School Management Committees' Roles and Academic Performance of Pupils in Selected Government-Aided Primary Schools In Bulambuli Town Council, Bulambuli District

Nambuya Mary, Dr. Ssendagi Muhamad, Wolukawu Ambrose
School of Graduate Studies and Research

Abstract- This study investigated School Management Committee roles and the academic performance of pupils in selected government aided primary schools in Bulambuli Town Council, Bulambuli District. The study sought to; examine the relationship between the supervisory role of School Management Committees (SMCs) and academic Performance of pupils; examine the relationship between the supervisory role of School Management Committees (SMCs) and academic Performance of pupils; and examine the effect of the consultative role of School Management Committees (SMCs) on academic Performance of pupils. The study adopted a cross-sectional research design. Both simple random sampling and purposive sampling techniques were used to select the sample of respondents. The researcher studied a sample of 82 participants who included teachers, SMC members from selected government-aided primary schools, officials from DEO's office and CCTs of selected schools in Bulambuli TC. Questionnaires and key informant interviews were used for data collection. Quantitative data from questionnaire was analyzed for both descriptive and inferential statistics using SPSS and Excel while qualitative data was analyzed thematically. The findings of this study were that; SMCs have significant influence on academic performance of pupils. The Pearson correlation coefficient shows that there is a significant positive relationship between the administrative role of SMCs and academic performance of pupils, $r = 0.729$, $p = 0.000$; supervisory role of SMCs influences the academic performance of pupils, $r = 0.689$, $p = 0.000$; and consultative role of SMCs has a significant positive relationship with academic performance of pupils, $r = 0.648$, $p = 0.000$. From the findings of this study, the researcher recommended that the SMCs should work with school administration to provide support such as academic intervention programs to struggling pupils so as to improve the academic performance of pupils; tighten regular monitoring and assessment of pupils' progress to identify areas of improvement; and work closely with parents and other stake holders to support pupils' learning. By involving the broader school community in academic initiatives, school will create a network of support that might help pupils thrive academically.

Index Terms- School management committee roles, Academic performance

I. INTRODUCTION

Background
This study examined the influence of School Management Committees on academic Performance of pupils in Government aided Primary Schools in Bulambuli Town Council, Bulambuli District. School management Committees in this study was conceived as the independent variable while academic Performance of pupils in Government aided Schools was the dependent variable. In line with Mugenda and Mugenda (1999), this chapter covered the background to the study, statement of the problem, the purpose of the study, specific objectives, research question, hypothesis, the scope of the study, the significance, justification and operational definition of terms and concepts.

Background of the Study
This included Historical Background, Theoretical Background, Conceptual Background and Contextual Background.

Historical Background
The theory on quality education has become a global concern. In April 2000 there was education forum in Darker Senegal to affirm World declaration on education for all (EFA) adopted in Thailand leading to Millennium goal (MDG2). Despite the

achievement, EFA remained unfinished business, https://en.unnesco.org (retrieved on 13th Feb 2018). Although the global concern has resulted to massive promotion of Universal Primary educations (UPE) in many countries to enable children attain primary education. Aventrop, Xiayan and Soren (2004), asserts that —in 1990 the UNESCO sponsored Education for All (EFA) conference held in Jomitien, Thailand, where the idea of Education for all was hatched‖. The policy makers decided on achieving the goal of Universal Basic Education by making education free and dropped the component of compulsory school fees. However, Conckraft & Legorreta (1998), notes that —much as there was global concern on the implementation of UPE, a study done in Russia revealed that parents where shunning government-aided schools instead place their children in early development group that require payment‖. This in turn asserts that the qualities of education in the government aided schools were wanting.

In 1990‘s, many states like Kenya, Malawi, Lesotho and Uganda opened up for UPE. —In December 1996, however, the President of Uganda launched a policy on UPE according to the white paper on Education‖ (MoES, 2002). This was followed by the introduction of Universal Primary Education (UPE) in 1997 with the focus on access, quality, and relevance. —The Ministry of Education and Sports (MoES) had earlier on developed and implemented Education strategic investment plan (ESIP) 1993- 2002 to support the goal of UPE in the country, as per the Education and Sports Workshop (ESIP, March 2010).

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

The concerns above hold water, as can be seen by the birth of legislation on School management committees (SCMs) to govern schools. —In 1964, there was the enactment of the Education Act in Uganda that empowered the SMCs to be the governing bodies, to manage schools on behalf of Government in the Primary Education Subsector‖ (SMC Handbook, 2005). The bringing of the School Management Committee on board was meant to oversee the routine administration of public schools.

The Government of the Republic of Uganda recognizes the importance of Primary Education more so Universal Primary Education (UPE), as one of the most important pedals for accelerating the attainment of Education for All (EFA) Goals, the Millennium Development Goals (MDGs) and the consequent Sustainable Development Goals (SDGs). Similarly, the World Fit for Children Conference in 2002 called for every child to have a good start to life through promoting quality nurturing, care and safe environment.

The Government of the Republic of Uganda has demonstrated commitment to the wellbeing of young children by signing various global policy frameworks. These include the 1989 United Nations Convention on the Rights of the Child (CRC), the 1990 African Charter on the Rights and the Welfare of the Child (ACRWC) and in 2000 the Millennium Development Goals (MDGs). In the year 2000 Uganda also participated and endorsed the deliberations on World Education Forum in Dakar, Senegal. All these global policy frameworks emphasize the importance of education of the young children in particular the Dakar framework which contains six goals. One of the goals is improving all aspects of the quality of education and ensuring excellence of all so that recognizable and measurable learning outcomes are achieved in literacy, numeracy and essential life skills.

In December 1996 during Presidential campaigns, the incumbent President of the Republic of Uganda then, H.E Gen. Yoweri Kaguta Museveni, announced that four children of school-going age per family would benefit from free primary education, starting from January 1997. This policy became to be known as Universal Primary Education (UPE). This commitment was soon extended to allow all people that wanted to access primary education to do so. For the majority underprivileged children, it was a dream comes true for poorest parents in the east African state.

Under the UPE programme, the Government of Uganda abolished all tuition fees and Parents and Teachers Association (PTA) charges for primary education. Following its introduction, gross enrolment in primary school increased from 3.1 million in 1996 to 7.6 million in 2003. This amounts to an increase of 145% (4.5 million children), compared to an increase of 39% (0.9 million children) between 1986 and 1996. The study is meant to find out, how the school management committees roles relates to the academic Performance of pupils‘ in selected Government-Aided Primary schools in Bulambuli Town Council, Bulambuli District.

Theoretical Background

This study was guided by the Good Governance Theory that dates back to the times of Geoffrey Chaucer in the late Middle Ages in the 14th century - after 1370s (Jordan, 2013), and as furthered during the evolution of the governance agenda at the World Bank since 1989 (World Bank, 1989: xii).

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

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

Conceptual Background

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

School Management roles in the Uganda Education sector is summarized and broadly categorized into three major roles

as per the provision of the law. ―Their roles included general administration, supervisory roles, consultative roles, which are further sub-divided into planning, finance, discipline, policy, supervision, and consultative roles on school issues with relevant stake holders for effectiveness and efficiency of school program‖ (SMC handbook, 2005). The Indian Education Act RTE (2009) also spelt out ―the roles of planning, monitoring and implantation to the SMC, and that the roles of management entail planning and monitoring school management and perform any other duties that may be assigned from time to time‖. The Indian Act was seen to be more flexible as compared to Uganda Education Act 2008.

The administrative role of SMCs includes planning, finance, discipline, and policies and procedures‖ (SMC Handbook, 2005). Planning role entails developing School development plan SDP). A school development plan is a practical plan aimed at enhancing the quality of education offered by the school. For a school to develop, it must have an SDP. A school development plan is a written document that members of management committee and other stake holders want to see implanted in terms of academic Performance of pupils and infrastructure in a specified period of time. ―

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

Discipline refers to the practice of training people to adhere to rules, through punishment to correct disobedience‖ (Oxford Dictionary, 1994). In the case for schools, the effective school hinges on the pillar of disciplined learner. ―Schools are charge with the responsibility of developing rules and regulations which direct the disciplinary trend of the school, the school must have in place the disciplinary committee who checks on the discipline of the school‖ (SMC handbook, 2005). As noted in the SMC Handbook, keeping discipline in the school promotes good behavior and improves pupils' performance a responsibility charged to SMC.

