

**SCHOOL MANAGEMENT COMMITTEES AND ACADEMIC PERFORMANCE
PUBLIC PRIMARY SCHOOLS IN UGANDA**

A CASE OF KALUNGU DISTRICT LOCAL GOVERNMENT

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Dedication

There are those close to my heart and home who contributed a lot to the completion of this work by putting the researcher in a position to start, sustain and finish this dissertation. For this reason plus many others, I wish to dedicate this work to father, Haji Adamu Kitenda and my late mother Hajat Joweria Namaganda, who laid the foundation for my Education, supported and encouraged me to reach this far.

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Abstract

The study examined the effect of School Management Committees (SMC) on the academic performance of Public Primary Schools in Kalungu District. Specific Objectives were, assess the relationship between financial management and academic performance, to evaluate the relationship between monitoring and supervision and academic performance, to establish the relationship between transparency and academic performance, to analyze the relationship between Accountability and academic performance in public primary schools in Kalungu District.

The study adopted a cross sectional design with a qualitative approach to achieve the objectives of the study. The study sample was 285 respondents including School management committee (261), Head teachers or deputy head teachers (24), Questionnaires and documentary analysis were used for data collection. Data was analyzed using the SPSS computer software tool. The study revealed a positive and significant relationship between financial management and academic performance ($r=.319$), monitoring and supervision and academic performance ($r=.319$), transparency and academic performance ($r=.297$) and accountability and academic performance of public primary schools in Kalungu District ($r=.297$). The four variables explain 16.4% of the variance in academic performance.

The study concludes that school management committees are largely relevant to the schools. Academic Performance of Pupils in Public Primary Schools is a key indicator that schools are doing well. The study has revealed positive and strong relations between effectiveness of school management committee, school environment and academic performance. The study recommends that all efforts possible should be made to ensure that SMC remain very effective as their ability to play their roles is a great determinant of academic performance; harmony should be maintained between the members of the school management committees ; Schools should do their best to harmonize the external and internal environment; The District education office should ensure that the supervision role is strengthened; learner's characteristics need to be constantly monitored and improved.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Like any organization, schools too need to be governed well to be able to realize their full potential. In case the management is not carried out well, the dysfunctional behaviors are likely to arise which may end destroying even the little success that may have been realized. This is challenging especially when management of an entity targets growth of the same organization (entity) to great heights (OECD, 2016). This kind of challenge forms the central theme of this research with main focus being the academic performance of public primary schools in Uganda. The role of school management committees in the same is also considered key for inclusion in this research.

This chapter describes the background of the study, statement of the problem, the purpose of the study, research objectives and questions, justification, scope and conceptual frame work.

1.1 Background of the study

Quality education and learning are becoming even more important determinants of the well-being of individuals, the progress of countries and the quality of humanity's common future. The strong impact of education on factors such as fertility and health has been widely documented. Population dynamics, in turn, affect education in many ways. From 2005 to 2010, the population aged 0 to 4 decreased annually by 0.9% in Latin America and by 0.1% in East, South and West Asia, but increased by 2% in sub-Saharan Africa (UNESCO Education Strategy (2014–2021)). Thus, while most developing regions can shift resources from expansion of primary education to quality and equity, as well as expansion of post-primary education, most African countries must deal with these challenges in a context where access to primary education still needs to be expanded because of population growth (United

Nations, 2011). In a bid to expand access to education and improve the quality of education, the use of effective school management committees has been suggested (Caldwell, 2005; Barr et al. 2012)

Haroon and Elnénotes that the (2010) show that there is a rapid increase in demand for education and more skilled labour force give a sense of urgency to the heightened demand for basic education. Examinations are used among others to measure the level of candidate achievement and clarify the candidates' level of education and training. This is also referred to as academic performance. Academic performance is central to success of any academic institution. An academic institution that does not have candidates with good grades is likely to close since there is no value addition to the society that the institution brings on board.

Like any other education institution, primary education also emphasizes the aspect of academic performance. In line with academic performance, there is existence of school management committees.

In Uganda, the system of School Management Committees (SMC) started way back in 1964 under Statutory Instrument No. 228 of 1964 which was later amended and replaced by the Statutory Instrument No. 244 of 1969 (Ministry of Education, 1995) to guide the operations of the SMCs in assisting Government to supervise the operations of the Primary Schools. Kajubu (2014) explains that SMCs are legitimate bodies provided for in the Education Act. The SMCs are comprised of 15 members, four of whom are appointed by the education committee of the area where the school is located, two elected by the parents and three appointed by the district education office. The committees act as the educational policy-making bodies for the schools, and work together with head teachers to provide educational programmes and services that ensure quality teaching and learning. However, in some of the schools, the SMCs are non-existent and inefficient. This is blamed for increased teacher and

pupil absenteeism and poor management of schools leading to a decline in educational standards.

Therefore, every Primary School in Uganda is supposed to have SMC which takes the full responsibility of managing the school. According to the Education Act 13 (2008), a SMC consists six members, including the chairperson nominated by the foundation body. At least two of the members shall be women. There shall also be one local government representative nominated by the district councils standing committee responsible for education, one representative of local council executive committee at a parish council or the sub county chief or a representative, one person elected by the sub-county or city division or municipal, one representative of parents, one representative of the staff and one representative of old boys' or and lastly the secretary (head teacher).

SCMs are statutory organs at the school level representing the Government. They give overall direction of the operations of the school, ensure that the schools have development plans, approve and manage budgets, Monitor School budgets and ensure transparency of the UPE Funds. They are accountable for the money's disbursed to schools and for school property (Barr et al., 2012). The existence of SMC was further improved by the Education Act 13 of 2008 under Sections 28 and 58 and the second schedule of the same Act.

Studies carried out by Ssekamwa, (1997) on the History of Education in Uganda, pointed out that when schools were introduced in Uganda, the parents duty was only to send children to those schools and pay school fees. The local communities looked at all schools as islands' managed by European missionaries who had introduced them into the country. However, the main problem was the need to create an educational system suited to an African society and not one adopted from another culture (Beulah, 1973). According to Module 4 on School Governance and Management (1996), for a school to be called effective, it should have a

school mission statement and objectives. This is developed by involving all the stakeholders in the school since it is what will give them direction. Coupled with this is the availability of the school annual workplans which are approved by SMC. If these are available in a school then it means the SMC were involved and effective in school management.

Whereas there are a number of key players in the Performance of Primary Schools in Uganda like the District leaders, Sub-County or Town Council leaders, the Education department among others, successful implementation of Universal Primary Education or the success of Public Primary Schools largely depends on the effectiveness of SMC because of the roles they have to perform, which among others is giving direction to the operation of the school and its general composition.

One of the operational areas that the school management committees are expected to act on is the academic excellence of the learners (Ministry of Education and Sports 2008). However, academic performance of public primary schools in Uganda has been on the decline especially after the introduction of Universal Primary Education (Ministry of Education, 2016).

Though the UPE initiative was a good thing and helpful to the community, the academic performance in UPE schools is not as good as that of private primary schools. For instance, the national PLE Pass Rate for 2014/2015 was 88.3% compared with 86% for 2015/2016, indicating a decline of 2.3% (Ministry of Education, 2016). This means nationally, 14% of the total candidates failed PLE in Uganda. Kalungu District had a performance index of 55.3% for boys, 54.2% for girls and the overall being 54.6% (Ministry of Education, 2016). The performance trends of the Public Primary Schools give a true picture of the poor performance of Public Primary Schools in Kalungu District. This also tallies with the UNESCO (2011) report which indicates that approximately 95% of all Ugandan Children

attend school, but only 32 % of all the pupils survive to the last grade. This is further displayed in appendix (iv).

Much as the available records and data indicate an increase in the number of first grades over a period of years, the boost or contribution is majorly from Private Primary Schools and not Public or UPE schools. This is in addition to the increasing numbers of third and fourth grades as well as ungraded and dropout rate. Further details in appendix (v) indicate appalling performance of public primary schools in Kalungu.

The performance trends of the Private Primary Schools and Public Primary Schools as shown in appendix (v) and appendix (vi) respectively really give a true picture of the poor performance of Public Primary Schools in Kalungu District. This also tallies with the UNESCO (2011) report that approximately 95% of all Uganda Children attend school, but only 32 % of all the pupils survive to the last grade.

The declining trend in academic performance in public primary schools in Uganda and in Kalungu district specifically indicates that there is need for interventions to be sought and applied. This formed the main focus of this research.

1.2 Statement of the Problem

Academic performance in Kalungu District has not been the best of late. The national pass rate for pupils in PLE is 86.9% (MEOS 2016) compared to 62% for Kalungu District an indicator of poor performance. This is further manifested by the declining trend in academic performance of pupils as shown in table III. Because of this performance, most pupils from Kalungu UPE schools do not qualify to join universal secondary education (USE) programme.

This created a need to discover if the poor performance could be linked to weaknesses in the SMC. The above issues raised a need to carry out this research.

1.3. Objectives of the study

1.3.1 Major objective

To examine the relationship between School Management Committees academic performance of Public Primary Schools in Kalungu District.

1.3.2 Specific Objectives

- i. To assess the relationship between financial management and academic performance of Public Primary Schools in Kalungu District.
- ii. To evaluate the relationship between monitoring and supervision and academic performance of Public Primary Schools in Kalungu District.
- iii. To establish the relationship between transparency and academic performance in public primary schools in Kalungu District.
- iv. To analyze the relationship between Accountability and academic performance in public primary schools in Kalungu District.

1.4 Research questions

- i. What is the relationship between financial management and academic performance of Public Primary Schools in Kalungu District?
- ii. What is the relationship between monitoring and supervision and academic performance of Public Primary Schools in Kalungu District?
- iii. What is the relationship between transparency and academic performance in public primary schools in Kalungu District?
- iv. What is the relationship between Accountability and academic performance in public primary schools in Kalungu District?

1.5 Hypothesis

The following hypotheses guided the research study in empirical testing.

H₀1: There is no significant relationship between financial management and academic performance of Public Primary Schools in Kalungu District.

H₀2: There is no significant relationship between monitoring and supervision and academic performance of Public Primary Schools in Kalungu District.

H₀3: There is no significant relationship between transparency and academic performance in public primary schools in Kalungu District.

H₀4: There is no significant relationship between Accountability and academic performance in public primary schools in Kalungu District.

1.6. Scope of the Study

1.6.1. Geographical scope

Geographically the study was carried out in Kalungu District. Kalungu District has made seven years since its elevation from county level of Masaka District to district status on 1st July 2010. The District has a total of 91 Public Primary Schools all supported by the UPE Programme with a total enrollment of 53700 pupils as per the Five Year Strategic Development Plan of the District 2015/2016-2019/2020. Kalungu District was selected basing on the existence of SMC amidst poorly performing schools which makes it a suitable ground for investigation. Still, the district is accessible to the researcher which made data collection feasible.

1.6.2 Time Scope

In terms of time scope, the study was done in 2017. This is an adequate period for assessment of the School Management Committees against the performance of Public Primary Schools. This is because by this period, the new district had all the structures in place to support the Government in the implementation of the Universal Primary Education programme.

1.6.3 Content scope

The study was limited to the school management committees and academic performance of public primary schools in Kalungu District specifically analyzing how the School management Committee Function Impact on Academic Performance of Public primary Schools in Uganda generally and in Kalungu in particular.

