

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

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DECLARATION

I **AJAMBO CAROLINE** hereby declare that, this research report is my own work and it has never been submitted by any Institute/ University for any of the kind.

Signature... Amboline

Date... 24/09/2024

AJAMBO CAROLINE

APPROVAL

This research report entitled on The Roles of School Management Committee and Performance of Selected Primary Schools in Butaleja District, Uganda has been under my supervisor for the approval.

Signature.....

WANDERA ROBERT
.....
SUPERVISOR

Date.....

24/09/24

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I thank the almighty God for enabling me to complete this report. Special thanks for this achievement go to my supervisor Mr. Wandera Robert for the knowledge, wisdom, courage and determination he has granted me.

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ABSTRACT

The study established the relationship between the Roles of School Management Committee and the Performance of selected primary schools in the Butaleja district. Three specific objectives guided this study and these were;

- (i) To determine the relationship between supervisory roles on the Performance of selected primary schools in Butaleja District, Uganda.
- (ii) To examine the relationship between administrative roles on the Performance of selected primary schools in Butaleja District, Uganda, and
- (iii) To establish the relationship between planning & organizing role on Performance of selected primary schools in Butaleja District, Uganda.

This research employed a descriptive correlation design to describe the relationship between the Roles of the School Management Committee and the Performance of selected primary schools in Butaleja District Uganda. The study used a population of 89 and a sample size of 84 respondents. Questionnaires were used for reaching respondents who were randomly and purposively selected to be part of the study and the data collected was organized and analyzed to generate information for the research conclusions. The results showed a positive relationship ($r=.724$; $\text{Sig. } F=0.000$) between the supervisory role and the performance of a subset of primary schools in the Butaleja district of Uganda. This suggests that as the supervisory role improves, so does the performance of primary schools in the Butaleja district of Uganda, and vice versa. The results of this study demonstrated a positive significant relationship between the administrative role and the performance of primary schools ($r=.514$ and $\text{Sig. } F=0.000$), and they also showed a significant relationship between the planning and organizing role and the performance of primary schools in the Butaleja district of Uganda ($r=.357$, $\text{sig}=0.000$). The researcher came at the following conclusions: improved planning and organization improves the performance of chosen primary schools in Uganda's Butaleja district, as does an effective supervisory function. The researcher came to the following conclusions: the management committee members should assess each student's performance on time; this will help them become better supervisors; and the management of the school should

routinely check the attendance of the students;

This can be accomplished by calling the students' names each day.

CHAPTER ONE

1.0 Introduction

This chapter presents 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

Education plays a pivotal role in nation-building as it contributes significantly to a country's social, economic, and political development. It is considered a cornerstone of progress and a means to foster a cohesive and unified society (Dansu E.J 2023). From that perspective, many attempts were made to secularize indigenous education to make it more relevant to Ugandans after the country gained independence in 1962. The Government of Uganda (GoU) subsequently established School Management Committees (SMCs) in the 1964 Education Act to solidify total government control over the delivery of basic education throughout the nation (Passi, 1995). The Uganda Education Review Commission, presided over by Professor Senteza Kajubi, was established by the National Resistance Movement (NRM) government in 1987 in response to the urgent need for reforms in the nation's education delivery system. The commission aimed to recommend the necessary changes to Uganda's educational system (Kamya, 2019). The 1989 Kajubi report catalyzed the creation of the Education White Paper.

The School Management Committee (SMC) is a legally mandated organization that oversees elementary schools and is tasked with managing them for the government (GoU, 2007). To carry out administrative, supervisory, monitoring, and consultative functions in the management of primary schools, the Government of Uganda (GoU) established the School Management Committees (SMCs) (GoU, 2007). Planning, budgetary control, upholding discipline, and putting plans into action are among the administrative responsibilities of SMCs. These duties are intended to establish stability and improve the quality of teaching and learning in elementary schools. In a similar

vein, the SMC's supervisory responsibilities are contingent upon the observation and assessment of school development plans and performance-related goals that fall under its purview. The purpose of a school's Development Plan (SDP) is to improve learning and physical development within the school over a given time frame. It is a workable document created by the administration and management.

1.2 Historical perspective

Academic performance, or how effectively a student satisfies the requirements set forth by the government and schools, is the key indicator of success in educational institutions. Successful students are those who can read, write, compute, analyze data, think critically and creatively, solve issues, communicate clearly, and use technology, according to the Connecticut State Department of Education's 2008 definition. However, because there was fluctuation in the PLE results from 2019-2023, which were evaluated as having been poorly done in terms of grades, the performance of the primary schools in the Butaleja District is judged in terms of the Primary Leaving Examinations for the last three years in this study. Primary school education serves as the foundation for secondary and higher education. Without a strong primary education, students' performance in primary school will be low, and the nation's ability to produce skilled labor is dependent on their ability to complete their education. Students are expected to demonstrate strong academic integrity in this particular event by receiving good grades from their schools.

With a high UPE enrollment rate, Uganda has a large proportion of students who complete their primary education, and there are more elementary schools than secondary or tertiary ones. This means that students must perform better in order to successfully compete. Furthermore, students are doing well in other regions of Uganda, particularly in metropolitan areas and other portions of East and Western Uganda.

Even with the efforts to raise student performance, low scores in National Examinations continue to be a common occurrence (Enamiroro, 2010). Education stakeholders, including parents, teachers, school management committees, and the government, are held accountable. These suggest that everyone in society is impacted by the issue of students performing poorly. Fresh perspective The Minister of Education and Sports stated in her speech on January 14, 2016, the day the 2016 PLE results were announced, "that poor results came out due to the negligence of stake holders by not playing their roles in school."

According to this study, a learner's school performance (dependent variable) is determined by how well they complete academic assignments and meet the academic expectations of their teachers, parents, or assessor. But for the past three years—2014, 2015, and 2016—student performance in Butaleja has consistently been subpar. Several factors have been cited as to why the failure rate has increased; including widespread teacher and student absenteeism, a lack of proper work plans, inadequate learning resources, and poor time management. Additionally, people have turned against school management committees for failing to aggressively carry out the duties that the government has assigned to them in order to oversee and administer the school so that all activities are controlled and monitored for efficient efficiency running of the school.

A School Management Committee is defined as the governing body of a primary school that is legally authorized to oversee primary schools on behalf of the government in the Handbook Ministry of Education and Sports, first edition 2005, revised edition 2007. The previous school managers were replaced by these school management committees, which were established by the Education Act of 1967, revised in 1969, and then reinstituted by the Education Act of 2008.

Since the committees are directly nominated by the communities where the schools are located, the Ugandan government established them with the goal of ensuring efficient and effective management of the school's operations, including administrative, supervisory, monitoring, and consultative duties. The qualifications that determine their appointment (Act of 2008) it distinctly states their terms of appointment, terms of office, and functions (roles), in that order.