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

On the other hand, consultation refers to a process through which management and staff jointly examine and discuss matters of concern - including the people or their representatives taking account of the views of the other party, directly or through representatives, before making decisions. Meaningful consultation depends on the people being consulted having enough information and time to consider it.

―It is important to remember that merely providing information does not constitute consultation‖ (Trade Union, 1952). Consultative role of the SMC involves communication with other stakeholders for sharing information, opinion advices for smooth operation of the school and to make an informed decision and therefore reduces chances of risks. The most important stakeholders to be consulted includes DEO, Head teachers, teachers, learners and parent among others.

According to business dictionary (n.d), ―Performance is defined as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract‖. Performance in Primary schools is measured in terms of pupils‘ performance and the general pupil‘s academic Performance of the schools. This is through education. Education is an important factor in economic development because it is taken as a bedrock for sustainable development in any country - it provides people with information needed for high degree of human functioning. Education is supposed to train the mind of its recipient for effective performance.

Adequate and proper acquisition of relevant knowledge and skills in school subjects and disciplines of study are invariably functions of quality education‖ (Okara, 2012). Pupil‘s performance is ―the ability of pupils to do something‖ (Oxford Advanced Learners Dictionary, 1994) and pupil‘s academic Performance is ―the quality and quantity of knowledge, skills techniques and positive attitudes, behavior and philosophy that learners achieve or acquire‖ (Ferguson, 1990). This ability is measured by marks and grades which pupils get in tests and examinations at the end of a topic, school term, year or education cycle. These scores and grades measure the level of achievement. ―The quality of the grade and the number of candidates who pass in various grades determine the level of pupil‘s academic Performance in a given class or institution in a given period in a particular examination, be it internal or public‖ (Ferguson, 1990).

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

The more pupils become actively and meaningfully involved in the teaching and learning process, the more they will have a sense of ownership on decisions and in achieving the national objectives of education. ―Involving the children in decision-making does not alter the fact that the school heads and the teachers remain accountable for taking the final decisions and for their results (performance)‖ (Oven, 2009). Aguti (2000) on the other hand asserts that poor performance is due to the increased number of pupils in schools/classes. Today, the pupil-teacher ratio in urban public schools is too high that it will need an increase in the trained and motivated teachers to handle such an overwhelming number of learners.

The small number of teachers compared to the pupils does not give the teacher the chance to concentrate on all the pupils. The study, however, does not demonstrate the role of teachers in attending and encouraging the child. On the other hand, Maxwell, (2007) in his extensive survey on the causes of poor performance of learners revealed that ―children may have other problems such as neurological, communication, motor, psychological, social, and limited sensory abilities which affect them during the teaching and learning process‖. This study assumes that such children could have limited perceptual skills that have a link with their poor performance.

Contextual Background

The Uganda constitutions 1995, decentralized authority to the local people so that they could plan, organize, and control their development including sensitive areas like education. The Uganda Education Act, 13 (2008:47), provides for ―establishment of management committee for both Government and private schools, the composition for which was: six members including chairperson nominated by the foundation body, two of whom, women; one local government representative nominated by the district council standing committee responsible for education; one representative of local council executive committee who shall be secretary in charge education at parish council or the sub county chief or his/her representative; one person elected by the sub county or town council; parents‘ representative at an AGM; staff representative elected by the staff; one representative of old student‖. That means the school management committee numbered up to 12 where the 13th is an ex officio that is the head teacher who shall be the secretary to the committee.

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

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

The District Education officer is in charge of the overall administration of Education at the District Level, including primary education and is answerable to the District Council and the MoES, while the District Inspector of Schools is responsible for inspection of primary schools to ensure quality. The SMC has to consult the office of the District Education Officer on the following areas: policies and procedural matters, staff deployment, school construction, disciplinary procedure, examination management, improvement of quality education in the school among others (SMC handbook, 2005). The SMC handbook (2005) provides that ―the head teacher as accounting officer and policy implementer at the school level, and the management can consult on the following areas: professional matters, school culture (vision, mission, and goals, objective), utilization of school funds, school challenges, discipline, learners‘ success, school examination, PLE among others.

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

Bulambuli Town Council has seven Primary Schools, three of which are government-aided and four are private schools (Bulambuli District Education Report, 2023). This study is investigating the SMCs roles and the academic Performance of pupils in Primary schools within Bulambuli Town Council. Could it be the weakness in administrative role, supervisory role, or lack of adequate consultative role of the SMCs that is responsible for academic Performance of pupils in government-aided primary schools in Bulambuli town Council.

Statement of the Problem

According to Education Act 2008, The government of Uganda initiated School Management Committees (SMCS) to ensure efficient and effective management of school activities, performing roles including administrative, supervisory, monitoring, and consultative roles which are key in effective education service delivery and academic performance. However, the reality on the ground in Bulambuli district shows a deteriorating trend of events as far as the academic Performance of pupils in Government aided primary schools is concerned.

Based on the data from Office of the District Education Officer (DEO), Bulambuli district, the trend in academic performance of pupils in the district between 2020 and 2023 was deteriorating. The percentage of pupils who passed between Division 1 and Division 3 of the total number of pupils that registered for PLE in the years was only 61.3

percent in 2020. This reduced to 53.4 percent in 2022 and results of 2023 showed a passing rate of 60.8 percent.

The Government of Uganda through the Ministry of Education and Sports has continued to perform core line functions such as construction of basic school facilities e.g. classes and libraries, monitoring, training of teachers (including refresher courses), provision of instructional materials like textbooks and teacher guides, evaluating the UPE program as well as providing curriculum and monitoring and assessment standards. In addition, the School Management Committees are available in all the Government-aided schools in Bulambuli to provide oversight role of education services provision in these schools. But despite the above efforts and more, Bulambuli district has continuously experienced deteriorating performance in UPE in the last three (3) years as noted above. If this problem is left unaddressed, it will continue to impact the transition rate to secondary school and other levels of education, thus risking the quality of life of the pupils when they become adults, the quality of labour force in Bulambuli and consequently Uganda, hence negatively impacting the country's efforts to attain the socio-economic goals of development (Wößmann, 2007).

It is against this background that this study sought to explore the influence School Management Committees on academic performance of pupils in government-aided primary schools in Bulambuli Town Council, Bulambuli District.

Objectives of the Study
This study was guided by two objectives: the general objective and the specific objectives.

General Objective
The general objective of this study was to investigate the Relationship between the School Management Committees (SMCs) roles and academic Performance of pupils in selected government-aided primary schools in Bulambuli Town Council, Bulambuli district.

Specific Objectives
- To investigate the Relationship between the administrative role of School Management Committee (SMCs) and academic Performance of pupils in selected government- aided primary schools in Bulambuli Town council.
- To examine the relationship between the supervisory role of School Management Committees (SMCs) and academic Performance of pupils in in selected government- aided primary schools Bulambuli Town council.
- To examine the Relationship between the consultative role of School Management Committees (SMCs) and academic Performance of pupils in Bulambuli Town council.

Research Questions
The study was guided by the following questions:
- What is the relationship between the administrative role of School Management Committee (SMCs) and academic performance of pupils in Bulambuli Town council?
- What is the relationship between supervisory role of School Management Committees (SMCs) and academic performance of pupils in Bulambuli Town council?
- What is the relationship between the consultative role of School Management Committees (SMCs) and academic performance of pupils in Bulambuli Town council?
- 1.4.4 Research Hypotheses

The research study was guided by the following research objectives:
- **H1:** There is no significant relationship between the administrative role of SMCs and academic performance of pupils in Bulambuli Town Council.
- **H2:** There is no significant relationship between the supervisory role of SMCs and academic performance of pupils in Bulambuli Town Council.
- **H2:** There is no significant relationship between the consultative role of School Management Committees and academic performance of pupils in Bulambuli Town Council.

Conceptual Framework
Conceptual Framework showing the School Management Committees (SMCs) and academic performance of pupils.