1.7 Significance of the study

i) Other researchers

The study is expected to add on the existing body of knowledge and act as a stepping stone for later researchers in similar studies. It will help the future researchers to have a quest for improving the management of education Institutions as drivers of economic development for all learners in Public Primary Schools in Uganda in a more scientific and organized manner.

ii) Education ministry officials

The study may help all stakeholders in the education sector namely; parents, education managers and administrators, teachers, Ministry of Education and Sports Officials, as well as the general political leadership to recognize and appreciate the need to support and promote School Management Committees for the improvement of the performance of primary School education in Uganda.

iii) The school management committees

The study is of great importance to support, improve and strengthen the operations of the School management Committees as bodies that directly responsible for the operations of the

entire schools. This is because, whereas UPE has registered much success on the enrollment side, quality has been compromised.

iv) The pupils

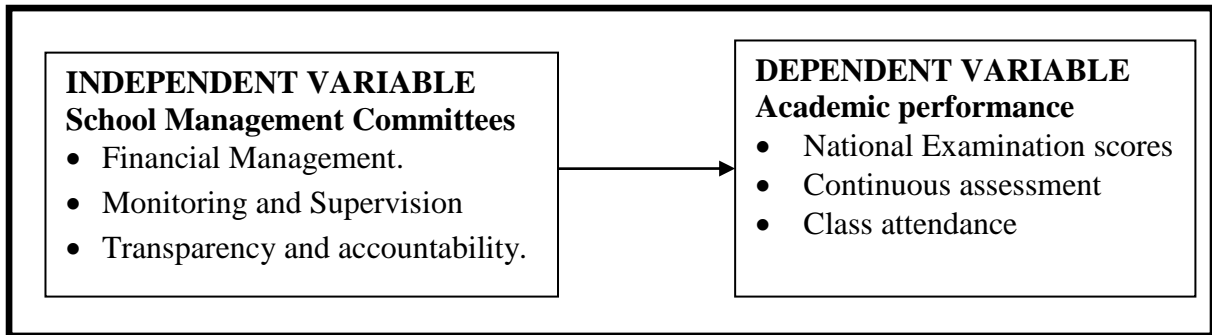
Pupils in primary schools will indirectly benefit from the study as it will help the education service providers to base on the findings to provide better quality education to the pupils.

1.8. Justification of the study

A number of studies including Caldwell (2005), Friedman and Mandel (2011), Choi (2005), Antonowicz et al. (2010), Kumar (2016), Muskin (2017) have been carried out on the performance of Public Primary schools. However, no studies have been carried out in particular on the effect of School Management Committees on the Performance of Public Primary Schools. Therefore, since according to the guidelines on Policy, roles and responsibilities of stakeholders in the implementation of UPE, School Management Committees are statutory Organs at the School level and they represent Government, therefore the successful implementation of the UPE programme greatly depends on them. It is thus very important to study the effect the School management Committees on the Performance of Public Primary Schools in Kalungu District.

1.9. The Conceptual Framework

The Conceptual Framework is a research tool intended to assist the researcher to develop awareness and understanding of the situation under study and effectively communicate it. The figure below therefore represents the relationship between School Management Committees and Academic Performance of Public Primary Schools.



Source: researcher Barr et al. (2012); Kajubu (2014); Ministry of Education (2016).

Figure 1: Conceptual framework

In the study as depicted in the conceptual framework above, school management committees is the independent variable which was investigated and studied in terms of financial management, monitoring and supervision, transparency and accountability. School Management Committees was hypothesized to influence academic performance in public primary schools. The dependent variable in the study was academic performance which was studied in terms of National Examination scores, Continuous assessment and Class attendance.

The above relationships were investigated with particular reference to public primary schools in Kalungu District.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This Chapter covered literature reviewed in accordance with the objectives namely; to assess the relationship between financial management and academic performance, to evaluate the relationship between monitoring and supervision and academic performance, to establish the relationship between transparency and academic performance, to analyze the relationship between Accountability and academic performance in public primary schools in Kalungu District.

2.1. School Management Committees and Academic Performance of Public Primary Schools.

Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic achievement.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Friedman & Mandel, 2011).

Choi (2005) describes successful completion of course activities by students as ultimately improving students' academic achievement. While it is true in this instance Choi uses the term 'success' to refer to completion of course assignments and the term 'academic achievement' to describe GPA, both terms refer to traditional measures of academic student success (i.e. grades and GPA).

School Management Committees or School Based Community Management as used by the different Scholars to however deliver the same meaning and responsibilities is the systematic decentralization to the School level authority and responsibility to take decisions on significant matters related to school operation within a Centrally determined framework of goals, policies, Curriculum, Standards and Accountability (Caldwell,2005). The management of school by the community has been evident in policy and practices for them three decades to the point that, there are now few nations that have not moved down to this track (Caldwell, 2005) .

In Uganda, the School Management Committees started way back in 1964 where the School Management Committees replaced the school manages of the colonial period and came into effect under Statutory Instrument No. 228 of 1964 which was later amended and replaced by under Statutory Instrument No. 244 of 1969 (Manual for Primary Education Managers in Uganda 1995).

Along with the UPE policy, a process of decentralization was introduced which led to the transfer of decision making authority, responsibility and tasks to lower organizations (Hanson 1998). Accordingly, every Primary School in Uganda is supposed to have School Management Committee which takes the full responsibility of managing the school. It is a policy body that represents the Local Government, Parents and teachers in the management of the affairs of the school. School Management Committees are statutory organs at the school level representing the Government. They give overall direction of the operations of the school, ensure that the schools have development plans, approve and manage budgets, Monitor School budgets and ensure transparency of the UPE Funds. They are accountable for the money's disbursed to schools and for school property (Barr et al. 2012).

The existence of school management Committees was further improved by the Education Act 13 of 2008 under Sections 28 and 58 and the second schedule of the same Act. Therefore,

School Management Committees in Uganda are statutory organs at the School level and they represent Government. Therefore whereas there are a number of key players in the Performance of Primary Schools in Uganda like the District leaders, Sub-County or Town Council leaders, the Education department among others, successful implementation of Universal Primary Education or the success of Public Primary Schools largely depends on the effectiveness of school management committees because of the roles they have to perform, which among others is giving direction to the operation of the school and its general composition (Guidelines on Policy, Planning, Roles and Responsibilities of Stakeholders 2008).

According to the Education Act 13 (Pre-Primary, Primary and Post-Primary Act2008), a school management committee consists 12 members, including the chairperson nominated by the foundation body at least two of whom shall be women, one local government representative nominated by the district councils standing committee responsible for education, one representative of local council executive committee who shall be the Secretary in-charge of education at a parish council, or the sub county chief or his or her representative, one person elected by the sub-county or city division or municipal whichever is the case, one representative of parents of the school elected at the annual general meeting, one representative of the staff (both non-teaching and teaching) elected by the staff at a staff meeting and one representative of old boys' or girls' (former students) elected at a meeting of the association of former students, if any, of the respective institution and lastly the secretary who shall be the head teacher of the School.

Cole (2002) acknowledges that changing roles and expectation are making the role of school management to be very challenging in that the principal ship is constantly changing with increased expectation, pressures and responsibilities that must be addressed when planning

professional development activities. It is only through training these educational managers to acquire essential skills that will enable them to execute their duties effectively.

According to the 2004 World development Report, the importance of the roles of voice and information in ensuring accountability in public education was highlighted. Parents and stakeholders provide an alternative means by which the schools can express their preferences and opinions and make them heard by education policy makers. It also helps in informing the "voice" of the citizens and providing the bench marks against which a school performance can be measured (Institute of democracy in Africa, 2009).

In the educational access and attainment between different social and economic groups, effective governance of education is a way through which levels of access, quality and participation in education is improved. Visualizing this important role of governance, emphasis is put in the involvement of communities in school governance through school management committee to ensure school quality with equity. Effectiveness of school management committee members to the realization of this enormous task is put in question.

Accountability is a key requirement that refers to readiness of the school management committee or decision makers to give an explanation for the decision they make or implement. It involves taking responsibility for decisions and actions taken. This has been lacking in most schools and has resulted to unfortunate scenes of blocking the school managers out of school by the disgruntled stakeholders (Kenya Education Staff Institute, 2011). This exhibits in effectiveness by the SMC members on their duties.

Kumar (2016) shows that with decentralization of financial management, the importance of school-level administration has increased. Schools must now take greater responsibility for financial issues and be accountable to the local community. This is usually done through School Management Committees (SMCs), which oversee management, budgets, expenditures

and procurement. In a decentralized system they also take responsibility for repairs, small infrastructure improvements and the purchasing of classroom materials. They monitor attendance and behavior and in a few cases SMCs may also be responsible for recruiting teachers (Antonowicz et al., 2010). School management committees (SMC) are the most recent governance initiative to hit developing countries education systems in the last two decades or so. In most African countries, the responsibility for overseeing the management of primary schools is often entrusted to a management committee to ensure that governing bodies operate on some common principles; every board has a constitution which provides basic guidelines and the legal framework for its operation.

Members of the SMC are expected to work with and through the head teachers, parents and other educational stakeholders to accomplish educational goals. Maina (2012), emphasize that a strong management system of education is pertinent in ensuring efficient and effective accountability at various levels of education. School management committees therefore need to be empowered so as to have a strong management team which is effective.

Essential provisions regarding constitution and functions of SMCs have been given in section 21 and 22 of the Right of Children to Free and Compulsory Education Act, 2009. It is stated that “A school, other than a school specified in sub-clause (IV)of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of local authority, parents or guardians of children admitted in such school and teachers: Provided that at least three-fourth of members of such committee shall be parents or guardians: Provided further that proportionate representation shall be given to parents or guardians of children belonging to disadvantaged group and weaker section; Provided that fifty percent of members of such committee shall be women.

The School Management Committee shall perform the following functions, namely:- a) Monitoring the working of the school; b) Preparing and recommend school development plan; c) Monitoring the utilization of the grants received from the appropriate Government or local authority or any source; and d) Performing such other functions as may be prescribed. In Section 22, it is stated that Every School Management Committee constituted under sub-section (1) of section 21 shall prepare a School Development Plan in such a manner as may be prescribed. The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority as the case may be (Kumar, 2016).

Jayanthi and Balakrishnan et al. (2014) conducted a study to examine different factors influencing the academic performance of students in a tertiary institution in Singapore. The study also examined the learning methods used by students and how these affected their academic scores. The students' cumulative Grade Point Average (GPA) was used as a measure of academic performance. The data were analyzed quantitatively and the results showed that factors such as gender, nationality of student, co-curricular activities and an interest in pursuing higher degrees affected students' academic scores. The use of past year examination papers as a learning method improved students' academic scores compared to other methods. This shows that scores in examinations is one of the ways of explaining academic achievement of the pupils.

Muskin (2017), notes that the concept and practice of continuous assessment is understood in part through its differences from standardized assessment, whilst at the same time it functions with summative and formative forms. Muskin (2017) aspires to deepen the distinctions between these two forms of continuous assessment, to demonstrate their complementarities, and to plumb their technical dimensions to promote its improved use. The hope is to help education systems, educators, and education partners, wherever they may be, to make

decisions and take actions to reap the fullest advantage of continuous assessment as a key factor in achieving quality education.

Continuous assessment distinguishes itself from both sample-based and census-based large-scale assessments in a few major ways: it is primarily the responsibility of the classroom teacher; it commonly covers learning of the full set of academic subjects; it allows educators to explore more deeply students' abilities to apply academic lessons, including performing tasks based on the students' local context and which can involve 'hands-on' elements and extend over time; it can be very precise, nuanced, and comprehensive in appraising and informing the cultivation of students' personal competencies, including such skills, attitudes, and behaviours as collaboration, creativity, critical thinking, confidence, perseverance, curiosity, planning, and many more; and; it focuses on individual students and classrooms in ways, which pertain typically to decisions, and actions, which affect learners directly, whether immediately, or longer term (Muskin, 2017).

In its summative guise, continuous assessment can be central to determinations about a child's school progress. As a formative tool, it informs feedback, remediation, and/or enrichment targeted to a student, a group of students, or a whole class. It may also help to identify the need for specific professional development objectives for a teacher or group of teachers and inspire related steps.

Kellaghan and Greaney (2004, p. 10) affirm in their comprehensive overview of student learning assessment in Africa that continuous assessment, in any of its guises, is anything but casual. Rather, it represents an integral component of the teaching-learning process. The role of continuous assessment, the two assert Kellaghan and Greaney (2004, p. 45) 'is to determine the student's level of knowledge, skill, or understanding; to diagnose problems he or she may be encountering; to make decisions about the next instructional steps to take

(including whether to review or to move on); and to evaluate the learning that has taken place in a lesson.

