

THE ROLE OF SCHOOL MANAGEMENT COMMITTEE AND PUPILS'
PERFORMANCE IN GOVERNMENT PRIMARY SCHOOLS IN RUHIJA
TOWN COUNCIL RUBANDA DISTRICT

BY

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2019/A/BEP/1700/R

A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
DEGREE OF BACHELOR OF EDUCATION
OF KABALE UNIVERSITY

MARCH, 2022

DECLARATION

I, **NIWA GABA ALEX** declare whole-heartedly that this Research Report has been done out of my sweat and I confess that it has never been submitted to any institution of higher learning for any award.

Signature

NIW AGABA ALEX

Date **7th mrd. [9022** -----

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APPROVAL

This is to certify that this Research Report presented has been conducted under my support and intense supervision and time has come for its submission and approval by the Faculty of Education for further examination.

Signed;

A handwritten signature in blue ink, appearing to read 'Ainomugisha Jeremiah', written over a dotted line.

Date: 19/03/2022

MR. AINOMUGISHA JEREMIAH
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DEDICATION

This work is dedicated to my wife **Mrs. Sostine Niwagaba** and my children **Roderick, Adarious, Daniellah and Dalibert** who missed my love, care and support during my study time.

May God bless them all.

ACKNOWLEDGEMENT

I wish to acknowledge **God's** effort, mercy and protection, knowledge and wisdom that made me succeed in my studies.

My special recognition goes to my supervisor **Mr. AINOMUGISHA Jeremiah** whose advisory and technical support made me succeed in this research report.

Needless to recognize are my Mr. Byarugaba Richard and Mr. Kirwamunda Venerandah for their support.

Lastly, I acknowledge the support given by Mrs. Clemensia and Diogen. Thank you very much. May they live longer.

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LIST OF ACRONYMS

Board of Managers

CREATE: Christian Relations with Education Activities in Teaching Elevation

CVI: Content Validity Index

FDSE: Forum for Doctrine of Sensitization in Education

HGSFP: Home Grown School Feeding Program

IGA: Initiative for General Assessment

NGO: Non-Governmental Organization

PTA: Parents and Teachers' Association

RIAT: Responsive Intervening Analysis Technique

SMC: School Management Committee

TSC: Teaching Service Commission

UNESCO: United Nations Education Scientific and Cultural Organization

TIE: Universal Primary Education

ABSTRACT

Participation of School Management Committee members in meetings was one of the ways through which pieces of advice would be provided to the school stakeholders including teachers, learners, head teachers, casual labourers all aimed at shooting in a direction of uplifting the pupils' academic performance (Lamb, 2007). The study was conducted aimed to investigating the role of school management committee on pupils' performance in primary schools in Ruhija Town Council Rubanda District. It adopted cross-sectional survey design alongside qualitative and quantitative paradigms. Questionnaires and interview guides were used to collect data for the study. Sample Size considered only 222 respondents. The objectives included; establishing the impact of advisory role towards pupils' performance; examining the effect of supervisory role on pupils' performance and finally, ascertaining the contribution of empowerment role on pupils' performance in primary schools. The major findings included; advising through meetings which had 60(27%) of respondents, supervision involving cooperation towards pupils' performance that had 3.49 mean score and the standard deviation of 0.839; and School Management Committee to participate in leading to reduced number of children in school that had 35% of the respondents. The study concluded mentioning the role of school management committee on pupils' performance in primary schools in Ruhija Town Council Rubanda District not to have been worth due to a number of loopholes detected in members of the school management committee of certain schools which included but not limited to; development of a culture of not trusting the employees that they could improve academic standards, school management committees disrespecting teachers leading to reduced enrollment of the school and failure of school management committees to understand the responsibilities of each employee in school. Thus, there was need for more research about the role played by the cohort mentioned as to improve on pupils' academic performance. The recommendations included; the school management committee through meetings with members of teaching staff and their head teachers should advise them properly and allow them to execute their duties as expected in order to alleviate levels of understanding to children that lead to excellent academic performance; more research should be carried out to allow the school management committees not to dwell on advising head teachers only on matters of children's performance by suggesting strategies but also the entire stakeholders whose effort can promote academic performance of children in primary schools; need to formulate academic committees advised by the members of school management committee on how to perform through motivational element aiming at doing well academically to promote the names of the school; it is imperative that the schools get in touch with the members of the school management committees who have some formal education to quickly understand the value of education and how plans for developments of certain sectors in school especially academic performance could be made; need to foster supervision that involves cooperation towards pupils' performance by all stakeholders; appointing an active team that can do supervision to let children advance academically is healthy.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Introduction embraced; background of the study, statement of the problem, purpose of the study, specific objectives, research questions, scope of the study, significance of the study, definition of operational terms, and conceptual framework.

1.1 Background of the Study

There was a growing body of literature from researchers and educationists which made an attempt to examine the relationship between School Management Committee and Pupils' Academic Performance (Orodho, 2014; UNESCO, 2009; Waweru & Orodho, 2014). The results revealed rather spurious relationship (Waweru & Orodho, 2014).

However, what was clear was that educational management in primary schools in the United States of America involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). This effectiveness according to UNESCO (2009) was judged by the extent to which schools generally met the expectations of the society within which they were established.

According to a background Craig, Kraft & DuPlessis (2008) there was some evidence that when teachers took a more proactive approach to a problem of poor performance and dropout, this was able to improve the situation (Ananga, 2010). Christian Relations with Educational Activities in Teaching Elevation (CREATE) work in Southern Ghana revealed that a few teachers in some schools sensitive to the problem of dropout were able to encourage 'drop in'. They achieved this by identifying children at risk of dropping out and attended to the factors that contributed to their chances of dropping out such as, providing writing material and food on condition that children attended school regularly (Andanje, 2010).

Since independence, the Kenyan government demonstrated commitment to the provision of quality primary school education through allocation of financial resources, provision of trained teachers and establishment of quality assurance department (Republic of Kenya, 2009).

According to Borg & Gall, (2009), shortage of teachers, lack of basic facilities, community interferences, poor teaching methodology and administrative related factors such as poor management of school resources were noted as some of the factors that the school management committees performed.

Embu North District had a total of 24 public secondary schools, 7 boarding and 17 day schools. The performance of schools under Forum for Doctrine of Sensitization in Education (FDSE) ~, Embu North District Embu County had been an average of D+ from 2007-2011 (Carron & Chau, 2016). This was a failure because the graduates of this grade did not qualify in most careers for further education and training (Kenya National Examinations Council, 2014). It was apparent that various intertwined factors could be responsible for this poor performance in the district. This background prompted the undertaking of this study on management strategies that were applied to enhance students' academic performance in schools under FDSE in Embu North District, Embu County, Kenya. Head teachers should be in constant communication with the **Teaching Service Commission (TSC) to ensure that the schools received adequate staffing for** the delivery of quality education. Head teachers devised strategies such as the old students' associations and organize community fundraisers to help equip schools for retention and delivery of quality education (Condy, 2008).

In Uganda, a study done by Achoka (2007) on the role of the principal, for change to take place in school, the present school principal should be an advisor to students, teachers and the community. He /she should be in a position to identify possible threats against retention rates and reverse the situation. He/she needed to act as a counselor to not only the students but also parents and teachers because this could assist all parties interested in the education life of the learner to appreciate the need to be educated. Achoka (2007) concurred with Waweru and Orodho (2014) that a primary school head teacher endeavored to provide the best school climate to entice students to complete schooling by making school free from violence, threats, intimidations, hatred, and witch-hunting and develop rich co-curriculum, remedial interventions for **SL3** learners to avoid repetition, frustration and dropout. He/he was a developer by putting more effort in developing academic and co-curriculum programmes that were attractive and competitive to occupy all students while at school.

With the introduction of the free primary education in Uganda, schools got some funding from the government while parents were required to meet various other costs such as school development projects and boarding fees (Republic of Uganda, 1995). The issue of finance was crucial to retention and the provision of quality education since it determined the quality of physical facilities, teaching and learning materials, quality of teacher motivation and teachers employed in the time of shortage (Mobegi et al., 2010). School discipline was a system of arranging conditions for healthy learning (Okumbe, 2001). Head teachers maintained discipline in their schools by helping their staff and pupils developed unique and individual personalities with a cultural background and group consciousness. The school administration therefore involved pupils to make choices in life reasonably and independently through guidance and counseling. Ramachandran (2001) in her study of secondary school strikes explained that discipline in schools was a function of the school administration. It depended on the head teachers' administrative, supervisory, and organizational, leadership abilities and styles since he bore the general responsibility of clarifying the school purpose and philosophy. The effects of schools in poor areas often outweighed the impact of family background and practices (Orodho, 2014).