Justification of the Study
It should be noted that much research was conducted on performance of learners but has not been done on the role of school management committees in relation to academic Performance of pupils and yet they have core function in regard to school operation. The poor performances at PLE, low attendance and high drop-out rates are negative indicators in the school setting that needed to be addressed.

Looking at National education objectives as enshrined in the constitution of Republic of Uganda (1995) provides that, ―the state shall take appropriate measure to afford every citizen equal opportunity to attain the highest educational standard possible‖. The Government had provided School Management committee guideline in place to ensure harmonized management system performed by local structures to improve on school performance. Notwithstanding of the call for equal opportunity for high education standard, performance of Bulambuli schools is still poor in regard to PLE results having negative impact in futures since pupils are not able favorably to compete for selection of admission in good secondary schools with high entry cuts point resulting to low transition to secondary schools from Primary level. When this kind of iniquities not addressed would endanger education

system being provided since it is not balanced in term of regional distribution of human resources and national cake sharing for the fourth coming generation. It is upon this important concern that the study investigated the relationship between the school management committees check on Grades, Regular attendance, Engagement in School activities, Good teacher-learner relationship and Quality of output in order to draw conclusions on how the roles affect the academic Performance of learners in Government- Aided Primary Schools (UPE) in Bulambuli Town Council.

The figure above shows roles of School Management Committees (SMCs) on the left as the independent variables. Dimensions of the School Management Committee roles will included: Administrative roles (with the sub-independent variables of planning, overseeing finance management, maintaining discipline, and setting policies); Supervisory roles (with sub-variable of supervision and monitoring) and Consultative roles which targets the primary stakeholders who include the DEO, Head- Teachers, the Teachers, Parents/community, and Learners. The Dependent variable on the right hand will be academic performance of pupils, which was measured in terms of grades obtained on Primary Leaving Examinations for years Grades.

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

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

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

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

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

Significance of the Study
Finding from the research study are key in guiding the Ministry of education and stakeholders in devising measures that can be implemented to improve the performance of the School Management Committee in Government aided in Uganda so as improve performance of the schools. In addition, research findings are vital to the Bulambuli Town Council and the entire district to reflect on the role of SMCs and devise means to strengthen their oversight performance

thus improving the overall performance of government-aided primary schools in Bulambuli District. Furthermore, the research findings greatly contribute to the body of knowledge, specifically providing insights on role of SMCs in effective management of schools.

Scope of the Study
This was guided by the following subheadings, geographical, content and time scope:

Content Scope
There are many factors that determine the academic performance of pupils in government-aided primary schools, but this study focused on the role of School Management Committees. Specifically, the study investigated how the administrative, supervisory, and consultative roles of SMCs impact academic performance of pupils.

Geographical Scope
The study was conducted in Bulambuli Town Council, Bulambuli district. The respondents came from all the three Government –Aided Schools.

Time Scope
The study covered the period of 2020 to 2023 comparing the academic Performance of pupils for last three years to understand the trends and the role of SMCs in academic performance of pupils, post Covid-19

III. LITERATURE REVIEW

1. Introduction
This chapter focused on the review of literature from the previous research work by other scholars on school management committees and academic Performance of pupils. Literature is 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 was expected to back up the researcher work.

2. Theoretical Review
In formulation of the theoretical perspective for studying the role of SMCs and performance of primary schools, the Good Governance Theory whose history dates back to the times of Geoffrey Chaucer in the late middle ages in the 14th century - after 1370s (Cadbury, 2011), and as furthered during the evolution of the governance agenda at the World Banksince1989 (World Bank, 1989: xii), provided a useful foundation.

Governance is the manner in which power is exercised in the management of organizational resources in order to achieve the organizational mission and objectives (Brown, 2014). Governance is used in different forms and with several

meanings (Rhodes, 1996; Stoker, 1997). The relevance of governance is its focus on governing mechanisms which do not rely on recourse to the authority and sanctions of government. The governance concept points to the creation of a structure or an order which cannot be extremely imposed but is the result of the interaction of a municipality of governing and each other influencing actors (Kooiman & Van Vliet, 1993: 64). According to Stoker, (2002) Governance is about achieving greater efficiency in production of Public Services, providing acceptable face of spending cuts, reflecting a degree of search for reductions in the resource commitment and spending of government.

The value of governance theory perspective relies on ability of providing a framework for understanding dynamic processes of governing. ―Governance is a ―re-invented‖ well managed government (Osborne &Gaebler, 1992) – It focuses on contracting, franchising, and new form of regulation. It is about what others refer to as New Public management, NPM (Hood, 1991). Good governance is essential for the order, equity, and efficient delivery of goods and services and accountability in an organization‖ (CAFS, 2011). According to Uadiale (2010), governance can set standards, provide checks and balances that enhance financial accountability and performance of an organization‖. The governance structure specifies the distribution of rights and responsibilities among different participants in the corporation (Institution), such as the Board of Directors, managers, shareholders, and other stake holders and spell out the rules and procedures for making decision on corporate affairs‖ (Boonen, 2010). Rhodes (1996) puts it differently, that ―in the growing work on Governance, there is a direction in its use and import‖. ―Rather governance signifies ‗a change in the meaning of government, referring to a new process of governing: or a changed condition of ordered rule: or the new method by which society is governed‖ (Rhodes, 1996: 2 – 3). Rosenau (1992: 3).

Governance is concerned with making conditions for ordered rule and collective action, the outputs that are not different from those of government. It is a matter of difference in process. Stoker, (2002) re-instated the five propositions upon which the concept of governance was founded: First is that Governance refers to ―a set of institutions and actors that are drawn from but also beyond government‖. ―The phenomenon of complexity has been expounded by the trend towards establishing a Principal agent relation throughout much of the machinery of government‖; Secondly, Stocker (2002) posits that ―Governance identifies the blurring of boundaries and responsibilities for tracking social and economic issues‖. In this sense, governance perspective not only looks at the complexity in the systems of government, but also draws attention to the shift in responsibility, a stepping-stone of the country and a concern to get responsibilities to private and voluntary sectors and the

citizens. This means it is the state and civil society; and third, Governance identifies the power dependence in the relationships between organizations engaged in collective action. Power dependence in this sense, means: (a) companies committed to collective action depend on others; (b) for achieving objectives, institutions should exchange resources and negotiate common purposes; (c) The result of exchange is determined not only by resources of the participants, but by rules of the game and the context of the exchange. In governance, no company can easily command though one may dominate a process of exchange. National level government may impose control, but there is a persistent tension between the wish for authoritative action and dependence on the compliance and action of others (Rhodes, 1996); Fourth, Governance is about autonomous self-governing network of actors‖. ―Such networks are related to the policy communities and other forms of functions or issue-based groupings (Atkinson & Coleman, 1992). Governance networks involve not just influencing government policy but taking over government business; and lastly, Governance recognizes the capacity to get things done which does not rely on power of government to command. It views government as able to use new instruments and techniques to guide. The notion of governance kept on evolving.

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

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

―demand side‖ of governance, through transparency and participation.

Good governance first emerged as a central theme in the Bank‗s 1989 report on ―long-term development in Sub-Saharan Africa‖ (Bank 1989, xii). The report‗s authors were to explain the continuous failure of development efforts in the region over previous decades. ―They stated that the principal source was not external – in declining terms of trade, for instance – but was internal, based on the failure of business that had its foundation in bad public management‖ (Bank 1989, 3).

This ‗crisis of governance' they argued must therefore be addressed before economic progress could be expected‖ (Bank, 1989, 60). ―Although the report did place some responsibility for failure on the Bank‗s inability to recognize the institutional basis of economic development, it also implied that the ultimate blame rested with poor countries‗ governments and argued that the solution was to create a leaner and more effective state‖ (Bank 1989, 4-5). By mid-1990s, governance agenda was experiencing a solid effect on Bank operations: the volume of governance related lending was significant and increasing, with as many as 68% of lending operations having some kind of governance dimension (Bank 1994, xv). ―It was not until James Wolfensohn took the helm of the Bank in 1995 that the issue of governance – and the related problem of corruption – took centre stage, and the governance agenda entered its second phase at the Bank‖ (Bank, 1996; Bank, 2001; Bank, 2002b).

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

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

reduces chances for abuse: thus, a need for good governance policies as antidote for government activism.