In South Africa, the National Protocol on Assessment of the Department of Education requires every teacher to present to its school leadership a precise ‘annual formal programme of continuous assessment’ to create an overall school assessment plan (Reyneke et al., 2010, p. 277). The protocol leaves some discretion to the teacher in terms of the nature and precise content of the scheduled assessments they conduct. Yet it also imposes a somewhat onerous number of assessment tasks to complete along with an overall and rigorous marking scheme (Reyneke et al., 2010, p. 279). In the end, these continuous assessments comprise just 25% of a student’s final grade and officially serve only for accountability, not for formative purposes. In Ghana, the government officially introduced a similar system of summative continuous assessment in 1987 (Quansah, 2005, p. 2). This mandates the completion of four class tests, three tests/quizzes, and four projects/homework tasks in each of a year’s three terms; a total of 33 major assessment activities *per subject*. Added to these are end-of-term subject examinations, counting for 70% of the total grade. This shows that the system may be exaggerating in seeking to counter-balance the over-sized impact of the single end-of-year examination.

Referencing Heritage et al., Learning Point Associates (2009, p. 5) place formative assessment into three broad strategic categories: ‘On-the-fly,’ signifying that a teacher may change course during a lesson to address students’ misunderstanding or gaps before proceeding with the planned lesson; ‘Planned-for interaction,’ where the teacher decides before class how he or she will appraise students’ comprehension during the course of instruction; and Curriculum-embedded,’ where assessment is embedded in the curriculum to signal what learning has or has not occurred and to guide feedback at key points in the lesson.

There are a substantial number of continuous assessment strategies which combine to cover the gamut of functions, or purposes, from adjustment to accountability.

To begin, as Gardner et al., (2008, p. 16) assert, all continuous assessment must ‘include explicit processes to ensure that information is valid and is as reliable as necessary for its purpose.’ Indeed, there may be many purposes for assessment in the classroom, illustrated by the notions of summative and formative assessment, of assessment as, for, and of learning, of monitoring, of feedback and remediation, and more.

Narrowing the focus on ‘purpose, continuous assessment should serve specially to strengthen teaching and learning. While this may imply most directly what happens in the classroom, it also vitally generates information to guide the policies, plans, technical and material inputs, and other systemic factors which influence the nature and efficacy of classroom and school practice (Gardner et al., 2008).

Delving deeper into the learning dimension, continuous assessment should focus on the student, featuring particularly the aspects of feedback and tailored guidance, or remediation. Influence factors beyond education. Continuous assessment can, and indeed must, also have positive impacts on factors beyond the classroom, and even beyond the education system, which also effect a strong influence on the quality and equity of learning. These may include aspects of a family-based, community-based, socio-cultural, environmental, economic or other nature. While three of the four themes relate explicitly to formative or school-based assessment, it should be clear in all cases that the principles they embody might also pertain to all forms of assessment, including large-scale, standardized mechanisms (Gardner et al., 2008).

Maina (2012) asserts that student absenteeism and its effect on academic performance concerns all stakeholders in education. Schools in Nyandarua County have recorded high levels of absenteeism in their institutions. This study aimed at establishing the effect of absenteeism on academic performance of secondary school students in Nyandarua County Kenya. The target population of the study was 3,763 students from mixed public secondary schools. All hypotheses were tested at 95% significance level. The results indicated that student absenteeism affected academic performance and that the level of student absenteeism mattered in academic performance. It was found out that the main cause of student absenteeism was lack of school fees. The study also observed that many student counsellors did not treat student absenteeism as a problem requiring their intervention.

In another study, Komakech and Osuu (2014) investigated the major causes of students' absenteeism; and the possible solutions to the vices in Universal Secondary Education Schools in Uganda. The study findings showed that; Lack of scholastic requirements, household work, lack of interest in education, hunger at school or lack of mid-day meals, sexual harassment at school, long distance to school, illness or disease, loss of parent or close relative, peer influence, and harsh punishment at school were the top ten (10) causes of students' absenteeism in universal secondary education schools respectively. These causes were both unexcused (64.5%) and excused (35.5%). Furthermore, the empirical study also shows that; the average rate of students' absenteeism is 23.18% in day schools as compared to 3.25% in boarding schools. The mainly affected categories were; children from poor families, children living far from school, female students, orphans, disabled, male students, and children living with single parent as reported by the respondents during the study. This implies that academic performance as a key output in primary schools is affected by various elements of which the school management committees and the school environment can be twisted to improve.

Mbabazi Mpyangu, Ochen, Olowo Onyango and Lubaale (2014) state that in Uganda approximately 81% of the households sampled stated that lack of money was the reason why their children dropped out of school, while 58% claimed financial constraints was the reason their children never enrolled in school in the first place. Other major indicators resulting in low enrolment rates and high drop-out rates include child's involvement in domestic work, long distances to school and child's obligations towards the family business and family farm. Again, this is further evidence that the academic performance in schools is a result of conditions that are controllable by the school environment and school management committees.

Mbabazi Mpyangu et al. (2014) further state that School governance and environment constraints were found inhibiting school enrolment. Cases of few classrooms, poor latrines, and lack of teachers in schools were some of the reasons refugee children put forward for not enrolling. This is aggravated by the long distances in some settlements where refugees are found. For instance, in Kyangwali settlement, there are households which are as far as 5 Kilometers from the nearest government UPE school. It is therefore hard for parents to enrol their children in school because the available school is private and quite expensive.

Schools that demonstrated high standards of achievement in academics and management had school management committee members who are well trained and experienced (Republic of Kenya 2013). This was a central issue in the schools in Mavindini Division and the result of downward trend in academic performance which could also be attributed to ineffective human resource management by the school management committees.

World Bank (2008) posits that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly

influenced by the quality of the leadership provided by the head teacher. Concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa.

Osei-Owusu and Kwame (2012) sought to assess the role of School Management Committees (SMCs) in improving quality teaching and learning in Ashanti Mampong Municipal Township Basic Junior High Schools through the views of head teachers, teachers and SMC Members. The design adopted for the study was a descriptive survey. A simple random sampling method was used to select a sample size of thirty (30) respondents. Questionnaire was used to collect data from the respondents, validated by the researchers and analyzed by the use of descriptive statistics. The findings indicated that SMCs were ineffective in the monitoring and supervision of head teachers', teacher's and pupils' attendance. Even though SMC's are not doing enough to assist teachers to improve teaching and learning, they are seen as very effective in solving school community relations since SMCs relatively serve as a vehicle for promoting community participation in the provision of quality education. Osei-Owusu and Kwame (2012) give an impression that SMC would be very effective in enhancing the quality of academic performance except that they are limited by certain factors which ought to be fixed.

Mulinge (2012) investigate the challenges faced by the School Management Committee (SMC) in relation to academic performance. The study found some limitations in terms of accessibility to information from the head teachers due to lack of keeping adequate school records, congested school programs, illiteracy of some SMC members and negative attitude towards educational performance from some SMC members. The study established that the SMC are very important in that without their support; most schools could be difficult to run and would close down. It was however stated that a few of the SMC members were ignorant

of their duties and that they did not attend meetings regularly. Mulinge (2012) agrees with Osei-Owusu and Kwame (2012) citing that SMC are very good at influencing academic performance, they however both warn that an enabling environment must be in place.

Kisembo (2015) noted that community groups are relevant in determining academic performance levels. Academic performance in UPE schools is not just about quality teaching and conducive environment. The communities which are not given much attention are however the most relevant as per my findings. This is because SMC's and PTA's as community groups have several responsibilities to perform. What is interesting to note is that these responsibilities are aimed at curbing several vices that characterize several UPE schools in Uganda. These include teacher absenteeism, pupil drop outs, pupil welfare (lack of meals) and shortage of class furniture. If vibrant, the SMC's and PTA's will effectively supervise and hold the teachers accountable. It is therefore fewer cases of teachers that avoid their duties. Similarly, if parents oblige to provide support for lunch meals for their children, fewer children would drop out of school. The net effect of doing all this would turn into better academic performance.

Hellriegel et al. (2009) contends that school managers, especially teachers, have the opportunity to plan and create learning environments that is kind and respectful through the use of appropriate resources in order to meet the nurturing needs of learners. Students will be better able to reciprocate genuine loving; caring behavior and more focused learning if the demonstration of affection and hard work is modeled for them and geared towards enhanced academic outcomes. The literature studied indicate that management practices, especially as they relate to classroom as an environmental system in which students build their understanding, attitudes and feeling and facilitate their mental abilities to aspire to higher levels of academic excellence is now very much at the forefront in education literature (Ayeni,2010; Adeyemo, 2012; Oduwaiye et al.2012).

Yamada (2014) noted that SMCs became popular administrative tools – often made compulsory – as an effective means of administrative and financial decentralization and community participation. In addition, they are promoted as a means to improve both access to and quality of education, thereby contributing to achieving globally agreed Education for All (EFA) goals. By having a sense of ownership, it is assumed that local residents will contribute in improving not only the effectiveness and efficiency of school administration but also the quality of education (pp. 162–3).

As the leading management organ in the school, the SMC should provide direction and clear channels of communication for optimal interaction in the school. In order to support teachers and other staff, they should ensure there are appropriate communication policies and procedures in place, and ensure all the parties working in harmonious good relationship fostered within the whole school community. Success in management of the school depends on the ability of the SMCs to rally the need for keeping open communication channels. The quality of leadership makes the difference between the success and failure of a school (Kapen, 2011). Kapen further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, it is the school management committee which sets the pace, leading and motivating pupils and staff to perform to their highest potential.

2.2. Financial management and academic performance of Public Primary Schools

Most developing countries have adopted the Education systems from developed countries especially the ex-colonisers which they have established in their countries without modification to suit the needs of their people. It is therefore not easy to understand education systems of say Zambia, Nigeria and Botswana without taking into account the models on which they are based. Different school systems use different names for institutional

management bodies. In Anglophone countries these are variously known as boards of management, governing councils, school committees or BOGs (Bray, 1988). Such bodies are official bodies that negotiate with government authorities, local councils, local chiefs and government administrators in all matters concerning the school (Anderson, 1973).

The decentralization of responsibility for the management of primary schools and for spending of at least some resources to local level is important. This is likely to be 17 effective where there is strong community involvement and SMC (DFID, 2001) Effectiveness is most likely to improve under decentralization when service providers—schools, local governments, or regional governments—are held accountable for results. They suffer the consequences of poor performance, or receive rewards for good performance. In the case of decentralization to management of schools, head teachers may not have their contracts renewed when performance lags far behind expectations and SMC members may not be re-elected. This is happening in countries such as El Salvador and New Zealand (World Bank, 2001). There is strong evidence that decentralization of responsibility and resources are key determinants of school effectiveness but few have the resources, the training or the delegated authority to manage their schools well (DFID, 2001).

Tumen (2013) assesses the impact of school resources on academic outcomes by following a national cohort of upper secondary school students in New Zealand schools from 2006 through to 2008. The academic outcomes were measured by total credits gained in a year and attainment of Level 2 and 3 qualifications in the National Certificate of Educational Achievement, the official secondary school qualification in New Zealand. The main findings suggest that the differences in overall level of school resources and financial management practices of the school have little to no impact on differences in achievement. Tumen (2013) notes that the differences in levels and uses of school funding are not related to differences in

disparities across schools. Further, it is possible that the school funding model distributes resources to schools equitably but that it fails to affect educational disparity.

Bua and Adzongo (2014) investigated impact of financial management on secondary school's administration in Zone A Senatorial District of Benue State-Nigeria. Two research questions and two hypotheses guided the study. The population of the study comprised 1229 teachers from 90 secondary schools. 292 teachers were used for the study. The chi-square (χ^2) test of goodness of-fit was used to test the hypotheses at 0.05 level of significance. It was found out that prompt payment of staff salaries and allowances significantly impact on the management of secondary schools. More so that school fees and other revenue generated significantly impact on the provision of instructional materials in secondary schools in Zone A Senatorial District of Benue State. On this note, financial resources impact on academics of learning institutions.