Since everyone has a fundamental right to high-quality education, which is protected by the Republic of Uganda, 1995 Constitution (Article 8 as revised in 2005), and the government of Uganda is responsible for educating its population. Since everyone has the right to an education, the government must establish a direct line of communication or network between School Management Committees and the government to effectively manage resources. On behalf of the government, they are tasked with overseeing the entire school and directing and observing the primary school's application of education policy to raise the standard of basic education in Uganda's official primary school system.

Since they have been given the legal authority to govern the primary school, a number of education managers, including members of the School Management Committee, are being assigned basic responsibilities in primary schools as part of the global education reform that is currently taking place. These managers need to be trained and given guidance on how to carry out their duties effectively and efficiently as well as make the right decisions.

On the other hand, School Management Committees in school performance does not mean eliminating the head teacher's (professional) function. The Ministry of Education and Sports' first edition from 2005 and revised edition from 2007 state that the head teacher needs SMC's assistance in order to function well and meet the standards set by the school. In view of the aforementioned, this manual is necessary because every elementary school is required to have a functional and active SMC.

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 There remains a performance gap and variation in academic level, particularly in rural areas where they consistently perform, despite the government of Uganda's best efforts to establish School Management Committees and give them legal authority to oversee primary schools in Uganda. In the Primary Leaving Examination

(PLE) when contrasted with schools in metropolitan areas. This has been demonstrated in the most recent PLE results from 2016, and the Minister of Education was rather explicit about it in her remarks when the results were announced (January 2016; New Vision 14,).

This is sent straight to the School Management Committees, who are in charge of monitoring, supervising, administering, and consulting. Above all, though, since the primary school Management Committee positions are required to take on crucial responsibilities in the proper management of schools, these gaps have become a topic of inquiry for the researcher. These include well-defined hiring and management of all resources, including the staff, teaching materials, and infrastructure in Ugandan primary schools, as well as making sure that the education regulations and the Education Act of 2008 are followed in all aspects of school operations.

1.3 Theoretical perspective

Weber (1920) asserts that in order to run an organization effectively, management strategies have been proposed to achieve the organization's objectives. It is pertinent to the research because it has a clearly defined hierarchy that guarantees labor specialization and enforces laws and norms that must be adhered to in order to maximize worker effectiveness and efficiency.

In order to analyze an organization from the viewpoint of the managers and executives in charge of coordinating the actions of various groups and units throughout the entire organization, Fayol (1942) advocates for the administrative management approach. The idea, which is still among the most complete, asserts that management must be developed. He is regarded as one of the key figures in the development of the contemporary idea of performance. The theory is founded on the 14 principles of management, which are as follows: work, authority, discipline, unity of command, unity of direction, hierarchy, compensation, centralization, scalar chain, order, and equity, stability of employee tenure, initiative, and esprit de corps/team spirit. It is pertinent in that it relates to the management's administrative responsibilities. The six main functions of management—forecasting, planning, organizing, commanding,

coordinating, and controlling—also work hand in hand with these 14 basic theories. It is pertinent to the study since employees are motivated to strive hard and accomplish the organization's objectives by the theories.

Maslow (1970) created a hierarchy of needs-based theory of motivation. He made the assumption that behavior is motivated by unmet human needs. According to this belief, people should be driven to fulfill specific demands and that some needs should come before others. The primary driving force behind human conduct is the simple urge for physical survival. He came to the conclusion that what drives us to move on to the next level is what comes once that one is completed. It is pertinent in that high productivity depends on meeting organizational goals, which are mostly dependent on motivation. High productivity calls for a management structure that meets these needs. For example, the staff members who work in schools—head teachers, instructors, support staff, and others—need to be highly productive inside the institution. 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.

Studies on Management by Objectives were conducted by Drucker in 1966. According to the theory, among the numerous components of business management that he determined to be significant, the application of business ethics and morality ranked highest. He stated that the SMART approach is a way for managers to verify that goals are legitimate when they are carried out by utilizing the acronym to ensure that the goal is time-related, specific, measurable, achievable, and realistic. In addition, according to his thesis, a knowledge worker is the same as the company executive. Lastly, he held the view that managers should provide duties to their staff members in order to give them more authority. It is crucial to the study because it establishes a consistent goal for product improvement and services putting 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.

1.4 Conceptual perspective

School Management Committees is a governing body of primary schools empowered by the law to manage primary school on behalf of the government despite whatever level they are (MoEs 2007 hand book). The school management committees are to ensure effective and efficient management of resources in a school and its entire 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. The school management committee plays the supervisory, administrative and planning role in a school. However, if this and other roles are the key responsibilities of SMCs in a school, why is the Performance of selected primary schools in Butaleja undesirable and yet there exists fully installed SMCs?

Performance (dependent variable); Performance entails and is measured in the PLE output RATES, ATTENDANCE RATES and availability with effective use of TEACHING/LEARNING MATERIALS. However, it requires 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. Verboncu & Zalman (2005) defined performance as "a particular result obtained in management that print features of competitiveness, efficiency and effectiveness of the organization and its procedural and structural components.

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 by poor parents (2022 Bi-Annual Performance Report to Parliament). As was reported by Alon Mwesigwa that "about 70%

of children in rural areas could not afford as compared to one of the schools in Kampala on Thursday 23th April, 2015 from the "The guardian."

Nonetheless, the Universal Primary Education (UPE) guidelines (1997) state that no child in primary school is required to pay for education; in the event of a shortage, parents are permitted to supplement their child's education up to a maximum of 10400 per year. Despite this, some parents are unable to pay for their children's education because they believe that primary school education is free and that most of their children are currently at home. These factors contribute to the high school dropout rate in Butaleja District, Uganda.

A new UNESCO report that shows that just 53% of Ugandan pupils complete primary education lends credence to this. It appears that the management has failed to carry out its responsibilities of educating the public about their roles and encouraging parents to educate their children. Teachers, politicians, parents, kids, and the community already know that even students who stay in school until they finish their primary cycle are not learning, as evidenced by the National Assessment of Progress in Education (NAPE) report from the Ministry of Education and Sport (2009), which was supported by a recent government report on management. This demonstrates that the School Management Committee Roles have a significant implementation gap in several areas related to their monitoring and supervisory roles, 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 Butaleja District has been on steady decline.

Butaleja 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 Butaleja 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 (Monitor newspaper Wednesday, February 07, 2022).

Some of the weakest students choose to drop out as a result of the issue. Prior to 2000, elementary school students who were turned away from secondary schools would return home, which led to an increase in the population of juvenile prostitutes, child laborers, delinquent juveniles, and street children. (May 2016, Bahoneza). Eight-year basic education students leave the school at the same rate as primary school pupils because they are dissatisfied. They are so much at a disadvantage that they fail to recognize the value of what they have learned.