According to Ackerman (2004), ―efforts to address accountability problems looked at improving the supply-side of governance like public financial management, civil service reform, political checks and balances, administrative procedures, auditing systems, and law enforcement agencies e,g courts and police and these top-down accountability mechanisms met with only little success in several nations. As a result, new measures e.g. setting up of independent pro-accountability agencies such as vigilance commissions and ombudsman were tried, and in some cases, public institutions have been privatized to private sector in a bid to bring market-based accountability in the public sector. With problems of the supply-side measures to hold public officials accountable for their mistakes, there was increased emphasis on ―social accountability‖ as a complementary approach to supply- side measures. ―Social accountability refers to strengthening the voice and capacity of citizens (especially poor citizens) to directly demand greater accountability and responsiveness from public officials and service providers" (Ackerman, 2004). Some social accountability mechanisms include peoples ‗participation in making of public policies, participatory budgeting, public expenditure tracking, citizen monitoring of public service delivery, citizen advisory boards, lobbying and advocacy campaigns. Mechanisms of social accountability can be introduced and supported by government and citizens, but in most cases they are demand driven and work from bottom-up. WDR, (2004), ―social accountability is referred to as the demand-side channel for strengthening accountability relationships between communities, local governments, service providers and the state‖ (Agarwal, Heltbery & Diachok, 2009: 2).

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

While decentralization strengthened management of the pay roll, increased regularity of monitoring and supervision and introduced SMCs. Namara, (2016) observed that ―the quality of education is declining, a small percentage of pupil‗s complete primary education and pupils perform with poor grades. This is because both the supply and the demand side of governance are still weak‖. Namara, (2016) believes that demand side of the governance perspective is still short of applause, as she noted here: the demand side of governance seems to still be under developed; (a) the SMCs are captured by politicians and dominate members of society, even then very few members of SMCs are actively involved in school programmes; and (b) SMCs are not conversant with their roles and responsibilities and do not have the skills for instance to

conduct monitoring using government standards and guidelines". There is no evidence that there is a strong informal accountability mechanism such as advocacy undertakings aimed at uplifting pupils 'performance in schools in the region. The research finding agreed with Namara (2016) on the aspect of school management committee not knowing their roles .although in BULAMBULI was by few new members. However, the research finding in BULAMBULI Municipal also reveals that over 70% of the school management committee attained education levels from O-level to diploma this in itself meant that members can be trained. The research finding reveals that the capacity of the SM C through training needed to be enhanced to build up the capacity gaps. There was no standardized monitoring and supervisory tools the school management committee.

3. Relationship between the Administrative role of SMCs and Academic Performance of Pupils.

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 ensuring that teachers, parents and learners carry out their responsibilities: effective teaching and learning in school, 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 school program, Submit regular reports on pupil's 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, 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.

Relationship between the Supervisory role of School Management Committee and academic performance of pupils The School Management Handbook, by MoEs, the government of Uganda has clearly specified 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 Head teacher, teachers, learners, support staff, parents and the community. Ensure 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.

Relationship between the Consultative Role of School Management Committee and Academic Performance of Pupils According to the SMC Handbook (2005), ―the stakeholders to be consulted by the SMCs includes the DEO (Municipal Education Officer in cases of Municipal Councils), Head teachers, teachers, learners, members of the communities with interest in the education sector and parent among others. Decentralization has made it easy for consultation and accessibility to top offices like the CAO's (DEOs, and School Inspectors) and the District Service Commission‖ (Namara, 2016).

In Eastern Uganda, a report conducted in 2016 agrees that consultative role of SMCs impact positively on performance of primary schools‖ (Namara, 2016). According to a survey carried by Rose Namara (2016) ―in Eastern Uganda, 34.6% of the respondents felt that decentralization has enabled the involvement of stakeholders in (Primary) school programs which has fostered community ownership and increased performance of learners‖. The community controls and guides service delivery. Furthermore, 6.7% of the respondents believe the involvement of SMCs has enabled

schools to exercise their own power on the resources given to them. The parents and other stakeholders are given a say in the matters of the school hence better performance – as can be evidenced by the comment from the survey quoted below:

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

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

Some scholars however assert that consultative roles of the SMCs may not yield fruits if the ‗diseases', the home background factor and other factors are not tamed. For instance, Kundu & Tutoo, (2000). Home background is the most significant primary factor which influences and shapes children‗s attitudes, personality and behaviour patterns that lead to good performance at schools‖. Similarly, Mugisha, (1991) stated that, ―attitudes of children and their home background positively or negatively influence their performance in schools and further pointed out that the home and the school should be accepted as partners to improve pupils‗ performance‖. Skinner, (1945) ―for proper learning (to yield good performance) to take place, learning experiences should be guided and appropriately controlled‖. It implies that, the environment under which learning occurs must be conducive enough for effective learning.

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

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

The consultative role of SMCs sometimes is over shadowed and overridden by interference by local politicians, which in turn affect performance of learners. Once teachers are transferred very often, there is a tendency of affecting the learners who may have connected with their teachers. Discussion with district officials and school managers showed that there are two factors responsible for these transfers. First, politicians, PTA, and SMCs if they are not comfortable with specific teachers or head teachers they will seek for the transfer with the District Education Offices. Often reasons relate to poor performance of teachers or even unprofessional performance such as alcoholism or harassment of pupils. In case such transfers are not implemented by the DEO, politicians through councils often complain of imaginary collusion of DEO with such teachers or head teachers with an intention of causing fear and tension among Education Officers and forcing such officers to lose their jobs. Due to such fears, Education Officers often implement directives of transfers by politicians or even councils. As noted by the District official: ―Our role is to advise politicians to follow education policies and standards but hands are tied and we fear to antagonize politicians. Sometimes they misguide parents, and you find everyone is against you because you are insisting on implementing a policy‖ (Namara, 2016). With this background, study sought to find out the relationship between SCM committees and pupil‗s academic Performance.

Summary of the Literature Review
The literature review highlighted several studies that have been conducted in regard to roles and influence of School Management Committees on academic performance of schools. However, a gap exists in demystifying the three key roles of SMC, that is, administrative, supervisory, and consultative roles, and how these directly impact the academic performance of learners specifically in government aided primary schools. The study therefore is intended to fill this gap by conducting specific based analysis on these three roles of SMCs in relation to academic performance of government-aided primary schools in Bulambuli Town Council, Bulambuli District.

III. METHODOLOGY

1. Introduction
This chapter presented 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.

2. Research Design

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

The school management committees and the teachers were randomly selected given self-administered questionnaires through the head teacher and returned the questionnaire after one week through the head teacher. The sample SMC chairperson, DEO, DIS, CCT and Head teachers were met, and oral interview was administered and later on transcribed and coded.

3. Population of the Study

According to Mugenda and Mugenda (2003), population in this context refers to an entire group of individuals, events or objects having common observable characteristics - the aggregate of all that conforms to a given specification, and those participants, make up the study population‖. The population under study was made up of members of SMCs, Head Teachers, Teachers of the government-aided primary schools in Bulambuli TC, DEO, DIS, Education officers from the Town Council, and CCT.

4. Sampling Techniques and Procedure

The study employed both Simple random and purposive sampling techniques was used in this study, as indicated in Table 1.

Simple Random Sampling

Simple random sampling was used in this study targeting SMCs and Upper Primary Teachers, for participation in this study. ―This method was selected because it gave equal chance for any individual in the population to be picked to take part in a study‖ (Sarantakos, 2005). Simple random sampling was used to minimize the bias on the side of the researcher while selecting respondents (Maxwell, 2005). In agreement with the above author, Babbie (2007) emphasizes that, random sampling must be free of bias, yet meeting needed the researcher‖.