Further, although many constraints exist, schools played a role in helping parents to enhance home curriculum and improve the quality of parental involvement in their children's education through school management committee. Strategies included; for example, partnering with organizations such as public health providers and non-governmental organizations (NGOs), asking parents to participate in assessment of their child's progress, offering clear, regular nonthreatening communication, and including parents in decision making groups at the school (Redding, 2000; Waweru & Orodho, 2014).

Ipata (2011), in her study on cost saving measures on access, retention and performance in public secondary schools in Teso Districts found that most schools were under staffed. This contributed to high expenditure due to employment of Board of Managers (BoM) teachers affecting the quality of teaching process, schools lacked quality buildings, science equipment, shortage of teachers, and Initiative for General Assessment (IGA) which would help needy students by giving them bursaries to enhance retention and performance.

Andaje (2012) in a pilot project of donating sanitary pads to schools in Narok, it was hoped the girls' truancy would be curbed, performance would improve, they would attend school uninterrupted and their hygiene would be guaranteed. Besides receiving the pads, they also received panties as a way of retaining them in school. Gay (2012), in his study on Home-Grown School Feeding Programme (HGSFP) and its implications on access and performance in primary schools in Kathozweni District established that, HGSFP had a positive impact on the retention and performance of pupils in schools since the schools with HGSFP registered little or no dropout rates over the years. The pupils were able to perform well and complete the primary school cycle.

It was upon this background that the study investigated the role of school management committee on the academic performance in government primary schools in Ruhija Town Council, Rubanda District.

1.2 Statement of the Problem

Primary schools had many challenges of which there was low performance persistence in schools because the school attendance appeared to weaken with age. This was brought by weak school management committees that feared to sit to look for a solution for the performance of their children due to the fact that all government aided primary schools accessed Universal Primary Education programme that did not hinge the payments' issue to develop the child. These were inculcated by the fact that education was free. Teachers did not get good pay from government and so did not mind much about the methods of enhancing good quality teaching that might lead to good performance. For this reason therefore, the school management committees had to see how the pupils found it hard to pass well and found it better to plan for the issue of pupils' performance. The study was therefore; set to investigate the role of School Management Committee on Pupils' Performance in Primary Schools in Ruhija Town Council, Rubanda District.

1.3 Purpose of the Study

The purpose of the study was to analyze the role of School Management Committee (SMC) on pupils' Performance in Government Primary Schools in Ruhija Town Council, Rubanda District.

1.3.1 Specific Objectives of the Study

The study was guided by the following specific objectives:

1. To establish the impact of advisory role towards pupils' performance in primary schools in Ruhija Town Council, Rubanda District.
2. To examine the effect of supervisory role on pupils' performance in primary schools in Ruhija Town Council Rubanda District.
3. To ascertain the contribution of empowerment role on pupils' performance in primary schools in Ruhija Town Council, Rubanda District.

1.3.2 Research Questions

1. What is the impact of advisory role towards pupils' performance in primary schools in Ruhija Town Council, Rubanda District?
2. What is the effect of supervisory role on pupils' performance in primary schools in

1.4 Scope of the Study

The study conveyed the connections with the geographical scope, content scope, and time scope as indicated here below.

1.4.1 Geographical Scope

Ruhija Town Council was one of the town councils in Rubanda District that bordered with Kyanamira, Bukinda, Kaharo and Rwanda. It was carried out in selected primary schools including Mburameizi *PIS*, Ruhija *PIS*, Bitanwa *PIS*, and Kyogo Mburameizi Annex Primary school. The Town Council lied South Western part of Uganda and was located approximately 480 Km (3000miles) off Kabale-Kisoro on the right hand side by road South-West of Kampala, Uganda's Capital and largest City. The area lied 6600ft above sea level. The co-ordinates of the area are 01 15 00S, 29 59 24E (Latitude: 1.2500.9900).

1.4.2 Content Scope

The study was concerned with three major themes including; the advisory role and academic performance, the supervisory role and academic performance and the empowerment role and academic performance in primary schools in Ruhija Town Council in Rubanda District.

1.4.3 Time Scope

3.The study took a period of seven months beginning from the month of December 2021 up to the month of March, 2022. The period of six months for the study was justified for the reason that at mus time that was when there was free space for the research in question as the researcher had got time to concentrate on her

work since all along she was engaged in class work. Time for interacting with viable respondents was ripe for reliable information to determine the fate of the study.

The researcher hoped that the study would form a basis for further research on the management of educational institutions in general. This would lead to the generalization of new ideas for the better and efficient management of primary schools and other educational institutions in Uganda and the rest of the world.

16 Conceptual Framework

The conceptual framework below described the relationship between the role of school management committee and pupils' performance in primary schools of Ruhija Town Council, Iabale District.

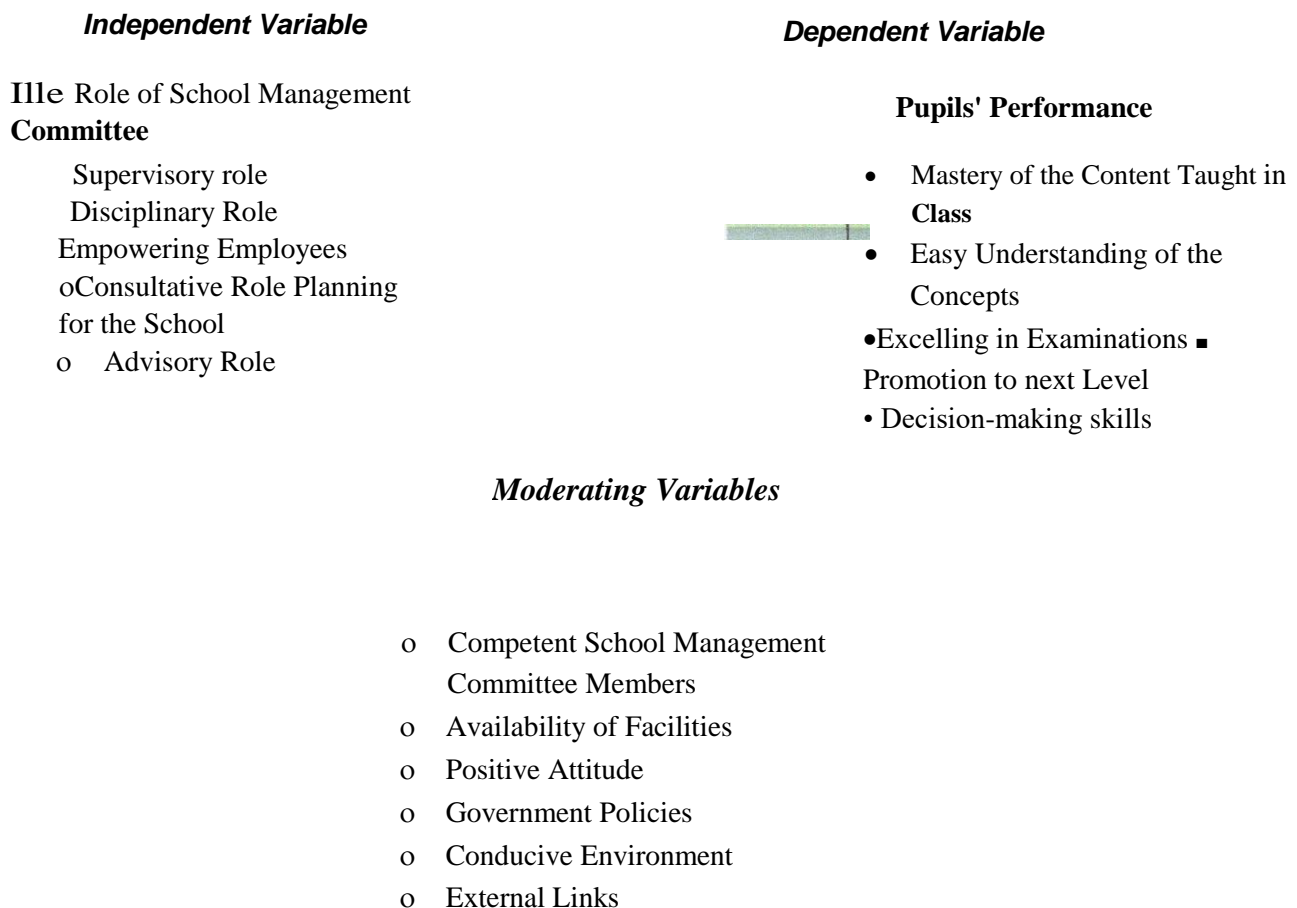


Figure 1: Conceptual Framework for the relationship between the role of school management committee and pupils' performance.