1.5 Statement of the Problem

The high rate of teacher and student absenteeism, the student's inability to fully participate in class, the lack of adequate instructional materials to support proper learning and teaching, and the student's lack of learning materials like exercise books, pens, and pencils, among other factors, are all contributing factors to the declining performance of students in public primary schools in the Butaleja District. These factors could potentially impede national development (Cong & associates 2010).

If educational institutions want to play a major role in the growth of the country, they must make sure that their students achieve high-performance levels, which are evaluated after the school year and on national exams like the Primary Leaving Examinations. Setting up appropriate learning resources for students and teachers to support instruction is one especially crucial aspect, and it falls within the purview of school management committees.

Having enough educational resources and using them effectively in the classroom can help students get high grades. Notwithstanding government efforts to involve the School Management Committee in managing the public primary school in Butaleja

District, Uganda, and to ensure the effective and efficient utilization of the resources and other supervisory roles, this poor performance has presented a challenge to the children themselves, parents, communities, and the nation at large. The School Management Committee's performance in carrying out its duties has been seriously lacking, which has prompted the researcher to look into the performance of the schools in the Butaleja District.

1.6 General objective of the study

To determine the relationship between the Roles School Management Committee and the Performance of selected primary schools in Butaleja District.

1.7 Research objectives

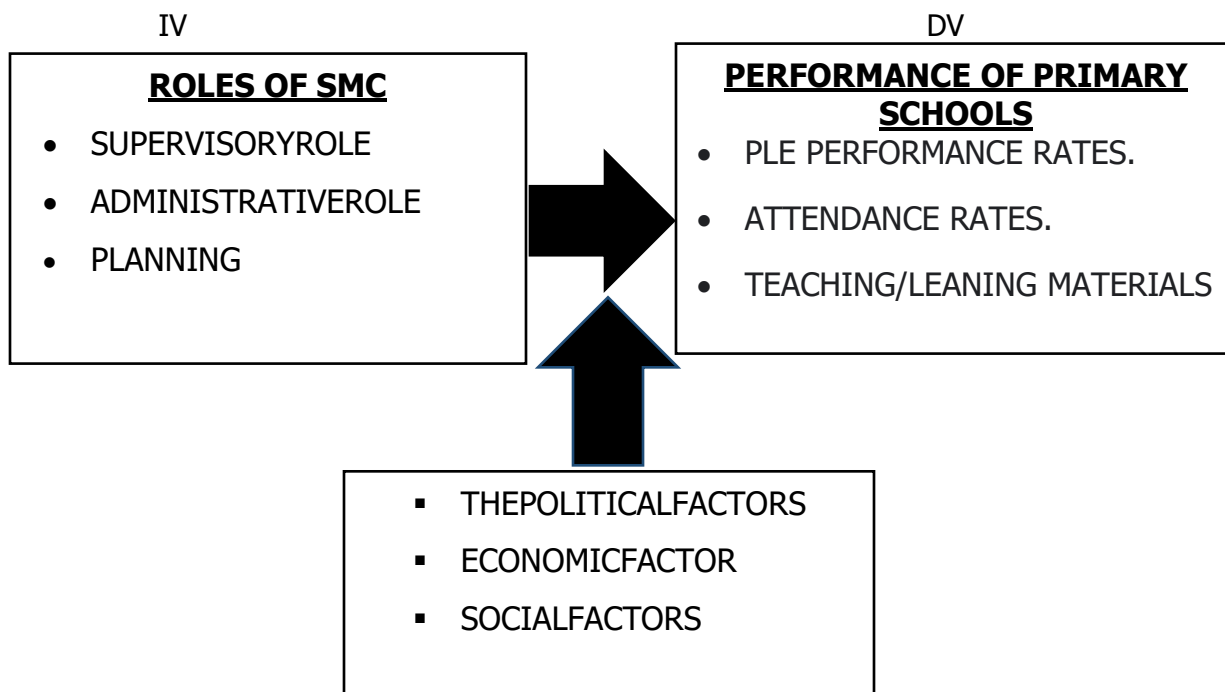
- i. To determine the relationship between the supervisory role and the Performance of selected Primary schools in the Butaleja District.
- ii. To examine the relationship between administrative role and Performance of selected primary schools in Butaleja District, Uganda.
- iii. To examine the relationship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

1.8 Research Questions

This study answered the following questions;

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

1.9 Conceptual frame work



1.10 Scope

1.10.1 GeographicalScope

This study was carried out in Butaleja district; Butaleja District is bordered by Budaka District to the north, Mbale District to the east, Tororo District to the southeast, Bugiri District to the south and Namutumba District to the west. The district headquarters at Butaleja are located approximately 38 kilometers (24 mi) southwest of Mbale, the nearest large city.

1.10.2 Contentscope

School Management Committee roles, (independent variable) waslooked at in terms of supervisory role, administrative role and planning and organizing.Yet the dependent variable (Performance of selected primary schools) was measured in terms ofhowchildren performedin the NationalExams, attendance rates and teaching/leaning materials.

1.10.3 TimeScope

The study used data from 2020 to 2024 in Butaleja district, this being the period in which ineffective performance of primary schools was reported most in Butaleja District Uganda. The focus is on primary schools being that they are the feeding source for upper levels of education and they are poorly performing which may lead to poor high education level output.

1.11.4 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

2.0 Introduction

In this chapter, the researcher focused more on reviewing the literature from earlier research projects by other scholars on school performance, the roles of the School Management Committee, and the performance of Ugandan primary schools. The literature was critically and objectively examined to provide tangible evidence of other work done to identify gaps in the research and intended remedies for them on similar subjects. The information gathered is expected to support the researcher's work.

2.1 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 take precedence over others. The 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 so on.