Purposive Sampling

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

Sample Size

The study was based on a sample size of 82 respondents which is drawn from a population of 90 respondents. The sample size of 82 is sufficient and this was calculated using Krejcie & Morgan (1970) table. Furthermore, Krejcie & Morgan (1970 pp. 607-610) assert that ―treat each sub-group as a population and used the table to determine the recommended sample size for each sub-group‖, as shown in Table 3.1 below:

Table 1: The Population, Sample size and Sampling Technique

S/No	Category	Population (N)	Sample Size (S)	Sampling Techniques
1	SMCs (Members)	40	36	Simple Random
2	Head Teachers	3	3	Purposive
3	Primary Teachers	42	38	Simple Random & Purposive
5	Education department (DEO, DIS and CCT)	3	3	Purposive
6	Education Officers - Bulambuli Town Council	2	2	Purposive
	Total	90	82	

The head teachers, DEO, DIS, CCT and education officers at Bulambuli Town Council were purposively selected to provide in-depth information about the role of SMCs in relation to the academic performance of pupils in PLE for the last three years and Key Informant interviews.

Data Collection Methods

This study used questionnaire survey and Key Informant Interviews (KII). According to Russell (2011) questionnaire surveys are not time-consuming and give participants freedom to answer at their convenience. KII gave opportunity to probe further for in-depth information (De Vaus, 2001). ―Data collection methods are ways through which the researcher

gets data needed from the respondents (Patten & Mildred, 2001).

The study also employed document review to obtain the performance of the selected schools in the last three years (2020 – 2023). According to Creswell (2008), documentary review focused on documents that are internal and relevant to the topic under study. Key of the document reviewed were the PLE performance reports for the selected primary schools.

Validity of Instruments
Validity refers to the truthfulness of findings or the extent to which the instrument is relevant in measuring what it is supposed to measure‖ (Earl-Babbie, 2013:58). Quantitatively, validity of the tool was got using the Content Validity Index. It involved expert scoring of the essence of the questions in the tool in relation to the study variables. The tool yielded a CVI beyond 0.7 is within the accepted ranges. Index (CVI) is computed using the formula below:

$$CVI = \quad X \ 100$$

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

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

4. Measurement of Variable
Independent variables (administrative role of SMCs, supervisory role of SMCs, and consultative role) were measured by establishing how the participants rate the various efforts of SMCs in regard to the above three roles. Data was obtained using a 5-point Likert scale of 1=strongly disagree 2=disagree 3=not sure 4=agree and 5=strongly agree was used to tap respondents' appreciation of the role of SMCs in primary schools. The Likert scale was chosen because it is easier to use compared to another methods‖ (Amin, 2005).
The dependent variable (Academic performance) was measured using the PLE results where the average passing rate for each school (percentage of learners that passed in Divisions I, II & III) was calculated and used as values for dependent variable.

Data generated from open-ended questions was used in the qualitative analysis. The data was transcribed, coded, and analyzed according to context; responses were grouped according to the research objectives. Questions from interviews were given as illustrations in some areas.

Data Analysis
According to Enon, (2002), data analysis is a process of organizing summary and making data clear and meaningful to the reader.

Amin, (2005) asserts that data analysis refers to the process of systematically applying statistical and logical techniques to describe, summarize and compare data‖. Mugenda & Mugenda, (1999) adds that ―is the instrument used to collect quantitative and qualitative data that means analysis depends on data collected.

Qualitative data responses were transcribed, sorted, and coded based on the existing themes of research (research objectives) the analysis was done thematically, and responses were summarized in a narrative form of presentation and triangulated with the results of quantitative analysis.

Quantitative data was coded and analyzed using SPSS. Descriptive statistics like averages, and percentages, were used to describe and summarize data. Correlation coefficient, regression, and cross tabulation were used to obtain the strength of relationship between the independent and dependent variables.

IV. PRESENTATION, ANALYSIS AND INTEREPRETATION OF FINDINGS

1. Introduction
This chapter presents detailed data presentation, analysis, and discussion of the findings on the influence of School Management Committees on academic performance pupils in government-aided primary schools within Bulambuli District. The data was presented in tables using frequencies, percentages, mean correlation, and regression.

2. Demographic Characteristics of the Respondents
The respondents' profile was analyzed in terms of sex of the respondents, Age and Educational level

Sex Distribution of the Respondents
Out of the 82 respondents, 54 percent (44 respondents) were male while 46 percent (38 respondents) as illustrated in figure 2 below.
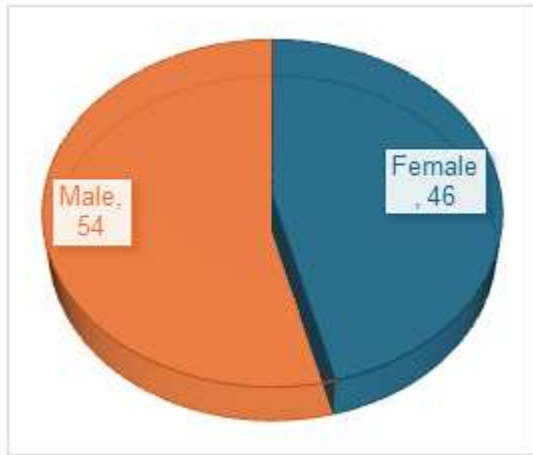
Figure 2: Sex Distribution of the Respondents

Findings show that the percentages of both male and female are not much varying which indicates that there was an almost proportionate participation in the study.

Age Distribution of the Respondents
The research study further analyzed the age distribution of the respondents. The age categories included: 21 – 30 years, 31 – 40, 41 – 50 years, and Above 50 years. The percentage of each age category of the total respondents was summarized in the table 2, below.

Table 2 Age Distribution of the Respondents

Age Category of the respondent	Number	Percentage
21-30 ears	27	33
31-40 Years	32	39
41-50 Years	12	15
Above 50 Years	11	13
Total	82	100

Results in the table 4.2 indicate that, 33 percent (27 respondents) were aged between 21-30 years, 39 percent (32 respondents) were aged between 31-40 years, 15 percent (12 respondents) were aged between 41 – 50 years, while only 13 percent (11 respondents) were aged above 50 years. This implies that, overall, the majority of the respondents were aged 31 years.

Educational Level of the Respondents
Respondents were asked to indicate the highest level of education they had attained. Results were summarized in the table 3 below.

Table 3: Distribution of the Level of Education of the Respondents

Age Category of the respondent	Number	Percentage
Ordinary level	2	2.4
Advanced level	7	8.5
Certificate	20	24.4
Diploma	21	25.6
Degree	32	39.0
Total	82	100

Results from the table 3 above indicate that, about third (39%) of the respondents had a degree, this was followed by 25.6 percent of the respondents with a diploma, 24.4 percent had a certificate, 8.5 percent had Advanced Certificate of Education (UACE), and only 2.4 percent had Uganda Certificate of Education (UCE), as shown below.

3. Analysis of Academic Performance of Pupils
The researcher used document review, specifically by reviewing the Primary Leaving Examination results reports of the three government-aided primary schools in Bulambuli TC to provide a summary of the performance of these schools. The performance was analyzed based on PLE results of 2020, 2022 and 2023. The results for 2021 are not part of analysis because of the impact of Covid-19 lock down where no PLE was set for this year, instead the PLE sat for during this year was named PLE 2020. The summary of the results from the three schools is presented in the table below.

Table 4: Summary of PLE performance for the three selected schools in Bulambuli Town council

SN	School	Passing Rate Per Year			Average
		2020	2022	2023	
1	Muyembe boys primary school	92.5	90.5	73.5	85.2
2	Bungwanyi primary school	59.6	54.3	72.6	62.2
3	Muyembe Girls primary school	81.4	78.1	80.8	80.1

Results in the table 4 above show that, the passing rate of Muyembe Boys Primary school has been decreasing over the last three years, from 92.5 percent in 2020, to 90.2 percent in 2022 to 73 percent in 2023. The average passing rate across the period of 2020-2023 was 85.2 percent.

The passing rate of Bungwanyi Primary school decreased from 59.6 percent in 2020 to 54.3 percent in 2022. However, an increase in passing rate was observed in 2023 to 72.6 percent up from 54.3 percent registered in 2022.The passing rate of Muyembe Girls Primary school decreased from 81.4 percent in 2020 to 78.1 percent in 2022. However, an increase in passing rate was observed in 2023 to 80.8 percent up from 78.1 percent

registered in 2022 but still below the passing rate registered in 2020.

Relationship between the Administrative role of School Management Committees and the Academic Performance of Pupils in Bulambuli TC.

