staff (mean=2.71).

### **4.3. Performance of primary schools**

The performance of primary schools is the dependent variables which are measured in terms of grades. The major reason for assigning grades is to create a public record of the pupils' academic assessments that can accurately and effectively communicate to others the level of the mastery of a subject of a pupil as illustrated. Gallagher (1998), Gredler (1999), Linn Gronlund (2000) make a particularly a strong argument for making sure that the report cards, grades accurately report information to parents about students' academic progress and that teachers and administrators' shared information a grade should communicate. They suggested since grades become a apart of the students permanent records, the purpose of these grades must be communicated a

varied summary of the pupils' academic achievements in the subjects that are listed next to the grades on the record. Therefore below is the level of performance was measured according to the grade level in PLE performance.

**TABLE 5A**

Standardized Grading of Performance in PLE by UNEB is as below:

Grade Level	No. of Aggregates	Interpretation
Grade 1	4-12	Very Good
Grade 11	13-24	Good
Grade 111	25-28	Fairly Good
Grade 1v	29-32	Fair
Failure	33-36	Very Poor

There are four subjects which are done at PLE thus English, mathematics, science and social studies. The grading ranges from distinction 1 and 2 for the best performance then followed by credits 3, 4, 5 and 6 for average performance, 7 and 8 for fair performance and 9 for the worst performance. Therefore, division 1 ranges from 4-12 aggregates which the maximum of 12 is determined by aggregate three for each subject

**Level of School Performance**

The third objective of this study was to determine the level of School Performance School Performance in the area of the study.

*Decision Rule;*

<b>Range of Mean Score</b>	<b>Interpretation</b>
0-50	Very high
51-100	High
101-150	Fair
151-200	Low
201-250	Very low

**Table 5: Level of school performance  
(Grades Analysis)**

Number of pupils per year

Division/Grades	2014	2015	2016	Total	Mean	Interpretation
1	10	72	22	104	34.7	Very high
11	88	172	160	424	410	Fair
111	201	193	252	646	215.4	Very low
1v	285	150	124	559	186.4	Low
Average mean	584	587	558	1729	576.5	Fair
Overall mean					144.425	Fair

Source: secondary data, 2017

The table 5 presents the average mean of the level of school performance. The mean 576.4 (144.1) showed that the level performance was fair and the standard deviation (0.81) show that the level of School Performance is fair. This mean ranges between 101 and 150, to conclude that the level of School Performance is fair. This mean ranges between 101-150. The study was timely so as to establish the reasons for this low academic performance. The result accounts or parents less involvement in education of their children

**Relationship between the School Management Committee roles and the Level of Level of school performance**

The objective of this study was to establish whether the level of School Management Committee roles is a correlate of the level of School Performance in primary schools in Lamwo District , Lamwo District. The Pearson’s Linear Correlation Coefficient was used utilized to determine the correlation between means for the hypothesis one at 0.01 level of significance as indicated in the table 6 below:

**Table 6: Relationship between School Management Committee roles and school performance**

<b>Variables correlated</b>	<b>Mean</b>	<b>R value</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
School Management Committee roles vs. School performance	2.24  144.125	0.14	0.000	Significant correlation Positive	Rejected

*Source: Primary data (2017)*

The r-value ( $r = 0.14$ ,  $sig = 0.000$ ) in table 6 indicated that there is a significant correlation between the level of School Management Committee roles and the level of School Performance in primary schools in Lamwo District. The significant value indicates that the two variables (level of parents' involvement and level of teachers responsive) are significantly correlated (significance is less than 0.01, which is the maximum significance value to declare a significant relationship).

Of course, the less parents get involved in education the worse their children perform. Data analysis using Pearson's Linear Correlation Coefficient showed that there was a significant correlation between the level of School Management Committee roles (independent variable) and the level of School Performance (dependent variable) in selected primary schools in Lamwo District where the r value is 0.14 and significance is 0.000.

As displayed in the table above, there was a low level of School Management Committee roles. The computed overall mean index was 2.24, which fell under low on the likers scale. The level of students' educational success in the area of the study was very low. The computed overall mean index was 144, which fell under very low on the decision rule scale.