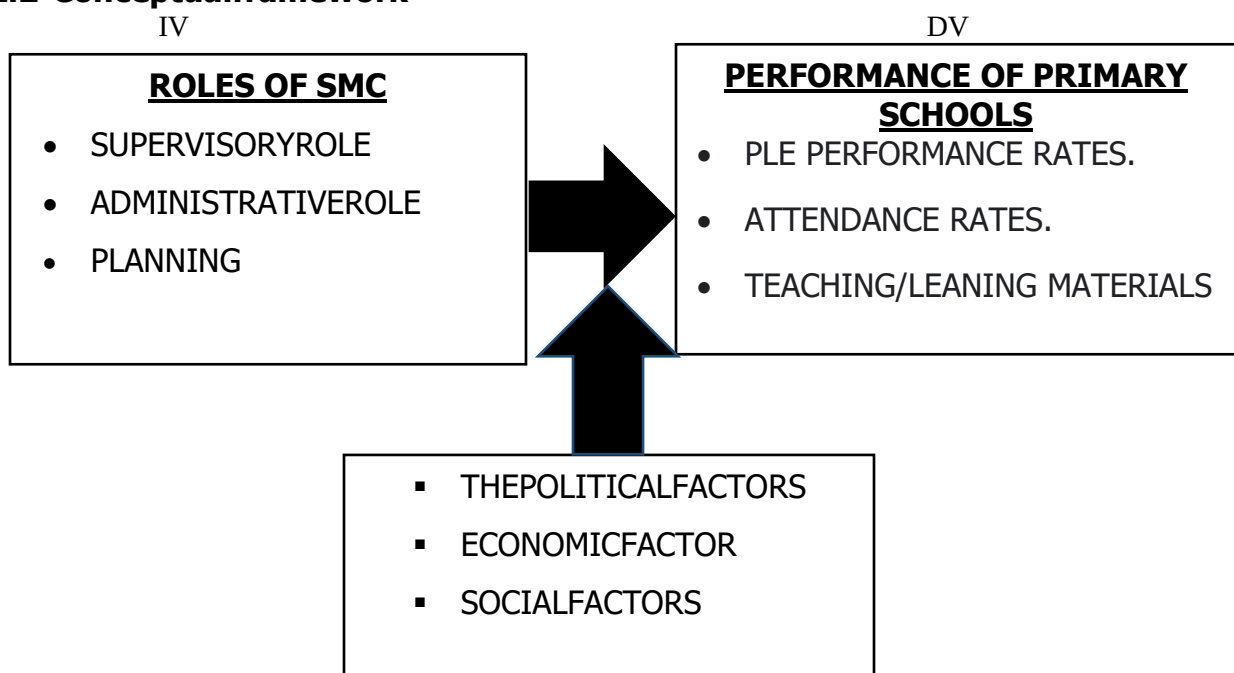
The five levels of the psychological hierarchy of needs are as follows: safety needs—protection from external threats, security, order and law, stability, freedom from fear, love and belongingness needs, friendship, intimacy, trust, and acceptance; biological and psychological needs; air, food, drink; shelter; warmth; sex; and freedom from fear. Esteem needs—achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others; receiving and giving affection and love. Self-actualization demands self-fulfillment, self-realization of potential, and pursuit of personal progress and peak. It is pertinent in that, in every institution or organization where management is involved, employee motivation is essential to achieving organizational goals because it fosters a culture of dedication at 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 mortems and intentionsofownersandmanagers.Webberfounddifferentcharacteristicsinbureaucratic management approach that would effectively conduct decision makingcontrolling resources, protecting workers and accomplishment of the organization goals.This based on the six principles which include; Proper division of labor, Chain ofcommand, separation of personal and official property, application of consultants, andselectionandpromotion basedonqualification.

Fayol (1925), the theory founded on the administrative management approach's 14 guiding principles. According to his idea, management looks at an organization from the executives' and managers' point of view, who are in charge of coordinating the actions of various departments and groups within the organization as a whole. He distinguished five roles—organizing, commanding, coordinating, and controlling—that are common to all management tasks. Division of labor is one of the 14 administrative management principles. Specialized workers produce more and are more competent and productive. They also exhibit greater authority, discipline, unity of command, subordination, compensation, centralization, scalar chain, order, equity, and initiative. It is pertinent to the study because the organization will produce high-quality work at a high rate of productivity.

2.2 Conceptualframework



Under this conceptualization the roles of School Management Committee are the dependent variables while school performance is the dependent variable. The independent variables are conceptualized 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 for 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 Primary Leaving Examinations (PLE) results, attendance rate of both teachers and pupils and the teaching/learning materials in a school for the period 2020 to 2024 therefore the conceptual model shown in the conceptual frame work above.

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

2.3 Related Literature

The elementary schools' performance in Uganda's Butaleja district and the functions of the school management committee were the main subjects of the research study. These are the relevant literature that have helped the School Management Committee carry out its responsibilities, according to the plan.

2.4 The School Management Committees' Administrative roles

In accordance with the SMC's Handbook by MoEs, Revised Edition 2007, SMC was given certain administrative responsibilities to ensure the smooth operation of the school on behalf of the government. These responsibilities include ensuring that teachers, parents, and students fulfill their obligations, ensuring that effective teaching and learning is taking place in the classroom, and ensuring that students have access to instructional materials like textbooks. ensure that the management of teachers is overseen, supervised, and routinely evaluated; make sure the school adheres to the Ministry of Education and Sports' school calendar and operating hours in a day.

In his study, "Role of School Management Committee Roles in strengthening relationship between the school and local community in a community-based school in Pakistan," Sharif Khan (2006) presented his findings. He discovered that participation in faith-based communities could result in positive changes in schools. As a result, members of the School Management Committee play a key role in governance, strong institution-building, parental involvement, teacher and financial oversight, and other activities that lead to school improvement.

Eshiwani (1993) states that the school management committee's duties also include preparing the initial receipt and administration of funds granted to or collected for the school, providing advice to the local authority and District Education Board education committees, providing the physical facilities the school needs, and making sure discipline is upheld in the classroom.

2.5 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.

2.6 Monitoring Roles of School Management Committee

The School Management Committee has been entrusted by the Ugandan government to oversee the appropriate and efficient management of government resources, both material and personnel, in Uganda's primary schools. These responsibilities are governed by the guidelines set forth by the Universal Primary Education guidelines (1997), which state that the School Management Committee roles should monitor the utilization of all institutional resources and provide advice as needed. This is further supported by the handbook's revised edition (2007) of the MoEs. This is being done to prevent any losses and to strengthen universal primary education. Anton (2005) researched the use of school-based management to raise educational standards. He continued by saying that management is being promoted more and more as a shortcut to better management and educational quality enhancement.

2.7 The consultative roles of the school Management Committee

Consultative is one of the main responsibilities of the school management committee, and SMC should consult it for the appropriate administration of Uganda's primary schools. This is done in accordance with the "Guidelines on policy, roles and responsibilities of stakeholders in the implementation of UPE, Ministry of Education and Sports Kampala (1996)" in order to make the right decisions, prevent issues and situations that may affect the proper and smooth running of schools, staff, and students' welfare in primary schools.

2.8 Administrative roles of the School Management Committee

One of the fundamental roles of the school management committee is consultative, therefore SMC ought to seek its advice for the proper management of Uganda's primary schools. The "Guidelines on policy, roles, and responsibilities of stakeholders in the implementation of UPE, Ministry of Education and Sports Kampala (1996)" are followed in this process to help make informed decisions and avoid any situations that might jeopardize the staff's well-being or the welfare of the students in primary schools.

2.9 The relationship between School Management Committee Roles and Performance of selected primary schools.

According to the Education Act (2008), School Management Committee Role 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 Role 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 a process of achieving organizational goal by working with and through people and other organizational resources. Despite all the definitions of the Management of primary school Management based on the five important functions 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.