2.3. Monitoring and supervision and academic performance of Public Primary Schools

Ankoma-Sey and Maina (2016), note that there are widespread and on-going debates centered on the influence of effective supervision on academic performance in our academic institutions. Ankoma-Sey and Maina (2016) examined the role of supervision on academic performance in Senior High Schools (SHS) in Ghana. The study was based on the collegial model of educational management and the supervision model, Theory Y as proposed by Douglas McGregor. Through a questionnaire, data analysed was collected from 963 respondents who were purposively selected from randomized schools in each region comprising of headmasters, their assistants and heads of department of 155 SHSs across Ghana. Ankoma-Sey and Maina (2016) revealed that there was a positive weak significant relationship between supervision roles of heads and academic performance of students. More

so, there was a positive weak significant relationship between gender of heads and their supervision roles.

2.4. Transparency and academic performance in public primary schools

Lourenço, Moura e Sá and Papadimitriou (2016), note that over recent years, transparency has become a quality management priority and a major concern for organisations in many fields. Accountability claims for more transparency are particularly relevant in the public administration context, where transparency is a central element of the Open Government agenda. For educational institutions, if participation and collaboration are to be enhanced, increasing transparency is an important requisite. Consequently, it would be reasonable to expect that academic literature would reflect this transparency appeal to educational organisations. Lourenço et al. (2016) note that transparency seems to be clearly associated with some core routines and processes of educational institutions, such is the case of student assessment. Transparency of quality mechanisms and frameworks is also an important research topic. Overall, transparency is being regarded as essential to enhance trust in the education system at all levels.

Worldwide, educational institutions face increasing pressures to be more open and communicate more with stakeholders. In the United States, the Open Government initiative also embraces the education field, with schools being required to develop their own plan (US Department of Education, 2014).

Aboki (2016) notes that every single individual part of the school system is accountable to one another. Schools are accountable for student achievement and conduct. Teachers are held accountable for learning. And students are responsible for upholding their commitment in performance and conduct to the school. All in all, accountability, if rigorously practiced

and focused, encourages school improvement. However, the bulk of the task rests on the schools themselves and to encourage the process, a transparent system must be adopted.

2.5. Accountability and academic performance in public primary schools

Moswela(2014) explored the role played by the different stakeholders in the education of students and the extent in terms of responsibility and accountability, these influence students' academic achievement. The exploration was located within the systems theory which postulates that the coordinated effort of all stakeholders is more powerful than the sum of the strengths of the individual groups. School heads, as official 'captains' of the school, have an overriding oversight of curriculum implementation. The buck stops with them at the school level with regard to students' performance. Teachers, because they have no expressed contract with the employer to deliver, cannot be held accountable for the students' performance. Moswela (2014) further notes that the fact that they are on payroll makes their position in the accountability framework unclear and therefore difficult to place. The parents, the students, and other politicians other than the one for education, have only a social and moral responsibility involvement and not a legal requirement demanding their accountability. Moswela (2014) recommends that higher authorities in education should continue their efforts to encourage parents and other significant stakeholders to take interest and participate in education matters at schools.

Shawyun (2015), notes that while accountability has been discussed and designed for implementation for schools systems in the West, what responsibility and accountability would mean for a Higher Education Institute (HEI) has been elusive. Basically, key literature in accountability connects assessment, teaching and learning, student and teacher systems, testing systems leading to improvements, innovations and renewals in the whole organizational capacity and capabilities system. Instead of focusing on the outcome of the

accountability from external measures, Shawyun (2015) focuses on the internal practices and mechanisms that need to be established to ensure and support to internal responsibility and accountability of the HEI and its academic personnel. Six key internal indices are established in the key areas to course evaluations index, teaching and learning assessment learning outcome index of student, quality contributions index, research index, administrative work index, societal responsibility index. All these culminate in the Academic Performance and Accountability Index (APAI) of a scorecard of the faculty performance and accountability from the inherent internal processes that affect the final student external outcome performance.

2.6. Summary of the Literature Reviewed

Literature reviewed included studies carried out by different scholars on Performance of School Management Committees in different aspects across the world- Uganda inclusive. Literature has been reviewed on the concept of School Management Committees, the role of School Managements, the relationship between School Management Committee and Academic Performance, School management Committees and Financial Performance, School Management Committees and Monitoring and Supervision, School management Committees and Transparency as well the relationship between School Management Committees and Accountability. In all the literature reviewed no study was specific on School Management Committee and Academic Performance of Public Primary School in Kalungu District hence identification of a research gap that the research intended to fill.

2.7. Theoretical Framework.

The study was guided by Systems theory. The theory was identified to be more suitable for the study because the systems approach to organizational effectiveness implies that

organizations are made up of interrelated parts; the nature of performance of one of the parts affects the performance of others.

The systems theory was developed by Hegel in the 19th Century; a theory to explain the historical development of dynamic processes. The model emphasizes criteria that increase the long term survival of the organization such as organization's ability to acquire resources, maintain itself internally as a social organization and interact successfully with environment. According to the systems approach an effective organization should focus on all the three; *inputs*-contextual factors (socio-cultural, economic, physical) & external stakeholders (inspectors & policy guidelines); *means*- other independent variables /transformation process (selection and training of SMCs); *ends*-(outputs/overall academic performance) because everything depends on something else (Etzioni, 1964).

Therefore, School management committees (SMCs) operate on the principles of an organization. It is a body that is legally instituted to manage primary schools in Uganda. It has guidelines of its operation including election of members; term of office, roles and responsibilities. Organizations are constructed to be the most effective social units. The actual effectiveness of a specific organization is determined by the degree to which it realizes its goals according to the goals model (Etzioni, 1964). Thus, the theory support the existence as well as the functionality of SMCs in enhancing Academic Performance of Public Primary Schools in Uganda

The study was also guided by the stakeholder theory since education has many stakeholders each with varied interests and perception of value. Stakeholder theory suggests that the purpose of a business is to create as much value as possible for stakeholders. In order to succeed and be sustainable over time, executives must keep the interests of customers, suppliers, employees, communities and shareholders aligned and going in the same direction. Freeman (2010) put forward the argument that managers are not just answerable to

shareholders. In addition to shareholders or stockholder they also need to consider any group or individual who can affect or is affected by the achievement of the firm's objectives. Freeman (2010) redraws the traditional input output model of the firm to include competitors, communities, customers, employees, financiers, political groups, suppliers, trade associations and trade unions.

Much attention has been paid to some basic themes that are now familiar in the literature—that firms have stakeholders and should proactively pay attention to them (Freeman,1984), that stakeholder theory exists in tension with shareholder theory (Friedman 1970), that stakeholder theory provides a vehicle for connecting ethics and strategy (Phillips 2003), and that firms that diligently seek to serve the interests of a broad group of stakeholders will create more value over time (Freeman, Harrison & Wicks 2010). Nevertheless, there are so many different interpretations of basic stakeholder ideas that theory development has been difficult (Scherer &Patzner 2011). Nevertheless, the positive elements of this theory were borrowed to guide the study. This is because the school management committees operate in an environment which has multiple stakeholders whose interests need to be balanced in order to attain the coveted goals of academic excellence, infrastructural development and empowering learns with co-curricular activities and related skills.

The analysis of the various stakeholder interests in academic performance of public primary schools shows that parents, local council, school management committees, teachers, the district education department and the ministry of education are all interested stakeholders. Their interests have to be balanced and thus their core interest in good performance and what stands against achieving these remains a prime duty for them to fix.

Considering the above theories, a systems theory was most applicable because it appeared to embrace the other models wholly or in part, and it attempts to analyze the totality of an organization. A systems approach was also deemed suitable because it is applicable in any

discipline. On the basis of the above the researcher explored the following systems as determinant of SMCs roles: financial management, monitoring and supervision, transparency and accountability.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

In this Chapter, the methodology which was used for this study is discussed. It involves methods and procedures for carrying out this study and consists of the following: research design, population, sample size, sampling technique, data type and source, data collection methods and instruments, data processing and analysis techniques, ethical considerations and study limitations.

3.1. Research Design

The study adopted a cross sectional design with an analytical, qualitative and quantitative approach to achieve the objectives of the study. This design was considered appropriate because the study was investigating opinions (attitudes) of a cross section of people regarding School Management Committees and Academic Performance of Public Primary Schools in Kalungu. The analytical design was used to offer a detailed analysis of the events and their relationship through correlation and regression. A quantitative research design was used to measure the numerical data and express the relationships statistically.

3.2 Area of Study

The Study targeted respondents from Kalungu District. The District has a total of 91 Public Primary Schools all supported by the UPE Programme with a total enrollment of 53700 pupils as per the Fiver Year Strategic Development Plan of the District 2015/2016-2019/2020. Kalungu District was selected basing on the existence of SMC amidst poorly performing schools which made it a suitable ground for investigation.

3.3 Study Population

In this research, the study population was centered on the School Management Committees of the Public Primary Schools in the District and the Head teachers of the respective schools. This population was perceived to have vast knowledge on the operations of the SMCs given their statutory roles. The Total Study Population was 1092 elements. They include; 1001 elements for the School Management Committee Members and 91 Head teachers or their deputies. The common characteristic making them the research population of choice is the fact that they all directly or indirectly have a role in regard to the activities of the School Management Committees as well as the general Performance of Public Primary Schools in the District.

3.4 Sampling Procedures

3.4.1 Sample Size

The study sample was 285 respondents including School management committee (261), Head teachers or their deputies (24), determined in accordance with Krejcie and Morgan (1970). The sampling error was 5% and a confidence interval of 95%. This means that in case a sample was selected 100 times, it is only 5 times that the sample selected would be different from the population and 95 times, the sample would be similar to the population.

Table1: Sample Size

Category	Population	Sample	Selection method
School management committee	1001	261	Stratified
Head teachers/ deputy head teachers	91	24	Stratified
Total	1092	285	

Source: Kalungu District Annual Report (2016)

3.4.2 Sampling Techniques

The study used Stratified random Sampling. This ensured that the major categories of head teachers and SMC members were well represented in the study sample. School management committee members and Head teachers were selected basing on stratum that was formed for each category. With stratified sampling, the researcher divided the population into separate groups, called stratum. Then, a simple random sampling of the elements within the strata follows within the population. This also intended to reduce the bias in the sample and minimize sampling errors.

3.5 Data Collection Instruments

The Study employed questionnaires and documentary analysis. Questionnaires were used as they enable collection of large amounts of standardized information in a fast and cost effective way.

3.5.1 Questionnaires

Structured questionnaire was designed and distributed to the target respondents. Using a questionnaire is one of the most popular methods of collecting primary data (Mouton 2001: 53 - 54) cited in Korzybski (2011). A questionnaire is a set of questions that respondents are asked to answer. This implies that a researcher must therefore take time to first prepare the list of topics or questions to ask. There are many advantages of using questionnaires but the major advantage is that they are flexible since they can be used on small or large numbers and various questions could be asked and the respondent reveals information without any threats. The questionnaire targeted Members of the School Management Committees, the Head teachers, the Education Staff.

3.5.2 Documentary Analysis

The study explored different documents of the annual reports from Kalungu District relating to Performance of Public Primary Schools. This helped to gather more information that was not captured with the questionnaires. The study also analyzed records from Uganda national examinations board to ascertain the results of Kalungu public primary schools and the performance trends.

3.6 Measure of variables

School Management Committees were assessed in terms Financial Management, Monitoring and Supervision and Transparency and Accountability.

Academic performance of public primary schools was assessed in terms of National Examination scores, Continuous assessment, and Class attendance.

3.7 Quality Control Methods

3.7.1 Validity

Content validity index was used (CVI) to establish validity and only variables scoring above 0.70 were acceptable (Amin 2005). In addition, the questionnaire was piloted (10%) and modifications were made as considered appropriate. The data collection tool was reviewed by the supervisors and the researcher to ensure additional validity. Originally, SMC had 23 questions and 19 were maintained (CVI=19/23) that is 0.83; for Academic performance, 16 questions were maintained out of 21 (CVI=16/21), that is 0.76. On this basis, the tools were valid.