The existence of correlation between School Management Committee roles and School Performance accounts for the link between schools and homes. Schools where parents

are not involved students perform poorly. According to Este (2005), the parental support variables causing the pupils to perform poorly academically are their inability to provide breakfast, textbooks and basic school needs, less interaction with children's teachers and less involvement in homework of their children.

According to Cheung (February 2012), children who see their parents demonstrating attention and involvement to them may feel the need to reciprocate by meeting their parents' expectations. These same children may be compelled to perform well in order to maintain their parents' attention and gain approval and support from them. In essence, children who perceive their parents as encouraging, supportive, and involved are more motivated to excel academically than those whose parents are less involved.

#### **4.4. Objective one; the relationship between supervisory roles and Performance of primary schools in Lamwo district, Uganda**

The first objective in this study was to examine how supervisory role correlates performance of primary schools in Lamwo district Uganda; here the researcher had to establish the relationship between supervisory role and performance of primary schools in Lamwo district Uganda. To test this hypothesis, the researcher correlated the mean indices on supervisory role and those on performance of primary schools using the Pearson's Linear correlation Coefficient (PLCC) and results are indicated in table 6 below;

**Table 4.4: Pearson correlation between supervisory role and performance of primary schools**

<b>Variables Correlated</b>	<b>r-value</b>	<b>Sig</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Supervisory role Vs performance of primary schools	.724	.000	Significant correlation	Rejected

**Source: Primary Data, 2017**

The Pearson's Linear correlation Coefficient (PLCC) results in table 4.4 indicated that supervisory role has a significant relationship on performance of primary schools in Lamwo district Uganda, since the sig. value (0.000) was far less than 0.05, which is the maximum level of significance required to declare a significant relationship in social sciences. Therefore this implies that supervisory role significantly affects performance of primary schools in Lamwo district Uganda. Basing on these results the stated null hypothesis was rejected and confirming that satisfying supervisory role improves on the performance of primary schools in Lamwo district Uganda.

**4.5. Objective two; establishing the correlation between planning & organizing role and performance of primary schools in Lamwo district, Uganda**

The second objective in this study was to find out how planning and organizing role affects performance of primary schools in Lamwo district Uganda. Therefore to achieve this objective and to test the hypothesis, the researcher correlated the means on both variables by using the Pearson's Linear Correlation Coefficient as indicated in table 4.5;

**Table 4.5: Pearson correlation between planning & organizing role and performance of primary schools**

<b>Variables correlated</b>	<b>r-value</b>	<b>Sig</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Planning & organizing role Vs performance of primary schools	357	.000	Significant correlation	Rejected

**Source: Primary Data, 2017**

Results in table 4.5 indicated how planning and Organising role correlates the performance of primary schools in Lamwo district Uganda, since the sig. value (0.000) was less than 0.05 which is the maximum level of significance required to declare a significant relationship in social sciences, here the decision on null hypothesis was rejected basing on these results and hence implying that improvement in planning and Organising increases the performance of primary schools in Lamwo district Uganda.

#### 4.6. Objective three; investigating the relationship between administrative role and performance of primary schools in Lamwo District, Uganda

The third objective in this study was to examine how administrative role correlates performance of primary schools in Lamwo district Uganda. The researcher correlated the means on both variables by using the Pearson's Linear Correlation Coefficient as a way of achieving this objective and to test the hypothesis and this was indicated in table 4.6;

**Table 4.6: Pearson correlation between administrative role and performance of primary schools**

<b>Variables correlated</b>	<b>r-value</b>	<b>Sig</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Administrative role Vs performance of primary schools	.514	.000	Significant correlation	Rejected

**Source: Primary Data, 2017**

The Pearson's Linear correlation Coefficient (PLCC) results in table 4.6 indicated the correlation of administrative role on performance of primary schools in Lamwo district, since the sig. value (0.000) was far less than 0.05 and r-value (0.514) which is the maximum level of significance required to declare a significant relationship in social sciences. Therefore this implies that effective administrative role partly improves on performance of primary schools in Lamwo district and ineffective administrative role reduces it.