2.10 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 a

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 a way 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 reevaluation 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 assurance 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, the 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 selected primary schools in the Butaleja district, Uganda. The district has (103) one hundred three government-aided primary schools. Some schools have a population of between 1,500 and 7,000 pupils. Random and purposive sampling shall be employed to fulfill the 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 Butaleja, 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 Krejcie & Morgan (1970) of sample size.

Table 3.1: table of sample size

Category	Population	Sample size	
D.E.O's office	4	4	Purposive sampling
Headteacher	10	10	Purposive sampling
Deputy Headteachers	10	10	Purposive sampling
Teachers	25	24	Random sampling
SMC members	40	36	Random sampling
Total	89	84	

Source: Developed by the researcher as linked to Krejcie & Morgan (1970)

3.0 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.

In the same perspective, Purposive sampling was also adopted to select key respondents in the study population. Purposive sampling is a sampling design that is not intended to offer a representative sample but rather to hone in on particular phenomena and/or processes (Rubin and Rubin 1995).

3.4 Sources of data

3.4.1 Primary data

This is the data obtained from the field and the questionnaire is the main tool. Kothari (2004) defined Primary data as the original data derived from your research endeavors.

3.4.2 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. On the other hand, secondary data is information that has been collected previously and that has been put through the statistical process.

Research Instruments

The questionnaires were preferred for this study because this enabled the researcher to reach a larger number of respondents within a short time, thus making 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 selected primary schools). All the questions were Likert Scaled based on four points ranging from 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree. As well as checklists from schools

3.5 Validity and Reliability of the Instruments

3.5.1 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 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 this study, using this formula;

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

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).

3.5.2 Reliability

To ensure the 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 Cronbach Alpha was computed (0.98) using SPSS. The minimum Cronbach Alpha coefficient of 0.75 was used to declare an instrument's reliability.

3.6 Data collection methods

3.6.1 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.

Later, 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.

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

3.6.2 Data Analysis

The statistical package that 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 as legendary scale

Mean range	Response range	Interpretation
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

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

3.7 Ethical Considerations

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

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

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 presents the respondent demographic characteristics, the roles of the School Management Committee, the performance of a subset of primary schools, and the relationships between administrative and supervisory roles and the performance of selected primary schools in the Butaleja District of Uganda, as well as the relationships between planning and organizing and the performance of selected primary schools in that district.

4.1 Demographic characteristics of the respondents

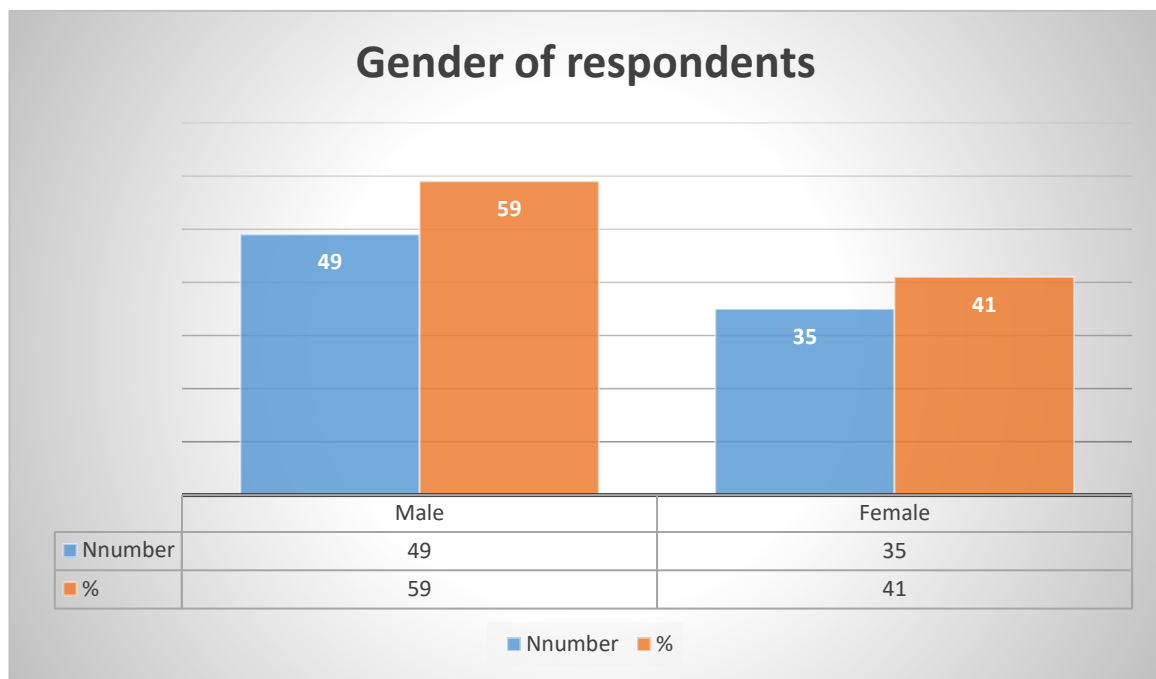


Figure 1 gender of respondents

Results related to Gender indicated that, male respondents dominated in this sample with (59%) and female (41%).