3.7.2 Reliability

The research instrument was examined for its reliability by using Cronbach's Alpha value. A Cronbach's Alpha value of 0.70 and above was regarded acceptable. All the items included in the scale were adopted from reviewing literature and subjected to reliability testing. This is

line with Sekaran (2003) who states that the research instrument used to collect data from the respondents should be valid and able to yield similar results at all time. The study tools were reliable as depicted in the table 2 below;

Table 2: Reliability Statistics

Variable	Cronbach's Alpha	Items
School management committee effectiveness.	.878	19
Academic performance.	.758	16

Source: Primary Data (2017)

3.8 Data Management and Processing

After approval of the proposal, the researcher was given an introductory letter to the Chief Administrative Officer of Kalungu to serve as permission for the researcher to carry out the research in Kalungu District Local Government. An acceptance letter was given to the researcher by the Chief Administrative Officer (CAO) in order to access the respondents.

3.9. Data Analysis

Data was analyzed using the SPSS computer software tool. Since the general objective is to establish the relationship between school management committees and performance of public primary schools, correlations were used. Other characteristics found out were expressed as frequency, percentage, mean, standard deviation and as well presented in tables. The study also carried out the regression analysis and the correlation. The regression was run to show the extent to which the independent variables predicted the changes in the dependent variables.

3.10. Ethical issues

The study was carried out after seeking permission of the University and upon getting consent of the target respondents. Confidentiality was assured and maintained for all participants. The study remained objective any forms of bias, prejudice, stereotyping, coercion; disrespect was avoided as much as possible. The researcher reported only facts as found out from the field without any form of manipulation. Finally, due acknowledgement for the sources was done for all the previous works cited.

3.11. Limitations of the Study

The study faced suspicion from target respondents as the SMC feared to open up initially thinking it was a body investigating them. The researcher addressed this by giving assurance that the study was only academic. Still, the availability of SMC members and other target respondents was not assured. On this, the researcher ensured that appointments were adhered to as pre-scheduled. Still, time is critical, to the extent that it limited the coverage of the study. On this, the researcher was co-operative with the supervisors and sacrificed additional hours to dedicate them to the study to complete on time. Finally, the study is cross section; this limited the researcher's ability to explore trends. This was however mitigated by relying on secondary data to back up the primary data findings.

CHAPTER FOUR

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter contains the presentation, analysis, interpretation and discussion of findings. The narration follows the order of the study objectives namely, School Management Committees (SMC) on the academic performance of Public Primary Schools in Kalungu District. Specific Objectives were, assess the relationship between financial management and academic performance, to evaluate the relationship between monitoring and supervision and academic performance, to establish the relationship between transparency and academic performance, to analyze the relationship between Accountability and academic performance in public primary schools in Kalungu District. Quantitative data was obtained from 262 respondents out of the target 279 (excluding the categories subjected to interviews) hence a response rate of 94%. The high response rate was attributed to the good mobilization skills vigilance by the researcher.

4.1 Demographics Characteristics

The study explored demographics of respondents to determine whether the participants had the right qualifications to engage into the study and also determine if participants had right qualities execute their duties. The results on this are presented in table 4.1 below;

4.1.1 Gender

The gender of the respondents was explored to determine if the SMC had both males and females and gender balance. The results on this exploration are shown in table 3 below;

Table 3: Frequency Distribution of Respondent Characteristics

Gender	Frequency	Percent
Male	181	69.1
Female	81	30.9

Total	262	100.0
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Source: Primary Data (2017)

Results on gender revealed that males (69%) formed the majority on the SMC and in administration of education. This shows some lack of gender balance in managing education yet females are equally entitled to knowing and managing affairs related to child education. This negatively affects education as schools need both gender to have fair coverage and management of all issues.

4.1.2 Age of respondents

The age of the respondents was explored to ensure that a true picture of the age structure of the SMC was known. This also was important to give an impression of which age-group dominated and what this meant in terms of effectiveness of the SMC in influencing academic performance. The results on this exploration are displayed in table 4 below.

Table 4: Age of Respondents

Age		
18-30	35	13.4
31-45	79	30.2
46 -55	54	20.6
56-65	44	16.8
66+	50	19.1
Total	262	100.0

Source: Primary Data (2017)

The age bracket of 31 to 45 dominated the study. This shows that people in charge of SMC were relatively mature and thus able to handle the affairs of the schools. However, all the age brackets were represented fairly which shows that there was participation of all people from all age groups. It can thus be asserted that managing the affairs of education is a concern of all people regardless of their age group. This is a positive development as there is assurance that those who age are easily replaced by members who have been close to management to ensure continuity of good service delivery in academics.

4.1.3 Education of respondents

Education was premised in a way to contribute to effectiveness of the SMC and as such was investigated. The results on this exploration are indicated in table 5 below;

Table 5: Education of respondents

Education		
O-Level	141	53.8
A-Level	50	19.1
Diploma	42	16.0
Bachelor's Degree	22	8.4
Master's Degree	7	2.7
Total	262	100.0

Source: Primary Data (2017)

Results education revealed that most participants were having O- level education followed by A-level. This could be having a bearing on their competence to run the affairs of the schools in the context of financial management; monitoring and supervision; transparency and accountability. The senior positions were occupied by well educated people with diplomas, degrees and masters. This however could imply that the head teachers and their deputies with better education had all the chances to manipulate the management of the schools. With the SMC members having limited capacity to detect and stop them, the school heads could potentially exploit the weaknesses of the SMC on account of education qualification differences.

4.1.4: Category of Respondents

The study also explored the category of respondents. This was intended to determine if all the target respondents' categories participated in the study. The results give an insight of the composition of the respondents. The results are shown in table 6 below;

Table 6: Category of Respondents

Category		
School Management Committee Member	224	85.5
Head Teacher	28	10.7
Deputy Head Teacher	10	3.8
Total	262	100.0

Source: Primary Data (2017)

The analysis of category of respondents shows that respondents were drawn from across different categories with committee members dominating, followed by the head teachers and deputy head teachers. This shows that the study was truly representative and provides balanced views which are credible.

4.1.5 Duration in SMC in Kalungu

The duration the members had spent in Kalungu was explored to determine if the SMC had experienced members who could articulate issues and contribute to academic performance.

The results on this exploration are indicated in table 7 below;

Table 7: Duration in SMC in Kalungu District

Duration		
Less Than 5 Years	119	45.4
Between 5 And 10 Years	98	37.4
More Than 10 Years	45	17.2
Total	262	100.0

Source: Primary Data (2017)

From the analysis of duration, 55% of the respondents had experience of more than 5 years. This shows that the participants were well versed with the affairs of the schools and the SMC. However, this also shows that SMC were dynamic to allow for new members to come on board and give their contributions as represented by the new members accounting for

45%. With setting, SMC largely permitted entry and exit thus news ideas for improving their performance.

4.1.6 Characteristics of the schools studied

The study targeted School management committees for public primary schools. Therefore, all the schools covered were public primary schools. Having covered 28 head teachers, the schools covered were 28. These schools had various levels of enrolment but the candidate classes were considered. For 10 schools, primary seven had more than 100 pupils, for 11 schools primary seven had more than 70 pupils and the rest, that 7 schools, the candidates were less than 70. On the issue of duration of existence, all the schools studied had existed for at least 6 years thus provided excellent information regarding their experience with management of primary schools and the contribution of school management committees and the school environment to academic performance.

4.2 School management committees and Performance of public primary schools in Kalungu District

The study explored how school management committees contributed to the academic Performance in public primary schools in Kalungu District. This was in relation to the Financial Management, Monitoring and Supervision, Transparency and accountability. Results on this are presented as mean and standard deviation. The mean was interpreted in accordance with the scale set on the questionnaire 5=strongly agree (SA), 4= agree (A), 3=not sure (NS), 2 = Disagree (D) and 1= strongly Disagree (SD).

4.2.1 Financial Management.

The study explored financial management in Kalungu as executed by the SMC. This was intended to explore if SMC were able to manage finances of the public primary schools and thus help contribute to academic performance consequently.

Table 8: Financial Management

Financial Management	Mean	Std. Dev.
Funds allocated to public primary schools are enough to cover all the school budget items	1.75	.806
The school management committee members help in solving funding challenges in public primary schools	2.01	1.118
In public primary schools, funds are spent only on activities that are budgeted for	2.24	1.239
School management committee members participate in lobbying for funding for public primary schools.	3.14	1.295
School management committee members participate in the budgeting process for public primary schools.	2.19	1.035
School management committee members ensure fair allocation of funds among public primary schools.	2.31	1.135

Source: Primary Data (2017)

From table 8, most of the areas to assess financial performance indicated that there were general weaknesses in the financial management function. The most ineffective features of the SMC in Kalungu were reflected in Funds allocated to public primary schools were inadequate to cover all the school budget items (Mean=1.75). This shows budget were ineffective thus schools were given inadequate money.

There was also limited effectiveness in School management committee members ability to participate in lobbying for funding for public primary schools (Mean=3.14). There were weaknesses in lobbying for funding. As such, many of the schools depended on government financial handouts. Overall, from the above analysis, SMC were largely ineffective in their financial management roles.

4.2.2 Monitoring and Supervision.

The study further explored how the SMC carried out the monitoring and supervision roles. This was a result of the expectation that SMC execute part of their functions by doing the monitoring and supervision and thus contribute to the subsequent performance, notably academic performance among public primary schools in Kalungu.

Table 9: Monitoring and Supervision

Monitoring And Supervision		
School management committee members participate in strategy formulation for public primary schools	2.10	1.029
SMC members take time to identify the lazy teachers and recommend actions.	2.27	1.267
SMC members monitor all school assets to ensure that they are safe and in good condition.	2.26	1.105
SMC members closely compare the performance of a public primary school against set targets and advice accordingly.	1.90	.887
SMC members ensure that all expenses in public primary schools are made in line with earlier set budget lines.	2.14	.973

Source: Primary Data (2017)

From table 9, results indicate that there were weaknesses in all the areas under monitoring and supervision , notably SMC members closely compare the performance of a public primary school against set targets and advice accordingly (mean=1.90); SMC members were not able to compare the performance of a public primary school against set targets and failed to advise accordingly (Mean=1.9); School management committee members participate in strategy formulation for public primary schools(mean=2.10); SMC members take time to identify the lazy teachers and recommend actions (mean=2.27); SMC members monitor all school assets to ensure that they are safe and in good condition (mean=2.26); SMC members ensure that all expenses in public primary schools are made in line with earlier set budget lines (mean=2.14). There was poor monitoring of the operations of the SMC which was not enough to guarantee performance of the schools. This also compares with literature where it is stated that in a decentralized system they also take responsibility for repairs, small infrastructure improvements and the purchasing of classroom materials. They monitor

attendance and behavior and in a few cases SMCs may also be responsible for recruiting teachers (Antonowicz et al., 2010).

4.2.3 Transparency.

Transparency was investigated as a key component in the school management committees' effectiveness and results on this are presented in table 10 below.

Table 10: Transparency

Transparency	Mean	Std. Deviation
SMC members display of funds received on the notice board	2.22	1.099
SMC members ensure that all expenses in public primary schools are made in line with earlier set budget lines	1.94	.983
SMC hold meetings to inform the key stakeholders on performance of the school	1.96	.960
SMC members convene regular stakeholders meeting to share financial performance of a public primary school where they belong.	2.10	1.029
SMC members always search for evidence of value for money in whatever public primary schools the money is spent in.	2.27	1.170

Primary Data (2018)

From table 10 above, results indicated that SMC members displayed the funds received on the notice board (mean=2.22). This ensured that parents, teachers and other stakeholders were informed about the funds that were available. This was an important element of transparency that was necessary for better running of the schools. The results further indicated that SMC members ensured that all expenses in public primary schools were made in line with earlier set budget lines (mean=1.94). Operating within the budget is important as it makes it easy to avoid waste which improves on transparency as stakeholders can easily trace the expenditures and relate them to the original budget.