In the conceptual framework depicted in Figure 1, the role of school management committee was confirmed to influence the pupils' academic performance in primary schools in Ruhija Town Council, Rubanda District. The role of management committee was defined as; supervisory role, disciplinary role, empowering the employees' role, consultative role, and planning for the school and advisory role. The framework affirmed that the state of advisory role, disciplinary role, empowering employees, consultative role, planning for the school and advisory role directly affected the mastery of the content taught in class, easy understanding of concepts, excelling in examinations, promotion to next level and decision-making skills. However, this relationship was modified by attitude, government policies, conducive environment, and external links with technological advancement.

1.1.1 Definition of Operational Terms

Management: This was the art of directing, planning, organizing and leading sorted groups of people and property of any given organization towards achieving the set goals and objectives. **Education:** Education meant the act of getting knowledge, habits, values, customs, beliefs, norms and attitudes from one generation to another.

Committee: A committee was a cohort of members with similar aspirations and interests whose aim is to develop a certain phenomenon of an organization as a whole.

CHAPTER TWO

LITERATURE REVIEW

20 Introduction

Focus on the educationists and their contribution towards the study at hand either in a similar or somewhat related to it. The literature is vast to portray the clear message basing on advisory role, supervisory role and employees' empowerment role all shooting to the academic performance of pupils in primary schools in Ruhija Town Council Rubanda District. The details are given in the subsequent headings as hereunder.

21 Advisory Role and Pupils' Performance

Participation of School Management Committee members in meetings is one of the ways through which pieces of advice are provided to the school stakeholders including teachers, learners, head teachers, casual labourers all aimed at shooting in a direction of uplifting the pupils' academic performance (Lamb, 2007). According to head teachers, School Management Committee meetings should be regular in schools. Head teachers of schools should report matters of advisory to the members of School Management Committee prior to the meeting. The meetings should be conducted frequently i.e. more than 8 times in a year to put on line what has been in a myth in order to help the employees work better for academic performance of pupils which is the major role of the school establishment (Republic of Kenya, 2009).

There is a difference between the opinions of School Management Committee (SMC) members' advisory role and head teacher's advice to members of staff as exhibited with respect to the frequency of what each cohort says in meetings (Darling-Hammond, 2007). What the head teachers fail to say is said by the members of the school management committee that empowers the head teacher to take a supervisory role over every employee in school as the immediate supervisor as well as the technical person. Systems of democratic tendencies have to prevail so that the employees work willingly towards shaping the learners towards harnessing the academic performance in school (Mgbodile, 2004).

According to Lamb (2007) decentralization in India which provides a platform for local self-governance gives chance to all stakeholders in schools to advise each other regardless of the

ranks and portfolios held by each member. This issue discusses strategies of promoting academic **focused** programs that everyone has to contribute towards. In such meetings the School Management Committees (SMC) members do not take an absolute decision in technical issues of academic but instead leave everything with the head teacher to execute what has been discussed. Meetings at times are less frequent than head teachers claim, and discussions often focus on the utilization of funds and the school development grant which is given to each school (Ngugi, 2006)

Lunenberg & Ornestein (2011) contend that head teachers reports are always followed in meetings of academic interest and the general school development where the committees wish to **know** how developments are being realized and by what modalities which stimulate their interest to meet quit often. In some schools discussion focuses on quality and school activities as well as **school** infrastructure. It is the role of the School Management Committee to provide strategic guidance for the School and to effectively oversee and review the School's management. Governance practices require the School to formalize and disclose the roles and responsibilities of each stakeholder.

according to Zapenda (2004), good governance requires the School Management Committee to **adapt** to the distinctive characteristics of an academic environment and act in a way that exemplifies and reinforces the institution's core values and ethos oversee all aspects of the **School**, including its control and accountability systems and approve the expenditure and capital budgets so that an advisory role helps the schools to develop by eliminating overspending on **perry** issues that do not rhyme with academic improvement.

Not only do members of the School Management Committee advise the school stakeholders but also appoint, review and, in some cases, remove any employees including the head teacher who **Ee**: to perform to the expectation as it follows the legal procedures and provide ongoing support and supervision where necessary to advance programs of the day-to-day running of the school. **Thus** can be done by taking time to handle grievances concerning the head teacher in an attempt **to harness** develop and maintain healthy relationships with key stakeholders including effective communication channels in the school and beyond (Darling-Hammond, 2007).

Mgbodile (2004) maintains that ensuring a strategic approach to the school's future by setting major goals, policy frameworks and strategies of positive advice to the teachers and learners in an individual school is important for the School Management Committee. Willms (2000) mentions that members should actually set the tone and the ethical standards of the school and monitor adherence to them; and takes chance to review plans and budgets established by school **to** ensure proper management possible for the development of the school with focus on particular issues more especially those pertinent to improving the academic performance of the learners.

Ngugi (2006) contends that the advisory role of the School Management Committees in Primary Schools stretches even beyond what one can imagine since there is even need for approval of all material expenditure outside the budget of the school in order to promote school standards. As long as in future there could be means to pay the ultimate debt the school owes to the public, hen it's okay to advance in that venture.

2.2 Supervisory Role and Academic Performance

The contribution of the School Management Committee in primary schools is paramount as it may include providing cooperation and suggestions, physical support, help with mid day meals from the supervisory checks and balances (Waweru & Orodho, 2014). There are variations in the opinions of School Management Committee (SMC) members as well as school heads located in different schools. In a research conducted in India finds the following variations in the supervisory roles of the School Management Committees. In Dindori, 35% out of 23 School Management Committees report that in their supervision effectiveness they find the utilisation of funds without specifying the item on which the fund is utilized compared to 10% and 15% respectively in Rewaand Rajnandgaon. Only four schools in Rajnandgaon School Management Committee provide details of the financial contribution to the schools that is based on improving die academic performance (Lunenberg & Ornstein, 2011).

Verwimp (2009) contends that the kind of contribution provided by the School Management Committees in most rural schools is being inadequate especially when the school does not cater for their transport allowances and other financial based components. Some chairpersons of the committees find it easy to get money from schools but many of them do not mind about the

Improvements in the academics of children in all classes. Also, Zapenda (2004) mentions that in schools where the head teacher is not a native of the area, the School Management Committee tends to overshadow the head teacher's responsibilities aiming at manipulating all the school systems in order to financially depend on school income. Therefore, the supervisory role turns into something else.

UNESCO (2006) affirms that School Management Committees (SMC) reportedly do not have a contribution towards the academic standards of children even when they make supervision virtually often. Members only discuss various issues regarding development of schools regardless of academic improvement. In the majority of schools a wide range of issues related to children's education advancement are ultimately not revealed for discussion. Opinions regarding school functioning are usually tackled but nonetheless will they formalize the strategies for enhancing children's welfare among other facts. However, in some schools, School Management Committees are not satisfied with the functioning of some schools where the learning level of children is very low (Willms, 2000).

According to UNESCO (2009) in developing nations, only 37% of School Management Committees report that they are satisfied with the functioning of supervisory entity where the generated reports fall to the learners' welfare and academic performance. In a recent research carried out in Rewa, 59% of the School Management Committees report satisfaction with the functioning of the school, despite the performance of the students being very low. In a related development Waweru & Orodho (2014) maintain that the supervision reports however, indicate that the majority of School Management Committees (83%) in the poorest and most remote cluster of schools express their satisfaction regarding school performance despite being the **poorest** performing cluster, but there are strategies for improved performance in the near future.

The misjudgments by School Management Committees in their supervision program would be because they are not aware of the situation in their schools and/or because they are not allowed to *participate* in monitoring of schooling activities (UNWOMEN, 2011). They appear often to be unaware of the poor performance of children and the type of facilities and teaching that should be offered. School Management Committees need a greater awareness of relevant standards and possible interventions when educational provision is of a poor standard. This call

For more of conducting refresher courses to orient the members of the School Management committees to be equipped with what to do and all that they should do in supervision (Verwimp, 2009)

According to Republic of Kenya (2004), School Management Committee members give various asons for lack of satisfaction with schools they supervise. These include but not limited to the **following**: lack of classrooms; teachers and teaching aids; teachers' ineffectiveness; and lack of teacher's interest in children's studies; and opinions about never enrolment and dropout. UNESCO (2006) adds that most of the School Management Committee members are not aware of the prevalence of dropout and never enrolment in their villages. For example, according to the household data of 2008, in Kenya there has been 106 drop out children and 50 students who have never enrolled in school. However, out of 27 School Management Committees, 21 respond that all the children in their village are in the school and only three schools report that some children are not enrolled. In a related development, the situation is worse and School Management Committees in 29 schools sampled in Uganda respond that all children are enrolled in school (Redding, 2000). In contrast, the household data shows that the cluster had 82 students who had dropped out in Kenya and 78 children who had never been enrolled. There is a mismatch between the perception of School Management Committee members and the actual situation with respect to access and participation (UNESCO, 2009).