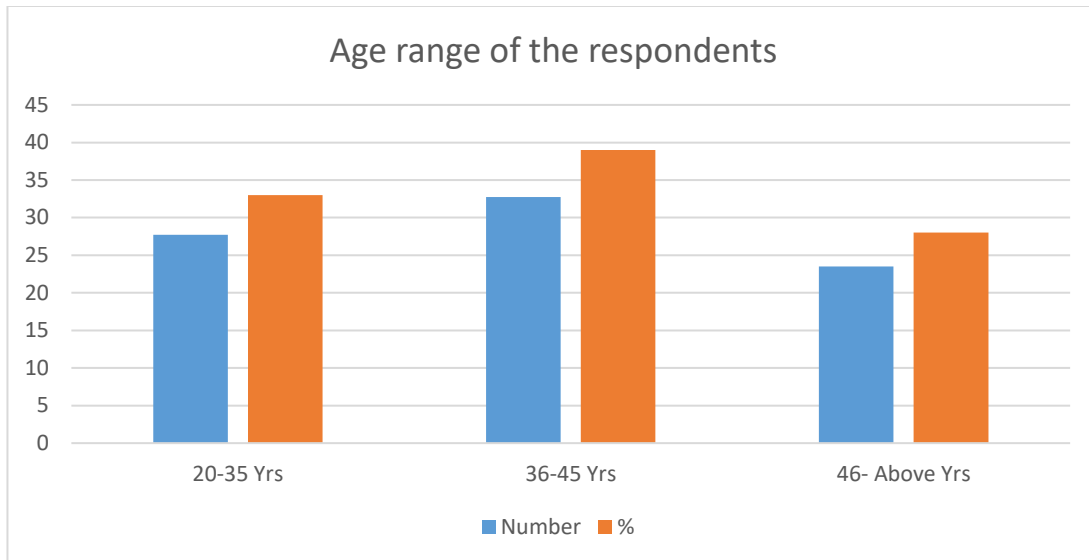
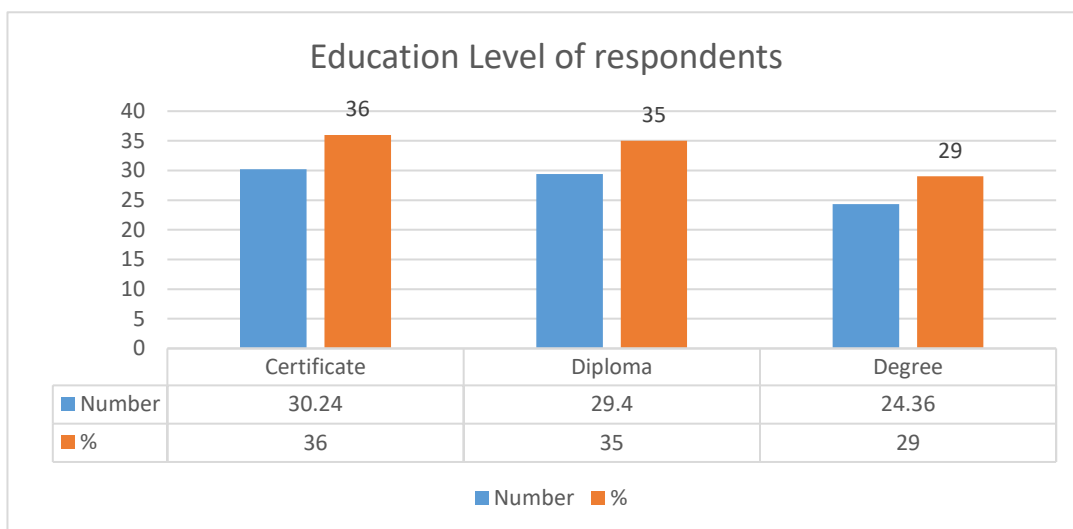


Figure 2 Age range of the respondents

As far as age is concerned most respondents in this sample were between 36-45 years (33%), these were followed by those between 20-35 years (39%) and only 28% were between 46 years and above, hence implying that most respondents are in their middle adult age with mature mind and able to make responsive decisions



Source: primary data (2017)

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 SchoolManagementCommitteeRoles

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 Likert 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 below.

4.3 Key to interpretation of means

Mean range	Response range	Interpretation
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

Variable	Mean	Interpretation	Rank
Supervisory role			
SMC checks on the headteacher and teachers' Management in the school from time to time	3.45	Very satisfactory	1
SMC checks on pupils' Management regularly	3.37	Very satisfactory	2
SMC checks on school facilities from time to time	3.10	Satisfactory	3
SMC checks on the use of resources from time to time	2.95	Satisfactory	4
SMC checks on time Management for everyone in the school	2.47	Unsatisfactory	5
Average mean	3.07	Satisfactory	
Administrative role			
SMC checks on the books of accounts	3.29	Very Satisfactory	1
SMC gives timely feedback and accountability	3.16	Very Satisfactory	2
SMC has timely feedback and accountability	2.65	Satisfactory	3
SMC approves annual budget workplan	2.26	Unsatisfactory	4
Average mean	2.84	Satisfactory	
Planning and organizing role			
SMC implements the workplan 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 has enough teaching staff	2.71	Satisfactory	4
Average mean	3.22	Satisfactory	
Overall mean	3.04	Satisfactory	

The overall mean of 3.04 in Table 4.2's results indicates that the School Management Committee roles in the Butaleja district were rated as satisfactory. This suggests that efforts are being made to enhance the members' efficacy, professionalism, representativeness, and democratic nature to enhance the provision of primary education services.

The results also showed that the roles of the School Management Committee vary depending on the viewpoint. For instance, the average mean of 3.07 indicates that the

respondents rated the supervisory role as satisfactory. The members of the School Management Committee also checked the performance of the head teacher and teachers in the school on occasion (mean = 3.45), checked the school facilities occasionally (mean = 3.10), and checked the use of resources occasionally (mean = 2.95). However, the supervisory role construct was rated unsatisfactory on the single item, which was the fact that the School Management Committee members of Butaleja District always do not check on-time performance for everyone in the school (mean=2.47).

The average mean of 2.84 indicated that the administrative role was rated as satisfactory. Other results included the committee's periodic checks of the books of accounts (mean = 3.29), its timely feedback and accountability to stakeholders (mean = 3.16), the committee members' timely feedback and accountability to stakeholders (mean = 2.65), and the approval of the annual budget work plan (mean = 2.26). This item was rated as unsatisfactory.

Four items were used to measure the construct of planning and organization, and the average mean of 3.22 indicated that this construct was rated as satisfactory. Two items were rated as very satisfactory (mean = 3.62 & 3.33, respectively), implying that the committee provides learning materials on time (mean = 3.23), given that schools have an adequate number of teachers (mean = 2.71).

4.3Performance of selected primary schools

The dependent variables, which are expressed in terms of grades, are the performance of particular primary schools. The primary purpose of grading students is to provide a publicly accessible transcript of their academic evaluations, which can precisely and successfully convey to other people the extent of a student's subject-matter proficiency. Strong arguments are made by Gallagher (1998), Gredler (1999), and Linn Gronlund (2000) for ensuring that report cards and grades accurately inform parents of children' academic progress and that grades should convey information supplied by teachers and administrators. They recommended that as grades are part of students' permanent records, they should serve as a diversified summary of the students' academic

accomplishments.

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 Grade	25-28	Fairly Good
1v Failure	29-32	Fair
	33-36	Very Poor

Four subjects 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 with the maximum of 12 determined by aggregate three for each subject.

4.4 Level of School Performance

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

Decision Rule;

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

**Table5:Levelofschoolperformance(Grades
Analysis)**

Numberofpupils peryear

Division/Grades	2021	2022	2023	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
Averagemean	584	587	558	1729	576.5	Fair
Overallmean					144.425	Fair

Source: UNEB reports (secondarydata)

Table5presentstheaveragemeanofthelevelofschoolperformance.Themean

576.4 (144.1) showed that the level of performance was fair and the standard deviation(0.81) showed that the level of School Performance is fair. This mean ranges between101 and 150, to conclude that the level of School Performance is fair. The study was timely to establish the reasons for thislowacademicperformance.Theresultaccountsforparents'lessinvolvementin the educationoftheir children.

4.4 Relationship between the School Management Committee roles and the LevelofLevel ofschoolperformance

The objective of this study was to establish whether the level of School ManagementCommittee roles is a correlate of the level of School Performancein primary schools inButaleja District, Butaleja District. The Pearson’s Linear Correlation Coefficient was usedutilized to determine thecorrelationbetweenmeansfor the hypothesisone at 0.01levelofsignificanceasindicatedin the table6below:

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

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

Source: Primary data (2017)

There is a substantial association between the level of School Management Committee responsibilities and the level of School Performance in primary schools in the Butaleja District, according to Table 6's r-value ($r = 0.14$, $\text{sig} = 0.000$). The two variables (parents' engagement and teachers' responsiveness) have a substantial correlation, according to the significant value (significance is less than 0.01, the maximum significance value to proclaim a meaningful link).