The study also revealed that the SMC held meetings to inform the key stakeholders on performance of the school (mean=1.96). It is important to note that without communication, transparency cannot be secured. Therefore, the meetings were a good avenue for sharing

information about funds and thus ensure transparency. Another finding was that the SMC members convened regular stakeholders meeting to share financial performance of a public primary school where they belonged (mean=2.10). Financial performance meetings were able to reveal the budget variances and explanations behind them. All these ensured good transparency within the schools and the SMC.

The results also suggest that SMC members always searched for evidence of value for money in whatever public primary schools the money is spent in (mean=2.27). This ensured due diligence and transparency necessary to move the schools forward for better performance. The above results connect with literature which suggests that transparency is an important element of managing schools. For instance, Lourenço et al. (2016) note that transparency seems to be clearly associated with some core routines and processes of educational institutions, such is the case of student assessment. Overall, transparency is being regarded as essential to enhance trust in the education system at all levels.

4.2.4 Accountability

The study noted that accountability was a key role of SMC, as such; the way SMC carried out this role was explored to find out how well this function was done and further explain how SMC contribute to school performance. The results on this exploration are presented below;

Table 11: Accountability

Accountability	Mean	Std. Deviation
SMC ensures that all the parents are involved in the accountability meetings of public primary schools.	2.05	.954
SMC review annual performance reports to verify funds accountability	2.22	1.169
SMC encourage Audit of schools, books of Account to ensure accountability procedures are followed.	2.15	1.043
SMC take action on issues raised in the audit reports	1.97	.920
SMC submit to the relevant authority accountabilities for all funds received.	2.05	.961

Primary Data (2017)

From table 11 above, results indicate that SMC ensured that all the parents were involved in the accountability meetings of public primary schools (mean=2.05). This finding means that it was easy to make accountability given the presence of parents as key stakeholders. Furthermore, the results reveal that SMC reviewed annual performance reports to verify funds accountability (mean=2.22). The reviews ensured that the members got details of how the money was spent and made recommendations.

It is also revealed by the findings that the SMC encouraged Audit of schools, books of Account to ensure that accountability procedures were followed (mean =2.15). This means that audit served two purposes, corrective and preventive. Corrective in a sense that the errors committed were identified and rectified, preventive in a sense that those contemplating misusing funds would fear to do so as they expected audits to reveal any wrong doing. The results also revealed that SMC took action on issues raised in the audit reports (mean=1.97). This means that SMC worked hard to ensure that all errors discovered are not committed again and ensure that all money is spent as planned following the financial guidelines provided by the authorities like ministry of education and sports, district education department.

The results in addition show that SMC submitted to the relevant authorities accountabilities for all funds received (mean =2.05). This means that the SMC dully followed the accountability mechanisms as per the required financial standards. The above findings connect well with literature where accountability is indicated as a central role played by the SMC. Moswela (2014) explored the role played by the different stakeholders in the education of students and the extent in terms of responsibility and accountability. He concludes that SMC influence students' academic achievement. In addition, Shawyun

(2015) focuses on the internal practices and mechanisms. It is noted that such mechanisms to ensure and support internal responsibility and accountability.

4.3 Academic performance of pupils in public primary schools in Kalungu District

The study also explored the academic performance trends of pupils in public primary schools in Kalungu District. Results on this are presented as mean and standard deviation. The mean is interpreted in accordance with the scale set on the questionnaire where 5=strongly agree (SA), 4= agree (A), 3=not sure (NS), 2 = Disagree (D) and 1= strongly Disagree (SD).

4.3.1 PLE scores in Public primary schools in Kalungu District

The study was of the view that PLE scores were one of the key indicators of academic performance. As such, PLE scores were examined and the results on this are indicated below;

Table 12:PLE scores

PLE scores	Mean	Std. Deviation
P.L.E scores for the public primary schools in Kalungu District have been improving in the last 3 years.	2.24	.977
All candidates in public primary schools in Kalungu District sit for P.L.E.	2.32	1.088
Academic performance of public primary schools is the same as that of private primary schools in Kalungu District	3.10	1.287
I have not heard incidences of examination malpractice in PLE exams in public primary schools in Kalungu in the past 3 years.	2.49	1.049
On average, most of the pupils in candidate classes in public primary schools in Kalungu are in first grade	2.45	1.084
Compared to our neighbouring districts, public primary schools in Kalungu perform better in P.L.E.	2.53	1.008

Source: Primary Data (2017)

From table 12, the study revealed that P.L.E scores for the public primary schools in Kalungu District were not improving in the last 3 years (mean=2.24). This means that largely, most schools in Kalungu were struggling as the study revealed that not all candidates in public primary schools in Kalungu District sit for P.L.E (mean=2.32). The study also revealed that

the performance of public primary schools was not comparable with that private schools as revealed from the question that, academic performance of public primary schools is the same as that of private primary schools in Kalungu District (mean=3.10). This implies that that the P.L.E scores reflected poor performance that needed to be checked by the school management committees.

4.3.2 Assessment in Public primary schools in Kalungu District

The study also wanted to find out how the schools performed in the assessments as a key indicator of academic performance. The results are presented below;

Table 13: Assessment in Public primary schools in Kalungu District

Assessment		
Pupils in public primary schools in Kalungu do beginning of term tests/exams.	2.15	.957
Pupils in public primary schools in Kalungu do mid-term tests/exams	2.27	.985
Pupils in public primary schools in Kalungu do end of term tests/exams	2.32	1.030
Academic performance of the school where I am attached in Kalungu has been improving in the past 3 years.	2.37	1.026
My school participates and competes favourably in regional examinations.	2.36	1.554
Cases of absenteeism are rare in the public primary school I am attached to	2.83	1.270
Cases of absenteeism are rare in the public primary schools in Kalungu	2.70	1.059

Source: Primary Data (2017)

Table 13 reveals that there were several weaknesses in the assessments. The study revealed that Pupils in public primary schools in Kalungu did not do the beginning of term tests or exams (mean=2.15); Pupils in public primary schools in Kalungu also largely did not do mid-term tests/exams (mean=2.27). The study further indicated that Pupils in public primary schools in Kalungu missed the end of term tests/exams (mean=2.32). This was a weakness as the teachers could not tell early enough the status of the pupils in order to take corrective actions before it was late. This finally negatively affected academic performance.

Giving pupils beginning of term exams helps the teachers to know learners' weaknesses right from the start and thus design appropriate strategies to address them. This can go a long way

in boosting performance academically. This was missing thus affecting academic performance of the pupils in Kalungu District. Still, as pupils expect beginning of term exams, they keep themselves practicing and revising which in the end potentially contribute to academic performance. All these were missing thus explaining the low academic achievement of most pupils.

In comparison with literature, continuous assessment allows educators to explore more deeply students' abilities to apply academic lessons, including performing tasks based on the students' local context and which can involve 'hands-on' elements and extend over time (Muskin, 2017). However, all these were missing or inadequately done in Kalungu.

On whether the cases of absenteeism were rare in the public primary school, results were (mean=2.83). This shows that such cases were quite many. The issue of absenteeism has also featured in literature where Maina (2012) asserts that student absenteeism was a concern of many stakeholders in Nyandarua County. Maina (2012) shows that the high levels of absenteeism affected academic performance and the main cause of student absenteeism was lack of school fees. Furthermore, Komakech and Osuu (2014) shows that absenteeism was a key problem and was caused by among other by lack of scholastic requirements, household work, lack of interest in education, hunger at school or lack of mid-day meals, sexual harassment at school, long distance to school, illness or disease, loss of parent or close relative, peer influence, and harsh punishment at school. Therefore, absenteeism was a negative factor in academic performance that also exhibited weaknesses in the schools management.

4.3.3 Retention in Public primary schools in Kalungu District

The study also ventured into the retention levels in in Public primary schools in Kalungu District. This was intended to find out whether the majority of the schools were able to retain

most of the pupils as an aid to academic performance. The result on this are presented in the next table 14.

Table 14: Retention in Public primary schools in Kalungu District

Retention		
Our teachers are largely willing to continue serving the schools I am attached to.	2.79	1.259
Most of the pupils stay in one school till they complete P.L.E.	3.02	1.274
Parents are pleased with the education that their children get in the public primary schools in Kalungu.	2.97	1.302

Source: Primary Data (2017)

From table 14, the results revealed that teachers were largely not willing to continue serving the schools in Kalungu (mean=2.79). This means that most teachers were on the verge of leaving Kalungu. The study also revealed that most of the pupils did not stay in one school till they complete P.L.E. (mean=3.02). This means that moving from school to school affected the concentration of the pupils and their ability to achieve academically. Mbabazi Mpyangu et al. (2014) show that approximately 81% of the households sampled stated that lack of money was the reason why their children dropped out of school, while 58% claimed financial constraints was the reason their children never enrolled in school in the first place. Other major indicators resulting in low enrolment rates and high drop-out rates include child's involvement in domestic work, long distances to school and child's obligations towards the family businesses and family farms. The same conditions have been revealed in Kalungu District.

Parents were not pleased with the education that their children got in the public primary schools in Kalungu (mean=2.97). When parents as key stakeholders are not impressed with the education offered, it is an automatic sign that the standards were low. Komakech and Osuu (2014) also show that parents are a key pillar to primary education and their support is very instrumental. Therefore, if not pleased with education standards, they can be derailed and refuse to support the surrounding schools.

4.4 Inferential Statistics

The study ran inferential statistics to determine how the variables in the study were related to each other. The results on this analysis are presented in the section below;

4.4.1 Financial management and academic performance of Public Primary Schools in Kalungu District.

The relationship between financial management and academic performance of public primary schools was explored as presented in table 15.

Table 15: Financial management and academic performance of Public Primary Schools in Kalungu District.

		Correlations	
		Funds Management	Academic Performance
Funds Management	Pearson Correlation	1	.319**
	Sig. (2-tailed)		.000
	N	262	262
Academic Performance	Pearson Correlation	.319**	1
	Sig. (2-tailed)	.000	
	N	262	262

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2017)

From table 15, the study explored the relationship between financial management and academic performance. The study revealed a positive but weak relationship and significant relationship between financial management and academic performance of public primary schools in Kalungu District ($r=.319^{**}$, $p<0.01$). This means that as financial management improves, there is a likelihood that academic performance will improve in public primary schools in Kalungu District. This also means that once financial management is ineffective, academic performance is also likely to be negatively affected since these two variables have exhibited positive associations. The above findings do not agree with Tumen (2013) who shows that it is possible that the school funding model distributes resources to schools equitably but that it fails to affect educational disparity. The results however agree with Bua and Adzongo (2014) who shows that financial resources impact positively on academics of learning institutions.

4.4.2 Monitoring and supervision and academic performance of Public Primary Schools in Kalungu District.

The second objective of the study explored the relationship between monitoring and supervision and academic performance of public primary schools in Kalungu District. The results on this are presented in table 16 below;

Table 16: Monitoring and supervision and academic performance of Public Primary Schools in Kalungu District.

		Academic Performance	Monitoring and Supervision.
Academic Performance	Pearson Correlation	1	.249**
	Sig. (2-tailed)		.000
	N	262	262
Monitoring and Supervision	Pearson Correlation	.249**	1
	Sig. (2-tailed)	.000	
	N	262	262

** . Correlation is significant at the 0.01 level (2-tailed).

From table 16, the relationship between monitoring and supervision and academic performance was explored where the results revealed a positive but weak and significant relationship between monitoring and supervision and academic performance of public primary schools in Kalungu District ($r=.249^{**}$, $p<0.01$). This means improvements in monitoring and supervision are likely to cause academic performance improvements in public primary schools in Kalungu District. This also means that weaknesses in monitoring and supervision will reduce academic performance given the positive associations revealed. Literature also points out some elements of monitoring and supervision as influencing academic performance. Mulinge (2012) investigate the challenges faced by the School Management Committee (SMC) in relation to academic performance. It was however stated that a few of the SMC members were ignorant of their duties and that they did not attend

meetings regularly. Kisémbó (2015) noted that community groups are relevant in determining academic performance levels. Ankoma-Sey and Maina (2016) notes that there was a positive but weak significant relationship between supervision roles of heads and academic performance of students.