The first objective for this study was to establish the relationship between administrative role of SMCs and Academic Performance of pupils in Bulambuli TC. To achieve this objective, the researcher first investigated the level to which the SMCs perform their administrative roles in the selected primary schools.

The researcher probed respondents on their experience and perception regarding the administrative roles of SMCs by giving their responses regarding the statements below basing on a Likert scale of 1-5 (5 = Strongly agree, 4 = Agree 3= Not sure 2 = Disagree 1 = Strongly Disagree). The response rates are summarized in table 4.7 below.

Table 5: descriptive statistics on Administrative Role of SMCs

Administrative role of School Management Committee	S A n(%)	A n(%)	N n(%)	D n(%)	S D n(%)	Mean
SMCs are involved in school planning.	8(9.8)	11(13.4)	2(2.0)	40(48.8)	21(25.6)	2.33
SMC prioritizes academic performance of pupils in their planning	-	9(11.0)	5(6.0)	49(59.8)	19(23.2)	2.04
SMC revisit their plans regularly to identify gaps in academic performance of pupils	6(7.3)	8(9.8)	2(2.0)	45(54.9)	21(25.6)	2.45
SMC prioritizes academic programs in Budgeting	13(15.9)	22(26.8)	3(3.6)	21(25.6)	23(28.0)	2.77
There is a functional SMC Disciplinary committee in the school	6(7.3)	20(24.4)	8(9.8)	22(26.8)	26(31.7)	3.13
SMC ensures the school has measures to control discipline	12(14.6)	20(24.4)	10(12.2)	31(37.8)	9(11.0)	2.94
SMC ensures teachers are availed with all teaching materials to facilitate learning of pupils.	13(15.9)	12(14.6)	2(26.8)	33(40.2)	22(26.8)	2.52
Average Mean						2.6

Source: *Primary data*

The findings in table 4.7, above show that majority (74.4%) of the respondents disagreed that SMCs are involved in school planning while 19 percent of the respondents disagreed and 6% were neutral. This finding highlights that majority of the respondents disagreed with SMCs the assertion that actively play their planning duties as one of their administrative roles as one of the respondents in an interview highlighted.

"(…) yes, it is their role to review the plans and ensure that these work plans and budgets support effective execution of school activities especially academics. But the question is how often do they do it, and if they do it, do they even know exactly what's supposed to be done? Do they know how to use these budgets and plans to impact academic performance of the schools they oversee? Most of the time they leave this at the discretion of the headmaster and very few of them know what is in these plans and budgets when asked (…)." (KII – B2024-09).

The results also shows that show that majority (83%) of respondents disagreed that SMC prioritizes academic Performance of pupils in their planning, 6 percent were neutral while 11 percent claimed that SMCs do prioritizes academic Performance of pupils in their planning. The findings resonate with some of information obtained from the KII as highlighted in the quotation below.

"As teachers, we would wish SMC to support us right from the word go. Looking at the final results without critically assessing and being part of the process that produces the results does not help. We need SMC to listen to our cries, forward our cries to the relevant authorities. These matters that they leave unaddressed impact the performance of the school. They should not only focus on castigating us when PLE results come back, they should be part of the process right from primary one in order to change the entire architecture of academic performance in our schools". (KII -B2024-18).

However, one of the respondents that the existence of SMCs is primarily ensuring that schools are performing well, asserting that SMCs regularly meet to review the performance of learners as quoted below.

(…) academic performance is the reason we exist at schools. We have to hold head teachers accountable for the performance of learners at all times. We meet every end of year and whenever PLE exams are released, and we demand answers for the kind of performance we are experiencing. (KII -B2024-18).

The study findings show that majority (80.5%) of respondents disagreed that SMC revisit their plans regularly to identify gaps in academic Performance of pupils, 8% were neutral, while 11% agreed.

In addition, the table further indicates that, most (53.6%) of the respondents disagreed to SMCs prioritizes academic programs in budgeting, 3 percent were neutral while 42.7 percent agreed to SMCs prioritizing academic programs in budgeting. One of the respondents mentioned that the biggest challenge they face in implementing academic programs is finance, highlighting the failure by SMCs to ensure that enough funds are secured to implement academic activities that would be of great impact to academic performance.

"The challenge we have is resources, finance resources to ensure that teachers are facilitated well, resources to ensure that teaching aids and all requirements to run the school are available on time. Sometimes you have to dig into your pockets as a teacher to ensure that teaching happens, buying things like chalk, manila, papers, buying lunch, among others. The SMC has not helped when it comes to this." (KII -B2024-15).

The findings further revealed that most (58.5%) of the respondents disagreed to existence of a functional SMC Disciplinary committee in the schools, 8 percent were

neutral while only 26 percent agreed to the statement. In the same strand, 48.8 percent of the respondents disagreed to the assertion that SMC ensures the school has measures to control discipline, 12.2 percent were neutral while 39 percent agreed to the statement. One of the respondents for KII had the following to say.

"We encounter a number of indiscipline cases among teachers and pupils, but the committee has not helped at all. At certain point, they even sabotage disciplinary actions of the staff. For example, you may want to suspend a student for a week due to indiscipline, or a teacher but they go through SMC members to overturn the decision because of personal reasons. This has left us disgruntled." (KII -B2024-23).

The study results also showed that, most (70%) of the respondents disagreed with the statement SMC ensures teachers are availed with all teaching materials to facilitate learning of pupils, 2.4 percent were neutral while 15.9 percent agreed with the statement. One of the respondents had the following to say about this assertion.

"One of our biggest challenges is teaching materials. The budget doesn't address this. We receive them late and sometimes you come to class when there is no chalk, and other aids that we use to deliver lessons. This affects us, we forwarded this to SMC quite often, but they have never provided a solution to it. (KII -B2024-43).

Table 5: Pearson Correlation for Relationship Between Administrative Role of SMC and Academic Performance

Correlations		Administrativerole of SMCs	Academic Performance of pupils
Administrative role of SMCs	Pearson Correlation	1	.729[**]
	Sig. (2-tailed)		.000
	N	100	100
Academic Performance of pupils	Pearson Correlation	.729[**]	1
	Sig. (2-tailed)	.000	
	N	100	100

Testing the First Hypothesis
The researcher tested the hypothesis to establish whether there is significant relationship between the administrative role of SMCs and academic performance of pupils in

Bulambuli Town Council. The hypothesis was as stated below:

H$_1$: There is no significant relationship between the administrative role of SMCs and academic performance of pupils in Bulambuli Town Council.

To establish the relationship between administrative role of SMC and academic performance of pupils, a Pearson correlation coefficient was carried out. The results are shown in the table 4.8 below.

Correlation is significant at the 0.01 level (2-tailed).
The results in table 4.8 above show that, there is a positive (0.729) and significant relationship between administrative role of SMCs and academic performance of pupils in Bulambuli Town council. This relationship is significant at 1 percent. According to Sarantakos (2005) the level of significance ranges from 0 to 1 and that a significant level of 0 means that there is a very high probability that the tested results are perfect with 0% risk of making a conclusion by rejecting the hypothesis that would have been accepted. This therefore means that there's only 0.1% risk of making a mistake by accepting the hypothesis that administrative role of SMCs has a significant effect on academic performance of pupils in Bulambuli Town council. Therefore, we accept the hypothesis that administrative role of SMC has a significant effect on academic performance of pupils in Bulambuli Town council.

Relationship between the supervisory role of SMCs and Academic Performance of Pupils
The second objective for this study was to establish the relationship between the supervisory role of SMCs and academic performance of pupils in Bulambuli TC. To achieve this objective, the researcher first investigated the level to which the SMCs perform their supervisory roles in the selected primary schools.