2.3 The Contribution of School Management Committee Empowerment on Academic Performance

Orodho (2009) maintains that schools of various cultures fail to meet the required standards of education participation in improving the academic performance because of failure to involve the teachers and other important players in the field of academics and end up losing track in the promotion of learners' academic performance. The children enrolled in schools need to be fully incorporated into programs that develop their performance; something that should be blessed by the School Management Committees that empower teachers and head teachers to be solely responsible for producing results in such learners. The teachers in particular should be given powers to sharpen the minds of children to realize excellent performance in their respective schools without question (Okumbe, 2001).

Ngando (2011) mentions that in other schools, School Management Committees seem to be aware about the high levels of never enrolment and dropout but still this is the result of not empowering the school employees to act professionally towards convincing the children to make **them** busy to be retained in school. This is manifested in some primary schools where head teachers are not allowed to make any decision about the children's enrollment, chasing bad behaved children from school, sending for fees and other school necessities among the many leading to poor performance and also disrespect to the employees due to being powerless as they **o** say (Muilens, Murnane & Willet, 2016).

Mobegi, Oding & Oburu (2010) maintain that the ineffectiveness of the School Management Committees (SMCs), sometimes has questions in regard to empowering the employees especially teachers to have authority on children at school level. Lee, Bryk & Smith (2013) contend that **he** essence of the existence of School Management Committee as seen in Ghana is shown among the number of interventions adopted by the Government of Ghana under the Ghana Education Act of 1994 in all basic schools which aims at strengthening community participation, mobilization for education delivery, as well as improving quality teaching and learning through empowering key stakeholders of schools to act professionally for uplifted performance of children in their schools.

The SMC is a representation of the entire community (Kimbui, 2012). This committee is made up of nine members in each basic school with various representatives from the Municipal Directorate of Education, Head of school, Unit committee, PT A, Chief of the town, Teaching staff, Old Students Association and other co-opted member. The major functions of this committee designated by the Act include; monitoring and supervision of head teachers, teachers and pupils, ensuring maintenance and safety of school infrastructure, ensuring pupil and teacher discipline, assisting teachers to improve teaching and learning, resolving school community conflict and improving teacher community relations by empowering them even to do more of fatherly obligations on children at school level to enhance performance (Ipata, 2011).

The School Management Committees presently do not appear to be effective in many schools due to the following factors; some head teachers and teachers feign ignorance of their existence and refuse to accept and empower them as part of the management system for local schools,

School Management Committees are competing with the better known and better established and resourced Parent Teachers Association (PTA) and some members of SMCs do not understand their roles (Hergreaves, 2001). It is based on these issues that have necessitated the researchers to undertake this study on assessing the impact of the role SMCs roles in improving teaching and learning in Basic schools (Anderson, 2000).

In order to achieve the purpose of the empowerment of all the employees in school setting, there is need to know the responsibilities to be performed by each stakeholder because some employees are not empowered basing on the individual interests by the School Management Committees thinking that the teachers may take over their responsibilities in school (Gray, 2004). The rubbing of shoulders by different parties does not yield positive results when it comes to encouraging the learners to perform excellently academically (Croniger & Lee, 2001). Therefore, asking questions like how adequately are the SMCs in basic schools helping in improving quality teaching and learning through empowering teachers to work freely, would be of great value to have the whereabouts of the developments in academic sphere with the empowerment strategy (Getange, Onkeo & Orodho, 2014).

2.4 Research Gap

No deep research has been carried out to intensify the relevancy of School Management Committees to schools. This is because some schools have not been able to see the responsibilities that the School Management Committees perform in uplifting the standards of performance. It is believed that School Management Committees have failed to sensitize the parents on the use of education vis-a-viz the outcomes in future.

CHAPTER THREE METHODOLOGY

3.0 Introduction

The study in this chapter dealt with research design, area of study, and population of the study, sample size determination, sampling design, information sources, and instrument for data collection, data quality control, and procedure for data collection, data analysis, ethical issues and limitations of the study.

3.1 Study Area

The study took place in Maziba Sub-County Rubanda District with due consideration to one primary school in each parish where out of six parishes, only four were selected for study. The primary schools included; Mburameizi P/S, Ruhija P/S, Bitanwa P/S, and Kyogo Mburameizi Annex Primary.

3.2 Research Design

The study was conducted through cross-sectional survey design alongside qualitative and quantitative paradigms. Cross-sectional research design was used to generate the information by explaining to the individual respondents the gist of the study. It was descriptive to let a few respondents generate pieces of information related to the issues at hand for quality enhancement in the study process. The design was selected for this study because of the nature of respondents being streamlined cohorts to give data in a cross-sectional manner as the message passes across individuals. Questionnaires and interview guides were used in data collection.

3.3 Population of the Study

The research setting for this case study concentrated in primary schools of Ruhija Town Council Rubanda District in 15 primary schools from which the sample size was selected. A total population of 500 was selected of which 15 were head teachers, 65 teachers, 15 SMC members and 405 were pupils. From this population, the sample size was determined following how schools spread across parishes of the Sub County. This was arranged in such a way that, schools were selected from only four parishes where one school was selected from each parish.

3.3.1 Sample Size

The sample size was obtained from the population of the study mentioned above using Slovic's ur 1a

$$n = \frac{N \cdot z^2 \cdot a^2}{1 + z^2 \cdot a^2}$$

where n=Sample Size, N= Study Population (500)
a=Marginal error (0.05)

Therefore, the sample size (n) = $\frac{500 \cdot 1.96^2 \cdot 0.05^2}{1 + 1.96^2 \cdot 0.05^2}$

$$\frac{500 \cdot 1.96^2 \cdot 0.05^2}{1 + 1.96^2 \cdot 0.05^2}$$

$$\frac{500 \cdot 1.96^2 \cdot 0.05^2}{1 + 1.96^2 \cdot 0.05^2}$$

$$\frac{500 \cdot 1.96^2 \cdot 0.05^2}{1 + 1.96^2 \cdot 0.05^2}$$

Sample Size (n) = 222

Table 1: Study Respondents

Respondent	Study population	Sample Size
pupils	405	190
teachers	65	22
Head teachers	15	5
Members	15	5
Total	500	222

Source: Researcher's Innovation

3.3.2 Sampling Techniques

the simple random sampling was used to get the sample size required and the exercise was 17

conducted in such a way that, there were different categories of respondents. Each category of the respondents had their names written on a piece of paper that were put in the container according to the category using the numbers of the target population, shuffled them properly and picked those papers one at a time until the required number was obtained according to the sample size. The names on papers picked in their corresponding numbers constituted the sample size of the study and was therefore used. The same procedure was used to select schools from which the study was carried out. Simple Random Sampling was applicable to respondents because it avoided bias in sample selection meaning that everyone had a chance of being selected for the study.

3.4 Research Instruments

The researcher used Researcher Devised Instruments. These were the Questionnaires and to some extent Interview Guides were given to clients. These looked at the literature highlighted in chapter II. These tools were subjected to 6-10 subjects not part of the key respondents to test their reliability and validity. The tools were designed in close-ended style that freely allowed respondents to react in accordance to the questions in the tools.

3.4.1 Questionnaires

Questionnaires used were well formulated to be used in the collection of the possible data from the field; and were written in a simple language for every respondent to understand. Questionnaires were given to teachers and head teachers for their responses. Only the structured questionnaires were used where there was rating by the respondents on the predetermined responses by the researcher. The questionnaires were preferred because of being well planned and focused, cheap to administer to respondents scattered over a large area, convenient for collecting information from a large population within a short space of time, respondents felt free to give frank answers to sensitive questions and respondents answered questions in their own time.