4.4.3 Transparency and academic performance in public primary schools in Kalungu District

The third objective looked at the relationship between transparency and academic performance in public primary schools in Kalungu District. The results of the analysis of this objective are presented in table 17 below;

Table 17: Transparency and academic performance in public primary schools in Kalungu District

		Correlations	
		Academic Performance.	Transparency
Academic Performance	Pearson Correlation	1	.297**
	Sig. (2-tailed)		.000
	N	262	262
Transparency	Pearson Correlation	.297**	1
	Sig. (2-tailed)	.000	
	N	262	262

** . Correlation is significant at the 0.01 level (2-tailed).

From table 17, the relationship between transparency and supervision and academic performance was explored where the results revealed a positive but weak and significant relationship between transparency and academic performance of public primary schools in Kalungu District ($r=.297^{**}$, $p<0.01$). This means improvements in transparency by the SMC are likely to cause academic performance improvements in public primary schools in Kalungu District. This also means that the weakness in transparency of the SMC will eventually translate into reduced or poor academic performance given the positive associations revealed. Aboki (2016) notes that every single individual part of the school

system is accountable to one another. Still, Worldwide, educational institutions face increasing pressures to be more open and communicate more with stakeholders (US Department of Education, 2014). Finally, Lourenço et al. (2016) show that transparency is being regarded as essential to enhance trust in the education system at all levels. All these show that there is a positive relationship between transparency and academic performance in learning institutions.

4.4.4 Accountability and academic performance in public primary schools in Kalungu District

The final study objective looked at accountability and academic performance in public primary schools in Kalungu District. The processed results for this objective are presented in table 18 below;

Table 18: Accountability and academic performance in public primary schools in Kalungu District.

		Correlations	
		Academic Performance.	Accountability
Academic Performance	Pearson Correlation	1	.324**
	Sig. (2-tailed)		.000
	N	262	262
Accountability	Pearson Correlation	.324**	1
	Sig. (2-tailed)	.000	
	N	262	262

** . Correlation is significant at the 0.01 level (2-tailed).

From table 18 above, the relationship between accountability and academic performance was explored where the results revealed a positive but weak and significant relationship between accountability and academic performance of public primary schools in Kalungu District ($r=.324^{**}$, $p<0.01$). This means improvements in accountability by the SMC are likely to cause academic performance improvements in public primary schools in Kalungu District. This also means that a weakness in accountability by the SMC will finally result into reduced

academic performance given the positive associations revealed. In relation to literature, Moswela(2014) notes that the fact that they are on payroll makes their position in the accountability framework unclear and therefore difficult to place. Shawyun (2015) also shows that performance and accountability from the inherent internal processes that affect the final student external outcome performance.

4.5 Regression analysis

The study also ran the regression analysis to determine which variable or variables under the SMS had the greatest influence academic performance. Subsequently the results of the analysis on this are presented in table 19 below;

Table 19: Regression analysis between transparency, accountability, financial management, monitoring and supervision and academic performance

Regression

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.420 ^a	.177	.164	.894		
Predictors: (Constant), Transparency , Accountability , Financial Management, Monitoring and Supervision						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.056	4	11.014	13.790	.000 ^b
	Residual	205.272	257	.799		
	Total	249.328	261			
a. Dependent Variable: Academic Performance.						
b. Predictors: (Constant), Accountability , Transparency , Monitoring and Supervision , Financial Management						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.130	.164		6.880	.000
	Financial Management	.151	.085	.124	1.767	.078
	Accountability	.140	.056	.178	2.507	.013

Monitoring and Supervision	.069	.059	.078	1.174	.242
Transparency	.174	.067	.173	2.593	.010
Dependent Variable: Academic Performance					

The results of regression analysis in table 18 indicate that accountability, transparency, monitoring and supervision, financial management are predictors of academic performance in public primary schools in Kalungu District ($F= 13.790, P<0.01$). The four variables explain 16.4% of the variance in academic performance (Adjusted R Square =.164, $p<0.01$).

Accountability (Beta=.178) and Transparency (Beta=.173) emerged the strongest predictors of academic performance, followed by Financial Management (Beta=.124) and lastly was Monitoring and Supervision (Beta=.078).

The results above therefore suggest that changes in academic performance can be attributable to accountability, transparency, monitoring and supervision and financial management. However, accountability takes the greatest potential to determine academic performance variations. It therefore deserves the greatest concentration although other parameters need to be attended to as well. The above findings are supported by previous studies. For instance, Schools that demonstrated high standards of achievement in academics and management had school management committee members who are well trained and experienced (Republic of Kenya 2013). It is also reported in the World Bank (2008) that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources. Finally, Kisembo (2015) noted that community groups are relevant in determining academic performance levels. Still, these relations further confirm that the use of systems theory and the consideration of all stakeholder interests in schools provide avenue for better achievement of academic performance.

4.6 Summary

The chapter has provided details of the findings and how they link with previous studies. The results above have revealed that there exists a link between school management committees, the school environment and academic performance. The academic performance has been revealed to be generally poor and the correlations and regressions have indicated how school management committees effectiveness influences academic performance. The next chapter provides a summary of findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter contains the summary of findings, conclusion and recommendations. The presentation follows the order of the objectives which were; to assess the level of effectiveness of school management committees in public primary schools in Kalungu District; to assess the quality of academic performance of pupils in public primary schools in Kalungu District; and to establish the relationship between the level of effectiveness of school management committees and quality of academic performance in public primary schools in Kalungu District.

5.1 Summary of Findings

5.1.1 School Management Performance in Public Primary Schools in Kalungu District

The study revealed that funds allocated to public primary schools were largely adequate to cover all the school budget items. The study also revealed that SMC members were unable to closely compare the performance of a public primary school against set targets and advice accordingly. It was also revealed that SMC members failed to encourage teachers, head-teachers and SMC to work together harmoniously. SMC members failed to help public primary schools to come up with a development plan whenever it is needed. The study also revealed members did not help adequately in solving funding challenges in public primary schools. The members participated in strategy formulation for public primary schools. SMC members did not help to encourage teachers, head-teachers and SMC to work together harmoniously. SMC members failed to ensure that all expenses in public primary schools were made in line with earlier set budget lines. Members still participated in the budgeting process for public primary schools. The study revealed that SMC members did not

encourage auditing of all books of accounts related to public primary schools. The study further revealed that SMC members failed to help public primary schools to come up with a development plan whenever it is needed. Generally, the SMC were largely ineffective in the execution of their roles.

5.1.2 Academic Performance of Pupils in Public Primary Schools in Kalungu District

The study explored the quality of education and several findings were noted. Pupils in public primary schools in Kalungu missed the beginning of term tests/exams. The study also found out that P.L.E scores for the public primary schools in Kalungu District were not improving in the last 3 years. This shows poor academic performance in public primary schools in Kalungu. Pupils in public primary schools in Kalungu did mid-term tests/exams. SMC also failed in their supervision and monitoring roles. Some candidates in public primary schools in Kalungu District did not sit for P.L.E, an indicator that they were not good enough to sit for the exams, which also shows failure limited academic progress.

The study further found out that Pupils in public primary schools in Kalungu missed the end of term tests/exams. The study revealed that public primary schools did not participate and compete favourably in regional examinations. In addition, the study found out that academic performance of the schools in Kalungu was not improving in the past 3 years. The quality of academic performance was thus not good enough.

5.1.3 The Relationship between the School Management Committees and Academic Performance of Public Primary Schools in Kalungu District.

Financial Management and Academic Performance

The study revealed a positive but weak and significant relationship between financial management and academic performance of public primary schools in Kalungu District. This result is similar to what Tumen (2013) reported that the differences in levels and uses of school funding are not related to differences in disparities across schools. In the same way, But and Adzongo (2014) found out that prompt payment of staff salaries and allowances significantly impact on the management of secondary schools

Monitoring and supervision and Academic Performance

The study further found a positive but weak and significant relationship between monitoring and supervision and academic performance of public primary schools in Kalungu District. In relation to literature, Ankoma-Sey and Maina (2016) revealed that there was a positive weak significant relationship between supervision roles of heads and academic performance of students.

Transparency and Academic Performance

The study further revealed a positive and significant relationship between transparency and academic performance of public primary schools in Kalungu District. In relation to literature, Lourenço et al. (2016) note that transparency seems to be clearly associated with some core routines and processes of educational institutions, such is the case of student assessment. Furthermore, Aboki (2016) notes that every single individual part of the school system is accountable to one another. Therefore, accountability, if rigorously practiced and focused, encourages school improvement, including academic performance improvements.

Accountability and Academic Performance

The study finally revealed a positive but weak and significant relationship between accountability and academic performance of public primary schools in Kalungu District. Having discovered the importance of accountability, Moswela (2014) recommends that higher authorities in education should continue their efforts to encourage parents and other significant stakeholders to take interest and participate in education matters at schools.

The four variables (financial management, monitoring and supervision, transparency and accountability) explain 16.4% of the variance in academic performance. This further proves that the existence of school management committees at the school level in a systematic setting as well as involvement of all stakeholders remains key in the quest for improved academic performance in public primary schools.

5.2 Conclusion

The study concludes that school management committees are largely relevant to the schools. Once these committees are well managed to become effective, they have a potential to make a revolution and enhance the performance of public primary schools. The contribution of school management committees is reflected in how they are able to accomplish the functions of financial management, monitoring and supervision, transparency as well as ensuring accountability in all the activities done at school and on behalf of the schools.

Good performance of public primary schools is a key objective for all education internal and external stakeholders. Academic Performance of Pupils in Public Primary Schools is a key indicator that schools are doing well. This is mainly seen to appear as national examination scores, continuous assessment as well as class attendance. The way schools score on these parameters is reflective of academic performance and Kalungu public primary schools have

been revealed to perform poorly in P.L.E results, academic assessment and retention of pupils.

The study has revealed positive and strong relations between school management committee, and academic performance of Public Primary Schools. Of the two variables, of school management committees is a greater predictor of academic performance. Thus, more focus needs to be given to School Management Committees to ensure that they adequately perform their duties.

53 Recommendations

i) General recommendation

The study recommends that all efforts possible should be made to ensure that SMC remain very effective as their ability to play their roles is a great determinant of academic performance. This should start from how the SMC are elected, how they conduct business, the mix of the members, openness in communication among others.

ii) Specific Recommendations

a) The study recommends that harmony should be maintained between the members of the school management committees especially the teachers, head teachers and parents as well other representatives. This can be achieved through continuous timely meetings, transparency and resolving conflicts through dialog before they escalate to unmanageable levels.

b) Schools should do their best to harmonize the external and internal environment. They should ensure that the minimum requirements are met, provide accommodation to teachers to reduce the burden of transport and make teachers more available on time. The issues of sanitation should also be worked on in a bid to ensure improve hygiene. These environmental factors once harmonized will make learning more possible.

c) The District education office should ensure that the supervision role is strengthened. This will wake up non-performers and ensure checks and balances throughout the education system, from the ministry, district and finally the individual school.

d) Learner's characteristics need to be constantly monitored and improved, especially the aspects of pupil's discipline, attendance, compliance with school laws and inter-pupil relations.

e) Parents need to be more involved in the school affairs as they are stakeholders. They should be updated on what the schools are doing or plan to do well in advance to ensure that their full support is secured as well as minimizing tendencies of wrong grapevine which may damage performance of the SMC and the schools.

5.4 Areas for Further Research

The Leadership style by SMC and the effectiveness of SMC.

The role of parents in child education.

Monitoring and supervision of Education institutions in rural Uganda.

Teachers' competence and academic performance in Primary Schools.

Exploring the possibility of adoption of cumulative pupils' assessment at P.L.E stage.

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APPENDICES

Appendix I: Questionnaire

Dear respondent, I am Kitenda Aisha, conducting an academic research under the topic **“school management committees on academic performance public primary schools in Uganda a case of Kalungu district local government”** You are requested to participate in this study. This is an academic research and your response will be treated with the utmost confidentiality it deserves.