#### 4.7. Relationship between School Management Committee roles and performance of primary schools

**Table 4.7: Pearson correlation between School Committee roles and performance of primary schools**

<b>Variables correlated</b>	<b>r-value</b>	<b>Sig</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
School Management Committee				

roles Vs performance of primary schools	.617	.000	Significant correlation	Rejected
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**Source: Primary Data, 2017**

The Pearson's Linear correlation Coefficient (PLCC) results in table 4.7 indicated a significant correlation between School Management Committee roles and performance of primary schools in Lamwo district, since the sig. value (0.000) was far less than 0.05 and r-value (0.617) which is the maximum level of significance required to declare a significant relationship in social sciences. Therefore this implies that effective School Management Committee roles increases performance of primary schools in Lamwo district and ineffective school Management Committee roles reduce it.

**Table 4.8: Regression analysis**

**Regression Analysis between the Dependent and Independent Variables**

<b>Variables regressed</b>	<b>Adjusted r<sup>2</sup></b>	<b>F-value</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on H<sub>0</sub></b>
Performance of primary schools Versus School Management Committee roles	.756	63.138	.000	Significant effect	Rejected
<b>Coefficients</b>	<b>Beta</b>	<b>t-value</b>	<b>Sig.</b>		
Supervisory role	.967	4.148	.000	Significant effect	Rejected
Administrative role	.197	3.236	.001	Significant effect	Rejected
Planning and organizing role	.313	5.265	.000	Significant effect	Rejected

**Source: Primary data, 2017**

Regression analysis results in table 4.8 above indicated that supervisory roles accounted for 75.6% on the performance of primary schools in Lamwo District and this was indicated by adjusted r squared of 0.756 implying that supervisory roles significantly affect the performance of primary schools in Lamwo District.

With respect to the coefficients table, results further indicated that of all the aspects of School Management Committee roles, o planning and organizing roles accounted or the

biggest influence and a positive change on the performance of primary schools in Lamwo District ( $\beta=0.313$ , Sig=0.000).

Lastly administrative roles satisfactorily accounted for a positive change on the performance of primary schools in Lamwo District.

## **CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0. Introduction**

This chapter focuses on the findings, conclusions; recommendations based on the conclusions of this study and suggested areas that need further research following the study objectives and study hypothesis.

### **5.1 Discussions**

This study aimed at establishing the relationship between School Management Committees roles and performance of primary schools in Lamwo district, three specific objectives guided this study and these were; (i) to determine the relationship between supervisory roles and performance of primary schools in Lamwo district, (ii) to examine the relationship between administrative roles and performance of primary schools in Lamwo district, and (iii) to establish the relationship between planning & organizing roles on performance of primary schools in Lamwo district.

#### **5.1.1 Objective one; to determine the relationship between supervisory roles and performance of primary schools**

The findings indicated that supervisory role significantly correlates the performance of primary schools in Lamwo district, therefore this implies that effective supervisory role leads to an improvement in the performance of primary schools in Lamwo district Uganda. This finding is in line with Ministry of Education and Sports Kampala report (1996) where it was indicated that among other major roles of the school Management committee, consultative is one of them that SMC should consult for proper performance of the primary schools in Uganda. This is done to make proper decisions, to avoid problem and situations that may affect the proper and smooth running of school, staff and pupils' welfare in primary schools which is supported by "Guidelines on policy, roles and responsibilities of stakeholders in the implementation of UPE.