3.4.2 Focus Group Discussions

Focus group discussion was incorporated in the study to discuss the issues pertinent to the study and its findings were kept by the researcher that she included in the analysis of the collected data. In this case, focus group discussion comprised only pupils because of their big numbers. Pupils

Were arranged in groups and the questions were given to them for discussion. Focus group discussions were preferred because they fetched collective information required for the study, **respondents** shared the ideas harmoniously, and the findings were got in short time.

3.5 Information Sources

The study focused on the primary and secondary sources of data to enhance quality results. The **details** of **both** sources were highlighted hereunder:

3.5.1 Primary Sources

Primary_data was collected through conducting focus group discussions of pupils selected for the Study.

3.5.2 Secondary Sources

The researcher used various textbooks, reference journals, reports, newspapers and periodical publications relating to the research study. These looked at the already existing data that was published regarding the study. This helped to establish areas of agreement and disagreement in regard to the primary data.

36 Data Quality Control

Data quality control was based on both the validity and reliability of the instruments according the details in the subsequent headings below.

36.1 Validity of the Instruments

Credibility and authenticity were the major components of validity in qualitative research. Qualitative validity meant that the researcher would check for the accuracy of the findings by employing certain procedures, while qualitative reliability indicated that the researcher's approach would be consistent. In regard to validity with qualitative research, there was a list of **things** to assist in the Validation of Naturalistic Generalizations. These were; accounts of matters **he** readers were already familiar with; so they gauged the accuracy, completeness, and bias of reports of other matters; provided adequate raw data prior to interpretation so that the readers considered their own alternative interpretations; described the methods of case research used in ordinary language including how the triangulation was carried out; made available information about the researcher and other sources of input. In this case therefore, the validity of the

Instruments were tested using Content Validity Index (CVI). On testing the instruments, the **obtained units** were above 0.7 meaning that they were valid for the study (Amin, 2004). The *testing of validity* index was conducted by the experts in research together with the researcher **where the** informants were used to answer the pre-qualified questionnaires aiming at Finding whether they were accurate for the study.

3.6.2 Reliability_of the Instruments

Reliability meant the instruments' consistency in measuring whatever it intended to measure (Amin, 2004). Reliability test was determined by comparing it to other tests whose reliability Was already verified Reliability was enhanced by identifying the data required precisely, **repeated** views of the instruments by more experienced researchers and field tests on appropriate Population

3 Research Procedure

The researcher requested for an introductory letter from the faculty of education to allow her go **to the field** for data collection. The researcher met the respondents, discussed with them and them to provide her the information required for the study. The tools for data **collection** were collected and the organization of the data through coding and encoding took place **to** allow the researcher to be ready for data analysis in the subsequent chapter. Prior to that, the researcher only considered the rightful information that rhymed with the objectives, and that ame not in line with the objectives was discarded before analysis.

3.8Data Analysis

Because each study was unique, the analytical approach was unique too. Because both quantitative and qualitative inquiries depended, at every stage, on the skills, training, insights, **and capabilities** of the inquirer, analysis ultimately depended on the analytical intellect and style the analyst". Data was analyzed following the steps outlined hereunder for Responsive interviewing Analysis Techniques (RIAT):

- 1)**Recognition:** Finding the concepts, themes, events, and topical markers in interviews.
- 2 **Clarify and Synthesize:** Through systematic examination of the different interviews to begin understanding of the overall narrative.

3) *Elaboration*: Generating new concepts and ideas after clarification and synthesis.

4) *Coding*: Systematically labeling concepts, themes, events, and topical markers, giving them a brief label to designate each and then marking in the interview text where they were found.

5) *Sort*: Sorting the data units and ranking them and building relationships toward a theory.

3.9 Ethical Issues

Ethical issues were serious concerns for all qualitative researchers mostly because of the relationships that were developed. Unique ethical considerations were inherent in designing a qualitative study because the success of such research was based on the development of special kinds of relationships between researchers and informants. A respondent had a right to participate, to decline or to withdraw at any time without suffering any disadvantage or prejudice. For confidentiality, a unique identifier was assigned to each participant. All information recorded during data collection was only identified using that unique identifier. All Consenting participants were interviewed in private, no names were written. Only research numbers were used and no individual-based data was reported. Respondents were only interviewed with their consent to participate in the study; otherwise their confidentiality would be violated.

3.10 Limitations of the Study

The researcher expected to face the following problems that affected the research findings or the stipulated time for the research.

Financial Limitations: To do any research successfully financial resource would be required to meet different expenses like, stationery, printing and other secretarial work among others. This was obtained by securing a simple loan from the bank.

Transport Challenges: The researcher was limited in her movements during and after data collection because of inadequate means of transport. To avoid inconveniences therefore, transport issues were solved by borrowing money from friends.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS 4.0

Introduction

In this chapter, socio-demographic characteristics of respondents, and study objectives including; the establishing the impact of advisory role towards pupils' performance, examining the effect of supervisory role on pupils' performance, and ascertaining the contribution of empowerment role on pupils' performance in primary schools.

4.1 Socio-demographic Characteristics of Respondents

Socio-demographic characteristics were presented by consortium of respondents, gender, age and qualifications. Each sect was given the presentation on the Table of frequency where the key point happened to be frequency and percentage. Interpretation followed suit and analysis as well. The detailed facts were as indicated below.

Table 2: Distribution of Respondents by Consortium

No.	Variable	Frequency (f)	Percentage (%)
1	Pupils	190	86
2	Teachers	22	10
3	Head teachers	5	2
4	SMC Members	5	2
	Total	222	100

Source: Primary Data, 2022

The results from Table 2, showed 190(86%) of respondents representing pupils, 22 (10%) of respondents represented teachers, 5(2%) of respondents represented head teachers, and 5(2%) of respondents represented School Management Committee members. The observation made showed that pupils' percentage superseded any other respondents' number while the least scores were analysed in both head teachers and members of school management committee.

Table 3: Distribution of Respondents by Gender

No.	Variable	Frequency (f)	Percentage (%)
1	Males	112	50.5
2	Females	110	49.5
	Total	222	100

Source: Primary Data, 2022

Males were represented by 112(50.5%) of respondents while females were 110(49.5%) of respondents. the total respondents of the study were actually 222(100%). The analysis made indicated more respondents from males than from females. This was because, males were free to interact with the research compared to females because, the females required to seek for permission from their masters and thus, their participation was not overwhelmed compared to males.

Table 4: Distribution of Respondents by Age

No.	Variable	Frequency (t)	Percentage (%)
1	0-20 years	190	86
2	21-30 years	13	5.8
3	31-40 years	14	6
4	41 years+	5	2
	Total	222	100

Source: Primary Data, 2022

190(86%) of respondents were in the age-bracket 0-20 years, 13(5.8%) of respondents were in the age-bracket 21-30 years, 14(6%) of respondents were in the age-bracket 31-40 years, and 5(2%) of respondents were in the age-bracket 41 years+. the analysis made indicates more respondents in the age-bracket 0-20 years while the least scores were observed in the age-bracket 41 years+. the majority of respondents were basically children or pupils whom the study was attached to greatly as it was stipulated to dig out the role of school management committee on pupils' performance in primary schools in Ruhija Town Council Rubanda District. However, the least representation was observed in some head teachers and some school management committee members. Due to the virtue of their positions, it was found out that they could not dominate the study program as it was entirely in the hands of children in primary schools.

Table 5: Distribution of Respondents by Qualification

No.	Variable	Frequency (t)	Percentage (%)
1	Certificate and below	200	90
2	Diploma	17	7.6
3	Degree	4	1.8
4	Postgraduate	1	0.45
	Total	222	100

Source: Primary Data, 2022

Results from Table 5, showed that 200(90%) of respondents represented certificate and below, 17(7.6%) of respondents represented diploma, 4(1.8%) of respondents represented degree, and postgraduate level of education was represented by 1(0.45%) respondent. All these scores emanated from the total number of respondents 222(100%). The analysis made indicated that more respondents had certificate and below while the least number had postgraduate level of qualification. it was found out that the respondents that were postgraduates were head teachers who had both time and money to advance their education while the minority in the study were the children and a few teachers. All children in the study did not have certificate at all because they were still on course. A few teachers were still Grade III as they were planning to advance though time had not yet ripe.

Table 6: Distribution of Respondents by Marital Status

No.	Variable	Frequency (f)	Percentage (%)
1	Not Married	193	87
2	Married	29	13
	Total	222	100

Source: Primary Data, 2022

From Table 6, the results show that out of 222(100%) total respondents' number; 193(87%) of respondents were not married while 29(13%) of respondents were married. The observation indicated that those not married were children and some teachers of selected schools for the study while the married respondents were seen to be the rest of the respondents in their consortium. The study selected the married respondents for their vision in matters of the school management committee roles towards the performance of pupils. Their reasoning into the

mentioned motive would be valued enough to determine the direction of research despite being few in number.