Children perform worse when their parents are less active in their schooling. In some elementary schools, there was a substantial correlation between the level of School Management Committee responsibilities (an independent variable) and the level of School Performance (a dependent variable), according to data analysis using Pearson's linear correlation coefficient. The significance is 0.000 and the r value is 0.14 in the Butaleja District.

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 Likert 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 a 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.

Children may feel pressured to live up to their parents' expectations if they witness their parents showing them care and commitment, claims Cheung (February 2012). These same kids could feel pressured to perform well to keep their parents' attention and get their acceptance and support. To put it simply, kids who think their parents are interested, supporting, and encouraging are more driven to do well in school than kids who think their parents are not as involved.

4.5 Supervisory roles and Performance of selected primary schools in Butaleja district, Uganda

To determine the relationship between the supervisory role and the performance of selected primary schools in the Butaleja district of Uganda, the researcher had to first determine how the supervisory role correlates with the performance of selected primary schools in that district. The researcher used Pearson's Linear Correlation Coefficient (PLCC) to connect the mean indices on a supervisory function and those on the performance of selected primary schools to test this hypothesis; the results are shown in the table below.

The Pearson's linear correlation Coefficient (PLCC) results in the table below indicated that supervisory role has a significant relationship (sig. 0.000) on Performance of selected primary schools in Butaleja district Uganda. Therefore, this implies that supervisory role significantly affects Performance of selected primary schools in Butaleja 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 Butaleja district Uganda.

Table 4.4: Pearson correlation between supervisory role and Performance of selected primary schools

VariablesCorrelated	r-value	Sig	Interpretation	DecisiononHo
Supervisoryrole Vs performance of primarysch ools	.724	.000	Significantcorrelation	Rejected

Source:PrimaryData,2017

4.6 Planning & organizing role and Performance of selected primary schools in Butaleja district, Uganda

The second objective of this study was to find out how planning and organizing roles affect the Performance of selected primary schools in the Butaleja district Uganda. Results indicated how the planning and organizing role correlate with the Performance of primary schools in the Butaleja district of Uganda, The sig. value (0.000) and here the decision on the null hypothesis was rejected based on these results hence implying that improvement in planning and Organizing increases the Performance of primary schools in Butaleja district Uganda.

Table 4.5: Pearson correlation between planning & organizing role and

Performance of selected primary schools

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

Source: Primary Data, 2017

4.7 Administrative role and Performance of selected primary schools in Butaleja District, Uganda

This was the third objective of the study and it was to examine how administrative role correlates with the Performance of selected primary schools in Butaleja district Uganda. The researcher correlated the means on both variables by using Pearson's Linear Correlation Coefficient as a way of achieving this objective and to test the hypothesis and this was indicated in Table;

The Pearson's Linear correlation Coefficient (PLCC) results in Table 4.6 indicated the correlation of administrative role on the Performance of selected primary schools in the Butaleja 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 an effective administrative role partly improves on the Performance of selected primary schools in Butaleja district and an ineffective administrative role reduces it.

Table 4.7: Pearson correlation between administrative role and performance of primary schools

Variables correlated	r-value	Sig	Interpretation	Decision on Ho
Administrative role Vs Performance of selected primary schools	.514	.000	Significant correlation	Rejected

Source: Primary Data, 2017

4.8 ManagementCommitteerolesandPerformance of selected primary schools

The Pearson's linear correlation Coefficient (PLCC) results showed that there is a significant correlation between School Management Committee roles and Performance of selected primary schools in Butaleja district. There is a significant relationship (0.000) and R-value (0.617) This implies that effective School Management Committee roles increases Performance of selected primary schools in the Butaleja district and ineffective school Management Committee roles reduce it.

Table4.7:PearsoncorrelationbetweenSchoolCommitteeroles and Performance of selected primary schools

Variables correlated	r-value	Sig	Interpretation	Decision on Ho
School Management Committee roles Vs Performance of selected primary schools	.617	.000	Significant correlation	Rejected

Source: Primary Data, 2017

Table4.8:Regressionanalysis

Regression Analysis between the Dependent and Independent Variables

Variables regressed	Adjusted r²	F-value	Sig.	Interpretation	Decision on H_o
Performance of primary schools Versus School Management	.756	63.138	.000	Significant effect	Rejected

Committeeroles					
Coefficients	Beta	t-value	Sig.		
Supervisoryrole	.967	4.148	.000	Significanteffect	Rejected
Administrativerole	.197	3.236	.001	Significanteffect	Rejected
Planning and organizingrole	.313	5.265	.000	Significanteffect	Rejected

Source:Primarydata,2017

Regression analysis results indicated that supervisory roles was measured at 75.6% on the Performance of selected primary schools in Butaleja District and this was indicated by r^2 square (0.756) implying that supervisory roles significantly affect the Performance of selected primary schools in Butaleja District.

With respect to the coefficients table, the results further indicated that of all the aspects of School Management Committee roles, planning and organizing roles highly influence the Performance of selected primary schools in Butaleja District ($\beta=0.313$, $\text{Sig}=0.000$).

Lastly administrative roles less satisfactorily accounted for a positive change on the Performance of selected primary schools in Butaleja District.

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter focused 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

Three specific objectives guided this study: (i) determining the relationship between supervisory roles and the performance of selected primary schools in the Butaleja district; (ii) examining the relationship between administrative roles and the performance of selected primary schools in the Butaleja district; and (iii) establishing the relationship between planning & organizing roles on the performance of selected primary schools in the Butaleja district. The study's goal was to determine the relationship between the roles of School Management Committees and the performance of selected primary schools in the Butaleja district.

5.1.1 Objective one; to determine the relationship between supervisory roles and Performance of selected primary schools

The results demonstrated a strong correlation between the supervisory function and the performance of the primary schools in the Butaleja district of Uganda. This suggests that an effective supervisory role improves the performance of a subset of the primary schools in the Butaleja district of Uganda. This result is consistent with the Ministry of Education and Sports Kampala report (1996), which stated that among the major responsibilities of the school management committee, one of the most important is consultation, which the SMC should engage in order to ensure the appropriate functioning of Uganda's primary schools. This is done in order to make the right decisions, prevent issues and circumstances that could negatively impact the staff, students, and overall well-being of primary school students. These actions are backed by the "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 the Performance of selected primary schools

The third finding indicated that the administrative role is significantly related to the Performance of primary schools in the Butaleja district. This was shown with a significant correlation between administrative role and the Performance of selected primary schools. This means that an effective administrative role partly improves the Performance of primary schools in the Butaleja district, and an ineffective administrative role reduces it.