Table 6: descriptive statistics on the Supervisory Role of SMCs

Supervisory role of School Management Committees	S A n(%)	A n(%)	N n(%)	D n(%)	S D n(%)	M
SMC often come to school to monitor teaching and learning of pupils	4(4.9)	10(12.2)	16(19.5)	30(36.6)	22(26.8)	2.32
SMCs have developed policies which favors academic performance of pupils	5(6.1)	17(20.7)	2(2.4)	30(36.6)	28(34.1)	2.28
SMC checks on academic progress of pupils and encourage them to workharder	5(6.1)	13(15.9)	2(2.4)	44(53.7)	18(22.0)	2.30
SMC discuss monitoring reports for the growth of the school	1(1.2)	10(12.2)	-	58(70.7)	13(15.9)	2.12
SMC effective monitoring has led improved academic performance of pupils	10(12.2)	10(12.2)	5(6.1)	47(57.3)	10(12.2)	2.55
SMC hold teachers accountable for Academic performance of pupils.	5(6.1)	21(25.6)	2(2.4)	52(63.4)	2(2.4)	2.21
Average Mean						2.3

There is a positive (0.584) and significant relationship between Consultative Role of School Management Committees and academic performance of pupils. This relationship is significant at 1 percent. The significance level of 0.01 also shows that the results give a very high level of confidence in accepting the hypothesis that Consultative Role of School Management Committees has a positive significant academic performance of pupils. Therefore, we accept the hypothesis that Consultative Role of School Management Committees has a significant effect on academic performance of pupils in Bulambuli Town council.

V. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

1. Introduction
The chapter presents the discussion of the findings, summary, conclusion, and recommendations of this study. In this chapter, presentation is based on the major objectives of the study.

2. Discussion of Findings
This section presents the discussion of the results of the research study. The discussion is based on the study objectives and relates to the findings of this study with other writers' views to make conclusions for the study. The discussion of the results is presented as follows.

Relationship between the Administrative role of School Management Committees (SMCs) and the academic performance of pupils in Bulambuli Town council.

The descriptive statistics of the study findings reveal that administrative role of SMCs influence academic performance of pupils in Bulambuli Town council. The hypothesis testing results give a high correlation coefficient of 0.619 at 0.001 level of significance which implies that there exist a positive significant relationship between the Administrative role of SMCs and academic performance of pupils in Bulambuli Town council.

The findings therefore are in the agreement with the views of 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. Further the research findings are also in line with the SMC‗s Handbook by MoEs, Revised Edition 2007 which empowered and entrusted SMC

with some administrative roles to ensure proper functioning of the school on behalf of the government ensuring that teachers, parents and learners carry out their responsibilities: effective teaching and learning in school, 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.

Relationship between the Supervisory role of School Management Committees (SMCs) and the academic performance of pupils in Bulambuli Town council

The Pearson correlation coefficient indicates that Supervisory role of School Management Committees is able to explain 0.579 of the changes in academic performance of pupils in Bulambuli Town council. Also, descriptive statistics in table 7 also show that Supervisory role of School Management Committees has influence on academic performance of pupils. The above findings are supported by the School Management Handbook, by MoEs, 2007 the government of Uganda has clearly specified 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 Head teacher, teachers, learners, support staff, parents and the community. Ensure 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. In agreement with the research findings of Patil (2004), 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.

Relationship between the Consultative role of School Management Committees (SMCs) and academic performance of pupils of Bulambuli Town council

The Pearson correlation coefficient indicates that Consultative role of School Management Committees is able to explain 0.584 of the changes in academic performance of pupils in Bulambuli Town council. The findings are backed by Namara, (2016), who contend that consultative role of SMCs impact positively on performance of primary schools, 34.6% of the respondents felt that decentralization has enabled the involvement of stakeholders in (Primary) school programs

which has fostered community ownership and increased performance of learners‖. On the contrary note however, the research findings disagree with Some scholars who assert that consultative roles of the SMCs may not yield fruits if the diseases', the home background factor and other factors are not tamed,(Kundu & Tutoo, 2000 and Mugisha, 1991).

Conclusion of the Study
In this section, the researcher presents conclusions drawn from the findings. The conclusions made are in accordance with the study objectives as below.

Relationship between the Administrative role of School Management Committees (SMCs) and the academic performance of pupils in Bulambuli Town council.

The findings show that there was a positive relationship between administrative role of School Management Committees (SMCs) and academic performance of pupils in Bulambuli Town council. This means that the administrative role of School Management Committees influences academic performance of pupils in form of Good Grades, Regular attendance, Engagement in School activities, Good teacher-learner relationship and Quality of output.

Relationship between the Supervisory role of School Management Committees (SMCs) and the academic performance of pupils of in Bulambuli Town council

The research findings present that there is a significant positive relationship between Supervisory role of School Management Committees (SMCs) in form of Monitoring and Evaluation of schools on pupils academic Performance of in Bulambuli Town council. This therefore means that a change in Supervisory role of School Management Committees (SMCs) through Monitoring and Evaluation of schools is paramount in academic performance of pupils in Bulambuli Town council.

Relationship between the Consultative role of School Management Committees (SMCs) and the academic performance of pupils in Bulambuli Town council

The results show that Consultative role of School Management Committees (SMCs) in form of PTA and SMC meetings have a significant relationship with academic performance of pupils in Bulambuli Town council. This means that for a school to achieve academic performance of pupils in Bulambuli Town council, Consultative role of School Management Committees (SMCs) should be emphasized.

Recommendations of the Study
From the findings of the study, the researcher makes the following recommendations.

- SMCs should work with school administration to provide support such as academic intervention programs to struggling pupils so as to improve the academic performance of pupils.
- School management committees should tighten regular monitoring and assessment of academic progress of pupils to identify areas of improvement. This can be done through the use of data driven tools.
- School management committees should work closely with parents and other stake holders to support learning of pupils. By involving the broader school community in academic initiatives, school will create a network of support that might help pupils thrive academically.

Suggested Areas for Further Studies/Research

The findings in this present study should not be generalized to all government primary aided schools in Bulambuli district because of the study limitations, the findings of this current study should be used as a parameter for future research rather than final research. The following research areas are recommended for further studies.

- Effectiveness of teaching methods and strategies to improve academic performance of pupils in government aided schools.
- Effect of school environment on academic performance of pupils in government aided schools
- Effect of home environment of pupils on their academic performance.

REFERENCES

1. Achombo, Christine Nyipir (2010). Factors affecting the performance of pupils in primary schools in Paidha town council: a dissertation submitted to Graduate School in partial fulfillment of requirements for the award of the Degree of Masters of Arts in Educational management of Makerere university. Kampala: Makeree University.
2. Ackerman, John (2004). Social Accountability for the Public Sector: A Conceptual Discussion.
3. Agarwal, Sanjay; Heltbery, Rasmus; and Diachok, Myrtle. World Bank (2009). Scaling-Up Social Accountability in World Bank Operations, p. 2
4. Akyeampong K &Lewin K (2002). Fromstudentteacher to newly qualify teacher in Ghana. Insight into becoming a teacher .International journal of educational development.
5. American Indian Foundation, AIF (2009). School Management Committee and the Right to Education (RTE) act 2009 resource material for smc training manual. New Dehli: AIF. Retrieved from: http://aif.org/wp-content/uploads/2012/08/SMCBook1.pdf
6. Amin E.M (2005). Social sciences research concept, methodology and analysis Makerere University
7. Amstrong M (2000). How to be an even better manager.Kogen Manager Page Ltd 120 Pentoville Road, London.
8. Armstrong M & Baron .A (998).Performance management –the new realities –London: Institute of personnel & development.
9. Arnott M (200). The Government of schools‖ Restructuring the governance of school ―Mc Grand hill – New York.
10. Atkinson, M. & Coleman, W. (1992). ‗Policy Networks, Policy Communities and Problems of Governance', Governance, 5 no. 2, pp 154 – 80.
11. Aventrop R Y L and Soren N (2004).A conference paper Kenya Lesotho Malawi and Uganda;
12. Baku, J.K. (1997). The effects of community participation in the provision of basic education onaccess and quality of education. Bamako. Educational Research Network for West and Central Africa. (ERMWACA) Research Paper. Pp3-5.
13. Bank Bank (2005). ―Empowering People by Transforming Institutions: Social Development in World Bank Operations.
14. BarifaijoK.Mary, Basheka ,B.M& Oonyu,J (2010). How to write a good dissertation, thesis guide to graduate studies edition New vision Printing& publishing Ltd.
15. Bartol K .M.&Murilin DC (1994) .Management 2nd Edition MC Grow Hill inc.
16. Best, Jacqueline & Gheciu, A. Eds (2014). The ‗Demand Side' of good governance: the Return of the Public in Global Governance. Publisher: Cambridge University Press. pp.97-119
17. Broadbent, J; Dietrich, M & Laughlin, R. (1996). Development of Principal – Agent, Contracting and accountability Relationships in the Public Sector: Conceptual and Cultural problem', Critical Perspectives on Accounting, 17, pp. 259 – 84.
18. Bukovansky, Mlada. 2002. ―Corruption is bad: Normative dimensions of the anti-corruption movement.‖ ANU Department of International Relations Working Papers (WP2002/5).
19. Business Dictionary (n.d). Performance: definition. Retrieved from the website: http://www.businessdictionary.com/definition/performance.html
20. Business Dictionary (n.d). Policies and procedures, definition. Retrieved from the website: http://www.businessdictionary.com/definition -and-procedures html
21. Businge Canon (2015). Primary leaving Examination 2014 released. The New Vision, January 16, 2005. Kampala: The New Vision Printing Corporation. Pp
22. Chandan J.s. (1987). Management theory & practice, UBS Publishers Distributor PVT Ltd New Delhi Child M

(2002). Modifying organizational strategies for work in the knowledge society.Initial training for employability & work.ILO Parish.