4.2 Advisory Role and Pupils' Academic Performance

The advisory role by the School Management Committee using was adopted using frequency and percentages. Interpretation and analysis followed the trend. The details were given in Table 7 using Microsoft Excel.

Table 7: Advisory Role and Pupils' Academic Performance

Response	Frequency (f)	Percentage (%)
Advising through meetings they conduct	60	27
Advising head teachers on children's performance by suggesting strategies	52	23
Advising academic committees on uplifting performance	43	19.4
School Management Committee to adapt characteristics of academic environment	35	16
Advising on school expenditures in academic matters	32	14.4
Total Source: Primary Data, 2022	222	100

The advisory role of the school management committees in schools had the following representations; 60(27%) of respondents represented "advising through conducting meetings." 52(23%) of respondents represented "advising head teachers on children's performance by suggesting strategies." 43(19.4%) of respondents represented "advising committees on uplifting performance." 35(16%) of respondents represented "adapting the characteristics of academic environment by the school management committee." Finally, 32(14.4%) of respondents represented "advising on school expenditures in academic matters". It was observed that the highest scores were observed being in view of the fact of advising through conducting meetings while the lowest scores were registered in advising on school expenditures in academic matters.

It was concluded that, advising through meetings they conduct; advising head teachers on children's performance by suggesting strategies; advising academic committees on uplifting performance; school management committee to adapt characteristics of academic environment; and advising on school expenditures in academic matters, were the findings under which the advisory role based. However, advising through meeting by school management committee was the pivot venture for the objective because of being signal pertinent to school academics since everyone had chance of getting to understand fully the basics for performance uplift right from low cadres up to the school administrators.

4.3 Supervisory Role and Pupils' Academic Performance

The supervisory roles by the school management committee members were reached at by the use of the rating under Likert scale. The summary of findings and their scores were looked at as here below and thereafter, they were analyzed and interpreted for quality work assurance.

Mean range	Response mode	Interpretation
3.26-4.00	Strongly agree	Very good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly disagree	Poor

Table 8: Supervisory Role and Academic Performance

No.	Response	Mean	SD	Interpretation	Rank
1	Supervision involves cooperation towards pupils 'performance	3.49	0.839	Very good	1
2	There is inadequate supervision by SMC in most primary schools	3.22	0.755	Good	2
3	Supervision interfere with school heads' programs	3.21	0.749	Good	3
4	SMCs mind less on academic performance in their supervision schedules	3.18	0.811	Good	4
5	Shallow inquiries are put on children's performance during supervision	3.17	0.751	Good	5

Source: Primary Data, 2022

From Table 8 the fact that supervision involves cooperation towards pupils 'performance, was in first position with mean score of 3.93 and standard deviation of 0.258 interpreted as "Very good" meaning that the respondents strongly agree with the statement with no doubt at all. The second ranked value was "there is inadequate supervision by SMC in most primary schools and had the mean score of 2.72 and the standard deviation of 0.922 interpreted as "Good" meaning that, it was agreed upon by the respondents of the study with some doubt. The third in rank was "Supervision interfere with school heads' programs" that had the mean score of 2.69 and the standard deviation of 0.806 interpreted as "Good." The fourth in rank was "SMCs mind less on academic performance in their supervision schedules" that had the mean of 2.55 and the standard deviation of 0.985 interpreted as "Good." The least in rank was "Shallow inquiries are put on children's performance during supervision" and had the mean score of 2.52 and the standard deviation of 0.986 interpreted as "Good."

The deduction made indicates that "the fact that supervision involves cooperation towards pupils' performance" became the leading variable as it fetched a lot compared to any other

variable on the Table. The reason behind this success was that without cooperation, it was detrimental to enhance academic performance in any way. This meant that teachers, head teachers and children had to be together with the stakeholders of the school like the school committees including PT A, Academic committee, School Management Committee and other viable committees to uplift standards of performance among the learners.

4.4 The Contribution of School Management Committee Empowerment on Academic Performance

This objective was manipulated using a pie-chart in order to show how variables were done to be meaningful in this context. School Management Committees empowered employees and the results were indicated in Figure 2 and the qualitative option was presented in Table 9.

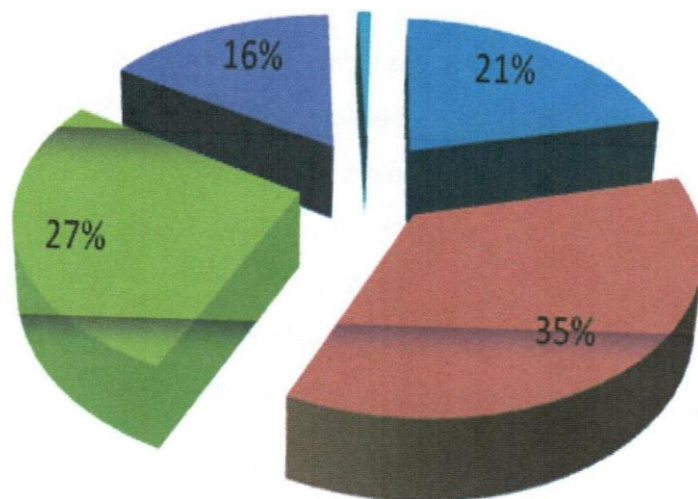
4.4.1 Quantitative Presentation of SMC Contribution on Empowerment to Academic Performance

The pie-chart was used to present the contribution of school management committee in empowering employees viewing the improvement in the academic performance of children in primary schools. The rating options were used ranging from "Very High" to "Very Low". The results were made clear according to the responses from respondents as seen in the pie-chart in Figure 2 below.

Figure 2: Pie-chart rating the Contribution of SMC Empowerment on Academic Performance

Frequency

■ Very High ■ High ■ Moderate ■ Low ■ Very Low 1%



Source: Primary Data, 2022

From the pie-chart, it was shown that the option "very high" had 21% of respondents, option "High" had 35% of respondents, option "Moderate" had 27% of respondents, option "Low" had 16% of respondents, and option "Very low" had of 1 % respondents. From the findings on a piechart, it was observed that, the highest scores were observed in option "High" while the least were noted in option "Very Low".

The respondents mentioned option "High" strongly because they realized the committees that were formulated after being empowered by the school management committees to operate on issues of uplifting the academic performance.

4.4.2 Qualitative Presentation on the Contribution of School Management Committee in Empowering Employees to Improve Performance

The school employees were empowered to develop academic performance of children in primary schools selected for the study at hand. In this case, the researcher interacted with respondents in the field and got their responses one by one which he recorded in writing as presented in the narratives.

Employees' empowerment was seen as a step towards improving academic performance of children in primary schools as commented on by one of the respondents that:

"Teachers sometimes are not involved in the promotion of school academic performance because the school management committee falls the side of culture that the only empowered should be the head teacher who should command the rest of the members of staff I cannot get involved because, the head teacher does not give us money for extra teaching that we begun to improve the academic performance of children especially those of P. 7. After all it's the head teachers who the chairman school management committee will appreciate". (Male Teacher-aged 27 interviewed on 25/1/2022).

Another respondent was interviewed and she had this to mention in matters regarding the contribution of School Management Committee empowering employees for academic performance improvement. This was her comment:

"My parents are usually complaining of my teachers who take longer to mark our examination papers. The teacher when asked by pupils in class they say that they are not paid their emoluments in time and sometimes they are not paid at all. The empowerment and full authority are not accorded to them. I will mobilize my friends to get out of school because it seems we shall not pass since teachers are not given due respect in their payments and are not recognized by the school management committee" (Female Pupil aged 13 interviewed on 28/2/2022)

It was too observed that, the employees of schools had some misunderstandings when they saw the members of school management committees trying to do their work as if they had not been told of what to do. It was important that the school management committees studied the

responsibilities of each employee at his respective school before empowering them. One of the respondents commented that:

"I was shocked to see that the school management committee chairperson mentioned that we divide the money from capitation grant equally and we leave buying chalk and other scholastic materials for children. Maybe he thought that the money was given to us by government to eat. I showed him votes of the money for capitation grant but he went grumbling that I am a bad man. I do not know why he did not believe in me. When he came to school the following day he mentioned that teachers are important than me and they do a lot than I do. You don't know your responsibilities as the school head That is why children are even not performing better like other school." (Female Head teacher aged 40 interviewed on 28/2/2022)

Should be concluded that, it was quantitatively observed that the contribution of school management committees in primary schools was actually high with good percentages despite the fact qualitatively, there were controversies realized as the chairpersons of the said committee advantage of their positions to swindle government resources and also became fraudulent to responsibilities beyond their jurisdiction in the name of empowering different employees in schools they headed, which led to reduced academic performance, reduced number, and assorted mindset of the school community as well.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter was conducted aiming at portraying the discussions made to cement the core values bedded in the text to which the study based on. Conclusions were made in relation to the ores of the findings mentioned in the previous chapter; of which only the leading ones in terms scores were well thought-out. The study recommendations were given in accordance with the egy analysis for the direction determination regarding the study's veridical embracement me. Suggestions for further readers was also made to help those with reading spirit and lars of contemporary time to gain a lot to search about.