This finding is in line with Sharif (2006) who noted that the administrative role of the school committee is to make sure that instructional materials like textbooks are put in the hands of the learners; teachers are monitored supervised and appraised regularly.

The findings still indicated a positive and significant relationship between School Management Committee roles and the Performance of primary schools in Butaleja district. A significant correlation between School Management Committee roles and the Performance of primary schools in the Butaleja district existed. Implying that effective School Management Committee Roles increase the performance of primary schools in Butaleja district and ineffective School Management Committee Roles lead to poor Performance of selected primary schools.

5.1.1 Objective three; establish the relationship between planning, organizing and

Performance of selected primary schools.

The findings indicated that planning and organizing role has a significant relationship on Performance of selected primary schools in Butaleja district. Planning and Organizing had a significant correlation on Performance of selected primary schools

hence confirming that improvement in planning and organizing improves on the Performance of selected primary schools in Butaleja district. The finding is also agrees with Kabjiru (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.

To improve the delivery of primary education services, there is a conscious effort to enhance the efficiency, effectiveness, professionalism, representativeness, and democratic character of School Management Committee members. Data analysis using means revealed that the committee roles were rated satisfactory. The supervisory position received an acceptable rating, indicating that the members of the School Management Committee regularly check in on the head teacher and the school's performance. The administrative position received a good rating, indicating that the committee periodically reviews performance. Despite this, the results showed that the planning and organizing had been graded as satisfactory, indicating that the committee follows the work plan and delivers learning materials on schedule. The effectiveness of the chosen primary schools was rated satisfactory, hence confirming that the Management of primary schools in Butaleja 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.

5.2.1 Objective one: the relationship between supervisory roles and Performance of selected primary schools.

This study's primary goal was to ascertain whether there was a significant relationship between the performance of a subset of primary schools in Butaleja District and the supervisory role. Based on this hypothesis, it was concluded that an effective supervisory role improves the performance of a subset of primary schools in Butaleja District, Uganda. This can only be accomplished when school management committees are dedicated to carrying out these responsibilities.

5.2.2 Objective two: to examine the relationship between administrative roles and performance in primary schools in Butaleja District, Uganda.

It was hypothesized that there would be a significant relationship between administrative roles and performance in primary schools, and the second objective of this study was to determine whether there is a strong correlation between these two variables in primary schools in Butaleja District, Uganda.

Therefore, it was determined that administrative roles correlate with primary school performance in the Butaleja District, leading to the conclusion that both positive and negative correlations exist between effective administration roles and primary school performance.

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

The study's third goal was to determine whether there is a significant relationship between school performance and planning, organizing, and performance. Based on the

hypothesis that there is, planning, organizing, and performance in schools are positively correlated, it was concluded that because all of the activities are planned and organized, performance is improved.

5.3 Recommendations

In this section, the researcher makes recommendations based on the relevant findings, conclusions, and hypothesis. Based on the findings of the first objective, the researcher suggests that academic performance of students in the Butaleja District be improved. The school management should then concentrate on providing time management supervision to all staff members, regularly checking students' attendance, and other pertinent activities to enhance student performance.

Based on the results of the second objective and hypothesis, the researcher makes the following recommendations for improving student performance in the Butaleja District: the head teacher should be held accountable for her or his actions and make sure that all available learning resources, including books, are given to the students. The head teacher should also make sure that the school is well-managed, with evidence of a positive learning environment for all members of the system.

Lastly basing on the findings of the third objective, the researcher recommends that Ipupilsacademicperformanceistobeimproved,thentheSchoolManagementCommittee 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 addingmorequalifiedteachingstaffsinButalejaDistrictschoolsareunderstaffed.

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

Finally, based on the results of the third objective, the researcher suggests that if students' academic performance is to improve, the School Management Committee should schedule and arrange ahead of time for the supplies that the staff will need in

the classroom, including learning aids, textbooks, and chalk. Since there aren't enough qualified teachers in the Butaleja District, more staff should also be added. Therefore, to guarantee proper school administration and enhanced performance in elementary schools, this must be done in tandem with the laws that the government enacts.

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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 -----

APPENDIXIIA:QUESTIONNAIREONSOCIALSERVICEREFORMS

DIRECTION:rateyour ability,knowledgeorskillonthe followingitemby tickingtheright number corresponding with each question. Key; 1=strongly disagree; 2 =Disagree;3 = Agree;4= strongly agree.

	Itemson SCHOOLMANAGEMENTCOMMITEERoles	Rank			
	SUPERVISINGROLES				
1	SMCcheckonheadteacherandteachers'Managementintheschool timetotime	1	2	3	4
2	SMCcheckonpupilsManagementregularly	1	2	3	4
3	SMCcheckonschoolfacilitiestimetotime	1	2	3	4
4	SMCcheckonthe useofresources timetotime	1	2	3	4
5	SMCcheckontimeManagementforeveryoneinthe school	1	2	3	4
	Itemsonadministrativeroles				
1	SMCchecksonheadteacherattendancetimetotime	1	2	3	4
2	SMCgivetimelyfeedbackandaccountabilitytothestakeholders	1	2	3	4
3	SMChavetimelyfeedbackandaccountability tothestakeholders	1	2	3	4
4	SMCmonitoredpupilsattendanceregularly	1	2	3	4
	Itemsplanningandorganizingroles				
1	SMCimplementstheworkplan according tothetimeframe	1	2	3	4
2	SMCinvolvestakeholdersintheplanningprocess	1	2	3	4
3	SMCprovidesmaterialsforlearningintime	1	2	3	4
4	Theschoolhaveenoughteachingstaff	1	2	3	4

APPENDIX IIB: QUESTIONNAIRE ON PERFORMANCE OF SELECTED PRIMARY SCHOOLS

DIRECTION:

Decision Rule;

Range of Mean Score

Interpretation

0-50

Very high

51-100

High

101-150

Fair

151-200

Low

201-250

Very low

Level of school performance (Grades Analysis)

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

Source: Primary data (2017)

APPENDIXIII: Morgan's table of sample size

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

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENIX IV: A letter of recommendation from the University



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Passion, Excellence

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**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. AJAMBO CAROLINE.....is a student
of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
Nagongera Campus. His/her Registration Number is BU/OP/2022/0258.....

The purpose of this letter is to formally request you to allow him/her to access any information in
your organization which is relevant to his/her research.

His/her research topic is THE ROLES OF SCHOOL MANAGEMENT
COMMITTEE AND PERFORMANCE OF SELECTED
PRIMARY SCHOOLS IN BUTALEJJA DISTRICT, UGANDA

Yours Sincerely,


BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION
06 MAY 2024 ★
NAGONGERA CAMPUS
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Dr. Kaweesi Muhammad
Ag Head of Department, Education