SECTION I: General Information (please tick the appropriate box below)

1. Gender of respondent?

(a) Male (b) Female

2. Age bracket of respondents?

a) 18-30 b) 31-45 c) 46 -55 d) 46 -55 e) 56-65
f) 66 and above

3. Highest Education level of respondents?

a) O-level b) A-level c) Diploma d) Degree
e) Master's degree f) others (specify).....

4. Respondent category

a) School Management Committee Member b) Head teacher
c) Deputy Head Teacher

5. Duration serving in the category stated in “4” above a) Less than 5 years

b) Between 5 and 10 years c) More than 10 years

SECTION II: SMC AND ACADEMIC PERFORMANCE OF PUBLIC PRIMARY SCHOOLS IN KALUNGU

This section assesses the roles of SMC in primary schools in Kalungu. Please study the questions provided and indicate your opinion by following the key provided; where;

1=strongly disagree (SD), 2= Disagree (D), 3=not sure (NS), 4 = Agree (A) and 5= strongly Agree (SA).

No.	STATEMENT	SD	D	NS	A	SA
	FINANCIAL MANAGEMENT AND PERFORMAMNCE OF PUBLIC PRIMARY SCHOOLS					
PF1	Funds allocated to public primary schools are enough to cover all the school budget items	1	2	3	4	5
PF2	The school management committee members help in solving funding challenges in public primary schools	1	2	3	4	5
PF3	In public primary schools, funds are spent only on activities that are budgeted for	1	2	3	4	5
PF4	School management committee members participate in lobbying for funding for public primary schools.	1	2	3	4	5
PF5	School management committee members participate in the budgeting process for public primary schools.	1	2	3	4	5
PF6	School management committee members ensure fair allocation of funds among public primary schools.	1	2	3	4	5

	MONITORING AND SUPERVISION					
PF7	School management committee members participate in the	1	2	3	4	5

	monitoring and supervision strategy formulation for public primary schools					
PF8	SMC members take time to identify the lazy teachers and recommend actions.	1	2	3	4	5
PF9	SMC members monitor all school assets to ensure that they are safe and in good condition.	1	2	3	4	5
PF10	SMC members monitor the performance of a public primary school against set targets and advice accordingly.	1	2	3	4	5
PF11	SMC members ensure that all expenses in public primary schools are made in line with earlier set budget lines	1	2	3	4	5
	TRANSPARENCY					
PF12	SMC members display of funds received on the notice board	1	2	3	4	5
PF13	SMC members ensure that all expenses in public primary schools are made in line with earlier set budget lines	1	2	3	4	5
PF14	SMC hold meetings to inform the key stakeholders on performance of the school	1	2	3	4	5
PF15	SMC members convene regular stakeholders meeting to share financial performance of a public primary school where they belong.	1	2	3	4	5
PF16	SMC members always search for evidence of value for money in whatever public primary schools the money is spent in.	1	2	3	4	5

	ACCOUNTABILITY					
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P18	SMC ensures that all the parents are involved in the accountability meetings of public primary schools.	1	2	3	4	5
P19	SMC review annual performance reports to verify funds accountability	1	2	3	4	5
P20	SMC encourage Audit of schools, books of Account to ensure accountability procedures are followed.	1	2	3	4	5
P21	SMC take action on issues raised in the audit reports	1	2	3	4	5
P22	SMC submit to the relevant authority accountabilities for all funds received.	1	2	3	4	5

SECTION III: ACADEMIC PERFORMANCE OF GOVERNMENT/PUBLIC PRIMARY SCHOOLS

This section assesses the performance of public primary schools. Please study the questions provided and indicate your opinion by following the key provided; where; 1=strongly agree (SA), 2= agree (A), 3=not sure (NS), 4 = Disagree (D) and 5= strongly Disagree (SD).

No.	Statement	SD	D	NS	A	SA
	ACADEMIC ASPECTS					
	PLE scores					
PP1	P.L.E scores for the public primary schools in Kalungu District have been improving in the last 3 years.	1	2	3	4	5
PP2	All candidates in public primary schools in Kalungu District sit for P.L.E.	1	2	3	4	5
PP3	Academic performance of public primary schools is the same as that of private primary schools in Kalungu District	1	2	3	4	5
PP4	I have not heard incidences of examination malpractice in PLE exams in public primary schools in Kalungu in the past 3 years.	1	2	3	4	5
PP5	On average, most of the pupils in candidate classes in public primary schools in Kalungu are in first grade	1	2	3	4	5
PP6	Compared to our neighboring districts, public primary schools in Kalungu perform better in P.L.E.	1	2	3	4	5

	Assessment					
PP7	Pupils in public primary schools in Kalungu do beginning of term tests/exams.	1	2	3	4	5
PP8	Pupils in public primary schools in Kalungu do mid-term tests/exams					
PP9	Pupils in public primary schools in Kalungu do end of term tests/exams					
PP10	Academic performance of the school where I am attached in Kalungu has been improving in the past 3 years.	1	2	3	4	5
PP11	My school participates and competes favorably in regional examinations.	1	2	3	4	5
PP12	Cases of absenteeism are rare in the public primary school I am attached to	1	2	3	4	5
PP13	Cases of absenteeism are rare in the public primary schools in Kalungu					
	Retention					
PP14	Our teachers are largely willing to continue serving the schools I am attached to.	1	2	3	4	5
PP15	Most of the pupils stay in one school till they complete P.L.E.	1	2	3	4	5
PP16	Parents are pleased with the education that their children get in the public primary schools in Kalungu.	1	2	3	4	5

Appendix ii: Best 20 Performing Schools sorted according to first Grade Percentage

S/N	Name of School	1 st	2 nd	3 rd	4 th	U	X	Total	1 st %	U.G %
1.	St. Mary Immaculate	40	0	0	0	0	0	40	100%	0
2.	St. Kizito Kyamulibwa Mugigi	41	1	0	0	0	0	42	96.7%	0
3.	Bwanda St. Theresa	32	9	0	0	0	0	41	78.0%	0
4.	Sacred Heart Kyamusansala	64	19	0	0	0	0	83	77.1%	0
5.	Wagwa Memorial	23	11	0	0	0	0	35	77.1%	0
6.	New Kalungu West	12	8	0	0	0	0	20	60.1%	0
7.	Kyamulibwa Parents	21	46	0	0	0	0	67	31.3%	0
8.	Byana Mary Hill	6	15	1	0	0	0	22	27.3%	0
9.	Kyambala Muslim	15	21	14	9	1	3	63	25.0%	0
10	St. Francis Bbaala	9	28	1	0	0	2	40	23.7%	0
11	Kabungo P/S	21	47	9	9	8	7	101	22.3%	0
12	Kamutuuza Tower	7	25	0	0	0	0	32	21.9%	0
13	St. Emmanuel Pilot	5	11	0	0	0	0	25	20.0%	0
14	St. Cecilia Villa	8	34	3	1	0	1	47	17.4%	0
15.	St. Kizito Nalinnya	13	52	17	4	0	3	89	15.1%	0
16	St. Francis Villa	6	19	11	3	3	1	43	14.3%	0
17	Novic P/S	8	49	3	0	0	0	60	13.3%	0
18	Kasuula Muslim	8	22	6	3	8	2	47	13.3%	0
19	Kabaale Tauhid	7	29	8	5	5	7	61	13.0%	0
20	St. Joseph Kalangala	16	81	22	11	1	3	134	12.2%	0

Source: Department of Education Kalungu District.

Appendix iii: The Twenty (20) poorly performed schools ranked in order of percentage failures

S/N	Name of School	1 st	2 nd	3 rd	4 th	U	X	Total	1 st %	U.G %
1.	Kyagambiddwa P/S	0	2	7	4	45	5	63	0	77.6%
2.	Kabaale R/C	0	3	2	4	27	4	40	0	75.0%
3.	Kinoni Muslim	0	2	1	7	27	2	39	0	73.0%
4.	Kiwoomya P/S	0	4	3	10	13	0	30	0	43.3%
5.	Kisaana Muslim P/S	1	12	7	10	22	2	54	0	42.3%
6.	Lugeye Muslim P/S	0	2	2	6	7	0	17	0	41.2%
7.	Mirembe R/C	0	15	12	14	27	0	68	0	39.7%
8.	Namwanzi P/S	0	4	9	3	9	0	25	0	36.0%
9.	KitiKasasa P/S	0	0	2	16	9	0	27	0	33.3%
10	Ssala Good Hope	0	7	14	18	18	4	61	0	31.6%
11	Kyambala R/C	0	1	3	7	5	0	16	0	31.3%
12	St. John Ttowa	0	5	8	5	8	2	28	0	30.8%
13	Bulungibwazadde P/S	0	2	11	8	9	2	32	0	30.0%
14	Kitosi Mixed	0	14	15	14	18	1	62	0	29.5%
15.	Kasaka C/U	0	2	4	6	5	1	18	0	29.4%
16	Fatih Islamic P/S	0	12	18	16	18	3	67	0	28.1%
17	Kitamba P/S	0	15	14	7	14	2	52	0	28.0%
18	KabaaleTauhid P/S	14	24	16	16	26	8	104	14	27.1%
19	Naluunya P/S	1	5	7	5	7	0	25	1	26.9%
20 th	St. Gertrude Kyamulibwa	0	8	5	2	5	0	20	0	25.0%
20 th	Busoga P/S	0	4	5	9	5	0	24	0	25.0%

Source: Department of Education Kalungu District

Appendix iv: Summary of the District PLE Performance from 2014- 2016

	DIV. I	DIV II	DIV .III	DIV IV	FAILURE	X	TOTAL
2016	464	1948	883	813	633	153	4894
%	9.8 %	41.0%	18.6%	17.1%	13.4%	3.1%	
2015	429	1916	972	698	609	191	4815
%	9.3%	41.4%	21.0%	15.1%	13.2%	4.0%	
2014	481	1906	892	576	474	203	4532
%	11.1%	42.1%	19.5%	12.5%	10.5%	4.4%	100%

Source: Department of Education Kalungu District (2017)

Appendix v: Best 10 Performing Schools sorted according to first Grade Percentage

S/N	Name of School	1st	2nd	3rd	4th	U	X	Total	1st %	U.G %
1.	St. Mary Immaculate	40	0	0	0	0	0	40	100%	0
2.	St. Kizito Kyamulibwa Mugigi	41	1	0	0	0	0	42	96.7%	0
3.	Bwanda St. Theresa	32	9	0	0	0	0	41	78.0%	0
4.	Sacred Heart Kyamusansala	64	19	0	0	0	0	83	77.1%	0
5.	Wagwa Memorial	23	11	0	0	0	0	35	77.1%	0
6.	New Kalungu West	12	8	0	0	0	0	20	60.1%	0
7.	Kyamulibwa Parents	21	46	0	0	0	0	67	31.3%	0
8.	Byana Mary Hill	6	15	1	0	0	0	22	27.3%	0
9.	Kyambala Muslim	15	21	14	9	1	3	63	25.0%	0
10	St. Francis Bbaala	9	28	1	0	0	2	40	23.7%	0

Source: Department of Education Kalungu District (2017).

Appendix vi : The Twenty (10) poorly performing schools ranked in order of percentage failures.

S/N	Name of School	1 st	2 nd	3 rd	4 th	U	X	Total	1 st %	U.G %
1.	Kyagambiddwa P/S	0	2	7	4	45	5	63	0	77.6%
2.	Kabaale R/C	0	3	2	4	27	4	40	0	75.0%
3.	Kinoni Muslim	0	2	1	7	27	2	39	0	73.0%
4.	Kiwoomya P/S	0	4	3	10	13	0	30	0	43.3%
5.	Kisaana Muslim P/S	1	12	7	10	22	2	54	0	42.3%
6.	Lugeye Muslim P/S	0	2	2	6	7	0	17	0	41.2%
7.	Mirembe R/C	0	15	12	14	27	0	68	0	39.7%
8.	Namwanzi P/S	0	4	9	3	9	0	25	0	36.0%
9.	KitiKasasa P/S	0	0	2	16	9	0	27	0	33.3%
10	Ssala Good Hope	0	7	14	18	18	4	61	0	31.6%

Source: Department of Education Kalungu District