Discussion of Findings

ctly, the discussions mentioned considered only the study findings not the socio-demographic teristics of respondents. This was because; these indicated the study direction as well as its ict which was the core issue of contention. The study objectives were three in number and had its deliberations according to findings' performance. Each finding was chronological in understanding. The objectives were as indicated below and their findings' discussions one the other went as follows:

. The Impact of Advisory Role towards Pupils' Performance

first point in the impact of advisory role by the school management committee that spelt out ssue of conducting meetings to advise the employees was mentioned as the leading variable it was found out that; through meetings the employees would be advised on what to do attempts to uplift the academic performance of the learners. This was a good method ey important signals pertinent to school academics since everyone had chance of getting rstand fully the basics for performance uplift right from low cadres up to the schools. This issue was in agreement somewhat with Lamb, (2007) who maintained that; tion of School Management Committee members in meetings was one of the ways which pieces of advice were provided to the school stakeholders including teachers, , head teachers, casual labourers all aimed at shooting in a direction of uplifting the academic performance.

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In the second position was "advising head teachers on children's performance by suggesting strategies". It was mentioned that the head teachers despite being the sole administrators of selected primary schools, still they needed pieces of advice to be helped advance in shaping the academic platform of his children in the school they were heading. The school management committees were responsible for putting the head teachers at tasks that developed the standards of the schools for advancement in academic performance exclusively. This statement was in harmony with Darling-Hammond, (2007) who maintained that there was a difference between the opinions of School Management Committee (SMC) members' advisory role and head teachers advice to members of staff as exhibited with respect to the frequency of what each of them said in meetings. What the head teachers fail to say was said by the members of the

school management committee that empowered the head teacher to take a supervisory role over every employee in school as the immediate supervisor as well as the technical person of that school. The performance of children was key to his comments as was affirmed by (Mgbo471

advising academic committees on uplifting performance viewpoint was the third point in the advisory roles of school management committees. Through meetings of academic interest by the committee chairperson, the chance of inviting members of the school management committee would be important to the school academic performance of *all* children irrespective of classes. The members of the committees would be invited to ascertain that the school academic committees were functional so as to be empowered to continue performing for the benefit of the school. This would be synchronized with Lamb (2007) who mentioned that a *ORM* was provided the academic committee in schools to advise each other regardless of the - and portfolios held by each member in the presence of the invited school management committee member to advise them discuss strategies of promoting academic focused programs everyone had to contribute towards though in such meetings the School Management committees (SMC) members did not take an absolute decision in technical issues of academic everything with the head teacher to execute what had been discussed (2006).

The school Management Committee to adapt characteristics of academic environment" was the 4th ranked finding under this arrangement. It was imperative that the school management committee members were responsible to understand the academic environment before advising academics. This implied that despite the portfolio under which the school management committee fell, it was important that matters to do with academics be understood by them before advising. This was in line with Zapenda (2004) who maintained that, good governance required

School Management Committee to adapt to the distinctive characteristics of an academic environment and act in a way that exemplifies and reinforces the institution's core values and **oversee all aspects of the school.**

the issue of advising on school expenditures in academic matters, the school management committee was held accountable for expenditures focusing ahead of every venture in school. Regarding the expenditures on academics field. Thus, the implication was to regulate spending by the school administrators (Head teachers) or even spending on fake issues. This was best explained by Zapenda (2004) who contended that, School Management committees helped in controlling and being responsible for accountability systems and approving expenditure and capital budgets so that an advisory role helped the schools to develop by not overspending on petty issues that did not rhyme with academic improvement.

Effect of Supervisory Role on Pupils' Performance

From the first positioned viewpoint "supervision involves cooperation towards pupils' welfare", it was understood that when there was no cooperation between staff, children, teachers and other stakeholders like the academic committees, PTA committees, and School Management Committees, the uplift of academic performance would be heard like a This was in association with the words of Waweru & Orodho, (2014) who commented contribution of the School Management Committee in primary schools was paramount in providing cooperation and suggestions, physical support to ensure academic

that there is inadequate supervision by SMC in most primary schools' viewpoint was the 4th ranked and was ranked so due to the fact that the mentioned committee had never been in existence. This committee comprised of members whose job was ceremonial to the extent

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that they had no office at school. They could come as visitors in their school and whatever was supervised during their attendance did not cover even half of what was in school. Even when they came, they requested for transport which the school could not afford. This made academics lag behind due to inadequate supervision that there were pending issues in their supervision that could help children to perform better in their endeavours. This agreed with Verwimp (2009) who contended that the kind of contribution provided by the School Management Committees in most rural schools was inadequate especially when the school did not cater for their transport allowances and other financial based components. Some chairpersons of the committees find it easy to get money from schools but many of them do not mind about the improvements in the academics of children in all classes.

The fact that supervision interferes with school heads' programs was the third in rank and was commented on by respondents strongly. This interference was brought about by the fact that at times the head teachers' plans could not agree well with the plans of the school management committee in planning for academics of the school. This was exacerbated when the head teacher was not a native of the area that he could allow them to do according to their will while protecting his job. This statement was somewhat associated with Zapenda (2004) who mentioned that in schools where the head teacher was not a native of the area, the School Management Committee overshadowed him and his responsibilities aiming at manipulating all the school systems in order to financially depend on school income leading to collapsing academic performance of children.

SMCs mind less on academic performance in their supervision schedules" viewpoint was ranked the fourth in the list of the findings pertinent to supervisory role. It was confirmed that the committee in question discussed other issues of school development leaving academics alone not knowing that the schools could not develop when no consideration of pupils' academic performance. This issue was confirmed by UNESCO (2006) that affirmed that School Management Committees (SMC) reportedly did not have any contribution towards the academic standards of children even when they made supervision quit often. Members only discussed various issues regarding development of schools regardless of academic improvement. instead, it

most visited schools a wide range of issues related to children's education advancement were ately not revealed for discussion (Willms, 2000).

y, **the** fact that "shallow inquiries are put on children's performance during supervision", it - critically investigated and found out that it was positively captured the way it was stated. se of inadequate inquires on academic performance by school management committees **the** members not being aware of what was up for academic performance of children in schools especially those in rural setting. Thus, children were not helped for that to because of the negligible support from SMC. This statement was aligned with Willms,) who put it that a wide range of issues related to children's education advancement are tely not revealed for discussion but opinions regarding school functioning are usually

they formalized the strategies for enhancing children's welfare

The Contribution of Empowerment Role on Pupils' Performance

as observed that actually teachers' empowerment did not involve full authority according to comments of the male teacher as depicted in his explanation and complaint in the previous r. Culturally, the head teachers were always appreciated for good work at school

:tive of asking who performed what in which area. This was prolonged and cemented a re that was baseless to improve the academic performance of children. This statement was onized with Orodho (2009) who maintained that schools of various cultures failed to meet required standards of education participation in improving the academic performance e of failure to involve the teachers and other important players in the field of academics end up losing truck in **the** promotion of learners' academic performance. Thus it was ive to involve teachers in particular to sharpen the minds of children to realize excellent ance in their respective schools without question (Okumbe, 200 I).

the statement depicted in respondent's analogy in the previous chapter, it was discovered many school pupils left school because of being left alone by teachers who were not ered by the school management committee to boost children's academic performance. er, the school management committee heads were aware about what was taking place and solution was purportedly underway to ensure empowerment among the teachers and other

stakeholders aiming at curbing down dropout rates of children for academic performance realization. This statement was aligned with Ngando (2011) who mentioned that in other schools, School Management Committees seemed to have been aware of the high levels of never enrollment and dropout but still this was the result of not empowering the school employees to act professionally towards convincing the children to make them busy to be retained in school.