### **5.1.2 Objective two; examine the relationship between administrative roles and performance of primary schools**

The third finding indicated that administrative role has a significant relationship on performance of primary schools in Lamwo district, this was so due to the significant correlation which existed between administrative role and performance of primary schools, this led to an implication that effective administrative role partly improves the performance of primary schools in Lamwo district and ineffective administrative role reduces it. This finding is in line with Sharif (2006) who noted that the administrative role of school committee is to make sure that instructional materials like text books are put in hands of the learners; guarantee teachers Management is monitored supervised and appraise regularly, ensure that the school open at 8:00am and closes at 4:30pm during working days and that the school follows the ministry of education and sports school calendar. Sensitizing the community, parents, LCs and teachers to ensure that all school going age children attend school and complete the primary education cycle, Keep records of minutes and regularly update the district education committee, LCs, DEO, community leaders, parents and other stakeholders on the programs of the school. The committee submits regular reports on academic performance, financial status, infrastructures development, co curriculum activities and discipline in the school; help the head teachers in following up requests made to the DEO, NGO's, parents and other stake holders in cases of transfer of teachers and head teachers in cases of transfer of teachers and head teachers, general improvement of the schools, infrastructures and all other educational programmes and projects; mobilize and provide resources needed by the school by involving all stakeholders in the development of school programmes and hold regular meetings at least once every term as stipulated in the statute.

The findings still indicated a positive and significant relationship between School Management Committee roles and performance of primary schools in Lamwo district. This was so because there existed a significant correlation between School Management Committee roles and performance of primary schools in Lamwo district, hence implying that effective School Management Committee Roles increases performance of primary

schools in Lamwo district and ineffective School Management Committee Roles leads to poor performance of primary schools.

### **5.1.3 Objective three; establish the relationship between planning, organizing and performance of primary schools**

The findings indicated that planning and Organising role has a significant relationship on performance of primary schools in Lamwo district, this was so because planning and Organising had a significant correlation on performance of primary schools, hence confirming that improvement in planning and organizing improves on the performance of primary schools in Lamwo district. The finding is also agrees with Kabjiaru (2013) who analyzed the roles of school Management committees in the implementation of inductive education in public primary schools, she found out that the school Management committees (SMC) have roles to play in line with the education act and education regulations. This includes planning and procurement, supervision of construction projects in schools, mobilization of parents and community and sourcing for funds from project donors. School Management Committee Roles plays the role of procurement and learning resources and many others.

Data analysis using means indicated that School Management Committee Roles was rated satisfactory, hence meaning that there is a deliberate action to improve the efficiency, effectiveness, professionalism, representatively and democratic character of School Management COmmittee members, with a view to promoting better delivery of primary education services. Supervisory role was rated satisfactory, hence confirming that the School Management Committee members always check on head teacher and performance in the school time to time. Administrative role was rated satisfactory, hence confirming that the committee checks on performance time to time. The findings still indicated that planning and organizing was rated satisfactory, hence confirming that the committee implements the work plan according to the time frame, and provides materials for learning in time. Performance of primary schools was rated satisfactory, hence confirming that Management of primary schools in Lamwo district is done through effective directing, coordinating and controlling.

## 5.2 Conclusion

This section gives the conclusion to the study findings in relation to the findings and hypothesis.

### **Objective one: the relationship between supervisory roles and performance of primary schools.**

From the first objective of this study, was to determine whether there is a strong correlation between supervisory role and school performance in Lamwo District which was hypothesized that there is significantly a relationship between supervisory role and performance of primary schools in Lamwo District.

Therefore it was concluded that effective supervisory role leads to an improvement in the performance of primary schools in Lamwo District, Uganda. The above can be achieved when school Management Committees show commitment in implementing these roles.

### **Objective two: to examine relationship between administrative roles and performance in primary school in Lamwo District, Uganda.**

From the second objective of this study, was to examine whether there is a strong correlation between administrative roles and performance in primary schools in Lamwo District, Uganda, for which it was hypothesized that there is a significant relationship between administrative roles and performance in primary schools.

It was therefore indicated that administrative roles correlates performance o primary schools in Lamwo District hence concluding that effective administrative roles improve performance in primary schools and the reverse is true.

### **Objective three: to establish the relationship between planning, organizing and performance in primary schools.**

The third objective of this study was to establish whether there is a strong correlation between planning, organizing and performance at school, for which it was hypothesized that there is significant correlation between planning, organizing and performance in

schools leading to the conclusion that planning and organizing school activities improves on the performance as all the activities are planned and organized.