23. Conkraft A (1998). Teachers' students and pupils, a study of teaching and learning in lower primary classes in Southern Malawi unpublished thesis.

24. Constitution of Republic Of Uganda (1995)

25. Creswell, John W (2003). Research design; qualitative, quantitative and mixed methods approach 2nd edition sage publication Ltd 6 Bonhill Street London

26. Cushworth .JW and Frank T.R (1996).Managing project in developing countries –Addition.

27. Dean, J. (1995). Management of the Primary School. New York: Routledge. Draft paper prepared for the World Bank.

28. Ferguson, R. F. (1990). Racial Patterns on How School and Teacher Quality Affect Achievement and Earnings. Dallas: Meadows foundation.

29. Gamble, A. (1990). _Theories of British Politics', Political Studies, 30, pp. 404 – 20.

30. Heywood. J. (1989). Learning Adaptability and Change. The Challenge for Education and Industry.

31. London: Paul Chapman Publishing Ltd.

32. Higgins, K. (2009). Regional Inequality and Primary Education in Northern Uganda Policy Brief No 2. Prepared for the World Development Report 2009. Retrieved from: https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/3377.pdf

33. Hood, C. (1991). _A public Management for all Seasons', Public Administration, 69, pp. 3 – 19

34. Howard & Opton (2015). Businessfinance and financial management. Retrieved from: http://upscalingfinance.weebly.com/business-finance-and-financial-management.html

35. Hoy W K and Miskel C.G. (1987). Education Administration. Theory Research and Practice 3rd Edition New York Mc Grow Hill, Inc.

36. Introduction to the Concept and Emerging Practice. Social Development Paper Series, Paper No. 76

37. Jimmy Chelangat (2014) management practice and pupil's academic Performance of pupils in UPE schools in Bukwo district-Uganda

38. Jordan, C. (2013). Cadbury twenty years on. Vill. L. Rev., 58, 1.

39. Katleen, Florestal& Robb, Cooper (1997). Decentralization of education, Legal issue the World Bank Washing DC.

40. Kooiman, J. & Van Vliet, M. (1993). _Governance and Public Management'. In K. Eliassen and J. Kooiman (eds.), Managing Piblic Organizations, 2nd ed., London: Sage.

41. Kooiman, J. (1993). _Social-Political Governance: Introduction'. In J. Koiman (ed.), Modern governance. London: Sage, pp. 1-9.

42. Kosha (2001). ―The roles that school governing bodies plays" in school management education Africa forum, Marray& Robert South Africa.

43. Kundu, C.L. & Tutoo, D.N. (2000). Educational Psychology. New Delhi: Sterling Publishers PVT Ltd.

44. Mafabi H N (1994). Education Management and administrationMakerere University Kampala.

45. Malena, Carmen; Forster,Reiner; Singh, Janmejay. (2004) ―Social Accountability: An

46. Meredith. D. Gall, Joyce P. Gall, Walter R. Borg (2007) Education Research, New York, Mexico City, Toronto London Ministry of education and Sport (May 2011).Hand book on teacher/tutor, instructor education and training, Act, Policy Guide line& regulation.

47. Mugisha, B. A. (1991). An investigation into the Causes of Poor Performance in Business Studies Subjects in Selected institutions in Kampala District. Unpublished dissertation, Makerere University Kampala, Uganda.

48. MukwanyaYekosofata Julius (2012). The relationship between roles performance of school management committee and construction Quality of primary school in Mukono district, Uganda.

49. Musaazi J C S (1982). The theory and Practice of Educational administration. London Macmillan Education Ltd.

50. Namara, Rose B. (2016). Decentralized Governance of Primary Education and Performance of pupils in primary schools in Eastern Uganda: A paper for the IASIA conference, Chengdu China, September 2016.

51. Nishimura, M, Ogawa, K, Sifuna D.N, Chimombo, J., Kunje, D., Ampiah J.G., Byamugisha, N., and Yamada, S.(2009). A Comparative Analysis of Universal Primary Education Policy in Ghana, Kenya, Malawi, and Uganda. CICE Hiroshima University, Journal of International Cooperation in Education, Vol.12 No.1 (2009) pp.143-158.

52. Nssah, B.E (Un dated) Achieving Universal Primary Education through School Fee Abolition: Some Policy LessonsfromUganda:http://www.worldbank.org/en/search?q=regional+disparity+in+performance+of+primary+education+in+uganda

53. Oakland J S (1995).Total quality Management, Butter Worth –Heinemann ltd. Linacre House, Jordan hill Oxford Okumbe J A. (1999). Education management, Nairobi university press.

54. Okumbe, J. A. (1992). Levels of job satisfaction among graduate teachers in secondary schools in Siaya District and Kisumu Town. Doctoral Thesis. University of Nairobi

55. Okumbe, O. (1998). Educational Management, Theory and Practice. Nairobi: Nairobi University Press.

56. Openytho, Innocent (2018). Influence of school management Committee on performance of Government aided primary schools in BULAMBULIe Municipal Council: a dissertation submitted to School of

Management science in partial fulfillment of requirements for the award of Master's Degree in management Studies (Human Resource Management) of Uganda Management Institute, Kampala. order issue dated 26/12/2011 (India).

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

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

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

60. P.W Betts (1993) Supervisory management 6th ed.Poverty trends in Uganda, Who gained and who was left behind? Retrieved from: http://siteresources.worldbank.org/INTUGANDA/Resour ces/uganda-poverty-and- inequality- trends-full-policy-note.pdf pp. 652-67.

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

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

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

64. Rhodes, R. (1996). _The New Governance: Governing without Government', Political Studies, 44, Robins &Coutler M (1996). Management 6th Edition upper saddle River, N, J prentice Hall.

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

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

67. Saito F. (2003). Decentralization and Development Partnerships—Lessons from Uganda.

68. School Education- Right to Education Act (2009). Constitution of school management committee

69. Sekeran U (2000). Research method for business –New York, John Willey & son Press. Springer: Tokyo.

70. Stewart, J. (1996). _A Dogma of Our Times – the Separation of Policy-Making and Implementation',

71. Public Policy and Management, July – September, pp. 1-8.

72. StronerJ. A.F. FremanE.R. and Gilbert D R (1995). Management 6th Edition. Prontice Hall .Inc, Eagle wood cliff, W.J USA.

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

74. Trade Union andLabour Relations (Consolidation) Act 1992 (c.52), section 178

75. UNEB newsletter volume no. 3, 1995.

76. UNESCO (n.d). The Concept of Education: strengthening education system, quality framework.

77. Reteived on March 25, 2017 from UNESCO Website: http://www.unesco.org/new/en/education/themes/strength ening-education- systems/quality-framework/technical-notes/concept-of-governance/

78. Universal primary education and poverty reduction, Shanghai China.

79. Wandera Stephen (16th March 2015:8). Daily monitor, Education system dividing UgandansMakerere chancellor.

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

81. Wesley,Longman ltd Edinburgh Gate Harlord Essex cm 202 JE England.

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

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

84. World Bank (2007). Social Accountability Sourcebook.

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