according to the narration made by the head teacher in the quotation in the previous chapter, it the custom of the school management committee chairpersons and members that they ugh the school heads were supposed to care for them in the name of shielding them for the nsibilities they were entrusted to do; but the chairpersons did not know who empowered the teachers to perform their duties. The school at large was supposed to strengthen unity participation, mobilize for education delivery, empowering teachers and learners in cts of development including academics. The actual descriptive venture was in affirmation Mobegi, Oding & Oburu (2010) who maintained that the ineffectiveness of the School agement Committees (SMCs), sometimes had questions in regard to empowering the employees especially teachers to have authority on children at school level. in the same vain Lee, k & Smith (2013) contended that the essence of the existence of School Management ittee as seen in Ghana was shown among the number of interventions adopted by the ernment of Ghana under the Ghana Education Act of 1994 in all basic schools which aimed engthening community participation, mobilization for education delivery, as well as ving quality teaching and learning through empowering key stakeholders of schools to act ionally for uplifted performance of children in their schools.

ing through meetings by school management committee was the pivotal role of school ement committee because of being a signal pertinent to school academics since everyone ance of getting to understand fully the basics for performance uplift right from low cadres the school administrators. The fact that supervision involves cooperation towards pupils'

nee" became the leading variable as it fetched a lot compared to any other variable. The behind this success was that without cooperation, it was detrimental to enhance academic ance in any way. This meant that teachers, head teachers and children had to be together

th the stakeholders of the school like the school committees including PTA, Academic **mmitee**, School Management Committee and other viable committees to uplift standards of

ormance among the learners. Finally, the contribution of school management committees in ary schools was actually high with good percentages despite the fact that qualitatively, there controversies realized as the chairpersons of the said committee took advantage of their sitions to swindle government resources and also became fraudulent to practice nsibilities beyond their jurisdiction in the name of empowering different employees in ls they headed, which led to reduced academic performance, reduced number of pupils, and ed mindset of the school community as well.

the final analysis therefore, the role of school management committee on pupils' performance :rimary schools in Ruhija Town Council Rubanda District was not worth as the statement is **cl** due to a number of loopholes detected in members of the school management committee ;ertain schools which included but not limited to; development of a culture of not trusting the oyees that they could improve academic standards, school management committees pecting teachers leading to reduced enrolment of the school and failure of school ement committees to understand the responsibilities of each employee in school. Thus, was need for more research about the role played by the cohort mentioned as to improve on ' academic performance.

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important to put into account the following recommendations:

uld be recommended that the school management committee through meetings with rs of teaching staff and their head teachers advising them properly and allow them to their duties as expected in order to alleviate levels of understanding to children that lead llent academic performance.

research should be carried out to allow the school management committees not to dwell on g head teachers only on matters of children's performance by suggesting strategies but the entire stakeholders whose effort can promote academic performance of children in schools.

There is need to formulate academic committees advised by the members of school management committee on how to perform through motivational element aiming at doing well academically promote the names of the school.

It is imperative that the schools get in touch with the members of the school management committees who have some formal education to quickly understand the value of education and plans for developments of certain sectors in school especially academic performance could be made. This eliminates the swindlers of government funds to their private ventures not of the school's boost in performance.

There is need to foster supervision that involves cooperation towards pupils' performance by all holders. This would boost children's academic sphere from one step to another leading to

There is inadequate supervision by SMC in most primary schools pretending that they do not transport to visit schools. This would be solved by appointing an active team that can do supervision to let children advance academically.

The school management committee should know its area of jurisdiction so as not to interfere head teachers of schools. If everyone understands that, the school would automatically tend to academic development instantly.

Suggestions for Further Research

The scholars would benefit from the suggestions put forwards including:

Investigating the implication of the Universal Primary Education (UPE) Capitation Grant on Children Improvement in Academic Performance.

The effect of School Management Committee towards regulating school expenditure in Uganda rural primary school.

Inactive participation of the school committees and the performance of teachers in classroom teaching/learning in Uganda.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS

Dear Valued Respondent!

NIWAGABA ALEX is my name and I am a student at Kabale University pursuing Bachelor of education. Part of my studies involves research project that has brought me here to consult you the required information. The topic under investigation is "The Role of School Management committee on Pupils' Performance in Primary Schools in Ruhija Town Council Rubanda

strict." For this anecdote elaborative therefore, I request you to do anything possible to provide information that will enable me come up successfully and I promise to handle everything in a dental manner and the information will solely be used for this study exclusively.

dd.

SECTION A: BACKGROUND INFORMATION OF RESPONDENTS

Instructions: Fill in or Tick in the Box.

1. Gender 2. Age 3. Qualification
4. Marital Status

5. Category a) Head teacher b) Teacher

B: Questions on the Topic

ACTIVITY 1: ADVISORY ROLE AND PUPILS' PERFORMANCE

Instructions: You are requested to answer appropriately

As technical personnel in the field of Education, how do you gauge the performance of the committees that govern the school?

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What advisory role should the School Management Committees play in line with promoting pupils' performance academically?

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What is your comment on some of the advisory roles of School Management Committee members hereunder?

a. SMC advises school on budgetary events

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b. SMC advises Head teachers on Leadership of the school

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c. SMC advises on Managerial accountability

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4. How do all that are mentioned in number 3 bring about the development of pupils' performance in school?

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OBJECTIVE 2: SUPERVISORY ROLE AND ACADEMIC PERFORMANCE Instruction:

Using the rating guide below, give your take on the matters to do with supervisory role by ticking under the number best to your perception.

Strongly agree (Very good) 5, Agree (Good) 4, Disagree (Fair) 3, Strongly disagree (Poor) 2. and No comment (Weak) 1.

No Article

Ratings

Give your take on the following features of supervisory role in 1 2 3 4 5 schools that uplift academic performance of pupils

1 Supervision involves cooperation towards pupils 'performance

2 There is inadequate supervision by SMC in most primary schools

G Supervision interfere with school heads' programs

4 SMCs mind less on academic performance in their supervision schedules

5 Shallow inquiries are put on children's performance during supervision

Some member of SMC are not aware of what to do in supervision

- SMC members are not okay with schools that have no classrooms

I interference in teachers' work is done by SMC without their knowledge

OBJECTIVE 3: CONTRIBUTION OF SMC EMPOWERMENT AND ACADEMIC PERFORMANCE

eg.

Instructions: Rate Accordingly

1. How do you rate the empowerment level of the employees in primary schools by the members of the School Management Committee?

A VeryHigh

2. Briefly explain how the SMC empowers you on your day-to-day work here.

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II.
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III
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IV.
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Thank you.

APPENDIX B

QUESTIONNAIRE FOR SCHOOL MANAGEMENT COMMITTEE MEMBERS Valued Respondent!

AGABA ALEX is my name and I am a student at Kabale University pursuing Bachelor of Education. Part of my studies involves research project that has brought me here to consult you the required information. The topic under investigation is "The Role of School Management Committee on Pupils' Performance in Primary Schools in Ruhija Town Council Rubanda District." For this anecdote elaborative therefore, I request you to do anything possible to provide information that will enable me come up successfully and I promise to handle everything in a confidential manner and the information will solely be used for this study exclusively.

Thank you!

Respondents' Biography

1. Gender. .. ,2. Age3. Qualification
Marital Status

Questions on the Topic

Instructions: Kindly Fill in the Blank Spaces Provided.

Schools have been in deep stress over many years as a result of lack of involvement of the SMC personnel to give their contribution on their performance. What has the body of SMC done to uplift the pupils' academic performance?

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What is the composition of SMC?

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3. What role do the mentioned members perform to uplift the standards of academic performance?

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4. Briefly what do you comment about each of the following?

a. Advisory role and academic performance

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b. Supervisory role and academic performance

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c. Employees' empowerment and academic performance

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5. What general comment do you have for the role of School Management Committee on Pupils' Performance?

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Thank you.

APPENDIX C

FOCUS GROUP DISCUSSION QUESTIONS FOR PUPILS

SECTION A: BIO DATA

Gender 2. Age 3. Class

SECTION B: QUESTIONS ON THE TOPIC

1. What committees do you know that govern this school?
2. Of the committees you have mentioned, what does the School Management Committee do to improve on your academic performance?
3. How do the members of School Management Committee relate with the teachers and head teachers to improve academic performance?
4. For how long has the school been in connection with members of the school management committee discussing the fate of school performance?
5. What specific role does the SMC perform to develop academic performance of the sphere of academics of children?
6. What general comment can you give for the role of school management committee on pupils' academic performance in this school?

Thank you!