### 5.3 Recommendations

This section deals with recommendations arising from the pertinent findings, conclusions and hypothesis basing on the findings of the first objective, the researcher recommends that I pupils academic performance s to be improved in Lamwo District, then the school management should focus on supervising everyone in the school on time management, regular calling of pupils attendance, and other relevant activities to improve performance at school.

Basing on the findings of the second objective / hypothesis, the researcher recommends that if pupils performance is to be improved in Lamwo District, the school management should always see to it that the learning materials are available at school and ensure that the availed materials such as books are put in the hands of the learners and the head teacher is managing the school well with the evidence of creating conducive atmosphere for everyone in the system and be accountable for what he/ she is expected to do in order to improve performance in the schools.

Lastly basing on the findings o the third objective, the researcher recommends that I pupils academic performance is to be improved, then the School Management Committee should plan and organize in time for the materials to be used by the personnel in school such as textbooks, chalk, learning aids and others as well as adding more qualified teaching staff since in Lamwo District schools are understaffed.

This therefore must go hand in hand with the legal policies that are enacted by government to ensure that there is proper running of the schools thus improved performance in primary schools.

### 5.4 New knowledge acquired

Effective supervisory role can improve the management of primary schools in Lamwo District. Improvement in planning and organizing increases the extent of management o primary schools in Lamwo District.

## 5.5 Areas for further research

The findings of the study are not conclusive on the problem of pupils academic performance in relation to school management committee roles, further studies can be conducted;

1. To examine the School Management Committee roles and management of staff in Lamwo District Uganda.
2. Administrative roles and management of primary schools in Lamwo District should be integrated.

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APPENDICES

**APPENDIX I: RESEARCH INSTRUMENT**

**DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS**

Direction: please tick one

**Direction 1** (Tick the right alternative where necessary)

(a) **Gender**

Male

Female

(b) **Age** \_\_\_\_\_

(c) **What is your highest education level attained?**

Certificate\_\_\_\_\_

Diploma \_\_\_\_\_

Degree -----

Masters -----

## APPENDIX II A: QUESTIONNAIRE ON SOCIAL SERVICE REFORMS

DIRECTION: rate your ability, knowledge or skill on the following item by ticking the right number corresponding with each question. Key; 1=strongly disagree; 2 = Disagree; 3 = Agree; 4 = strongly agree.

<b>Items on SCHOOL MANAGEMENT COMMITTEE Roles roles</b>		<b>Rank</b>			
<b>SUPERVISING ROLES</b>					
1	SMC check on head teacher and teachers' Management in the school time to time	1	2	3	4
2	SMC check on pupils Management regularly	1	2	3	4
3	SMC check on school facilities time to time	1	2	3	4
4	SMC check on the use of resources time to time	1	2	3	4
5	SMC check on time Management for everyone in the school	1	2	3	4
<b>Items on administrative roles</b>					
1	SMC checks on head teacher attendance time to time	1	2	3	4
2	SMC give timely feedback and accountability to the stakeholders	1	2	3	4
3	SMC have timely feedback and accountability to the stakeholders	1	2	3	4
4	SMC monitored pupils attendance regularly	1	2	3	4
<b>Items planning and organizing roles</b>					
1	SMC implements the work plan according to the time frame	1	2	3	4
2	SMC involves stakeholders in the planning process	1	2	3	4
3	SMC provides materials for learning in time	1	2	3	4
4	The school have enough teaching staff	1	2	3	4

## APPENDIX II B: QUESTIONNAIRE ON PERFORMANCE OF PRIMARY SCHOOLS

DIRECTION:

*Decision Rule;*

<b>Range of Mean Score</b>	<b>Interpretation</b>
0-50	Very high
51-100	High
101-150	Fair
151-200	Low
201-250	Very low

### Level of school performance (Grades Analysis)

<b>Grades (aggregates)</b>	<b>Number of students per year</b>					<b>Interpretation</b>
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Tot</b>	<b>Mean</b>	
<b>I</b>						
<b>II</b>						
<b>III</b>						
<b>IV</b>						
<b>Av. Mean</b>						

*Source: Primary data (2017)*