

**SCHOOL MANAGEMENT COMMITTEES AND ACADEMIC PERFORMANCE OF
PUPILS IN SELECTED UNIVERSAL PRIMARY SCHOOLS IN BUGANGARI
SUB-COUNTY, RUKUNGIRI DISTRICT**

PAUL MUJUNI

S22/BBUC/MEAM/011

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION ADMINISTRATION AND MANAGEMENT OF UGANDA CHRISTIAN
UNIVERSITY**

September, 2025



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I, Mujuni Paul, hereby declare that this dissertation is my own original work and has not previously been submitted to any University for any academic award. f



31/07/2024.

MUJUNI PAUL

STUDENT/RESEARCHER

APPROVAL

I hereby certify that this dissertation has been done by the student under my guidance as research supervisor.

A handwritten signature in blue ink, appearing to read 'Habarugaba Gastone', is centered on a light-colored rectangular background.

5th September, 2025

MR. HABARUGABA GASTONE

RESEARCH SUPERVISOR

DEDICATION

I dedicate this dissertation to my mother and my father who raised me and introduced me to formal education.

ACKNOWLEDGEMENT

My humble gratitude goes to the Almighty God for seeing me through this academic journey.

I sincerely thank my supervisor, Mr. Habarugaba Gastone, for his relentless guidance and support during the writing of this proposal. The great moment I shared with you put an indelible mark on my life, and I will forever cherish you.

ABSTRACT

The study sought to establish the role of school management committees on academic performance of pupils in selected Universal Primary schools in Bugangari Sub-County, Rukungiri District. The study was guided by three specific objectives; to establish how motivation role of SMCs influences pupils' academic performance in UPE schools, to investigate how monitoring role of SMCs influence pupils' academic performance in UPE schools and to analyze how administration role of SMCs affect pupils' academic performance in UPE schools. A case study design was used in this research with qualitative methods of data collection, presentation and analysis. The findings of the study by Interviews revealed that school management committees conducted their roles; administrative and management roles, school monitoring and motivation of staff. It was found out that this was done through three main approaches that included holding meetings and follow up on resolutions; infrastructure and financial management; as well as planning and decision making. In conclusion therefore, SMCs play a crucial role towards pupils' academic performance.

Basing on the findings and conclusion of the study, the researcher recommended that School Management Committees should promote collaboration and feedback among teachers: as it will help improve teaching practices and student outcomes.

TABLE OF CONTENTS

Contents

DECLARATION.....	1
APPROVAL.....	2
DEDICATION.....	3
ACKNOWLEDGEMENT.....	4
ABSTRACT.....	5
TABLE OF CONTENT.....	6
CHAPTER ONE.....	1
INTRODUCTION.....	9
1.0 Introduction.....	9
1.1 Background to the Study.....	9
1.1.1 Historical perspective.....	Error! Bookmark not defined.
1.1.2 Theoretical perspective.....	Error! Bookmark not defined.
1.1.3 Conceptual perspective.....	Error! Bookmark not defined.
1.1.4 Contextual perspective.....	Error! Bookmark not defined.
1.2 Problem Statement.....	11
1.3 Purpose of the Study.....	12
1.4 Objectives of the Study.....	12
1.5 Research Questions.....	12
1.6 Scope of the Study.....	12
1.6.1 Content scope.....	12
1.6.2 Time scope.....	13
1.6.3 Geographical scope.....	13
1.7 Justification of the study.....	13
1.8 Significance of the study.....	13
1.9 Conceptual framework.....	14
1.10 Operational definitions.....	17
CHAPTER TWO.....	18
LITERATURE REVIEW.....	18
2.0 Introduction.....	18
2.1 Theoretical Review.....	18
2.1. Motivation Role of SMCs Influences Pupils' Academic Performance in UPE Schools.....	18
2.2. Monitoring Role of SMCs Influence Pupils' Academic Performance in UPE Schools.....	19

2.3. Administration Role of SMCs Affect Pupils’ Academic Performance in UPE Schools.....	20
2.4. Chapter summary.....	20
CHAPTER THREE.....	22
RESEARCH METHODOLOGY.....	22
3.0 Introduction.....	22
3.1 Research Design.....	22
3.2 Study Area.....	22
3.3 Study Population and sample.....	22
3.6 Source of Data.....	23
3.7 Data Collection Methods.....	23
3.7.1 Interviews.....	24
3.8 Data Collection Instruments.....	24
3.8.1 Interview guide.....	24
3.8.2 Ensuring instrument quality (Validity and reliability).....	25
3.9 Data analysis and Presentation.....	25
3.10 Ethical Considerations.....	26
CHAPTER FOUR.....	27
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS.....	27
4.0 Introduction.....	27
4.1 Response Rate.....	27
4.2 Gender of Respondents Who Complied With Interviews.....	28
4.3 Objective One: Motivation Role of SMCs and Academic Performance.....	34
4.3.1 Good Working relationships.....	34
4.3.2 Fringe Benefits.....	34
4.3.2 Welfare.....	35
4.4 Objective Two: Monitoring Role of SMCs and Pupils’ Academic Performance.....	35
4.4.1 Routine Visits.....	35
4.4.2 Supervision.....	36
4.4.3 Meetings.....	36
4.4 Objective Three: Administration Role of SMCs and Pupils’ Academic Performance.....	37
4.4.3 Transparency.....	37
4.4.3 Mobilisation of Resources.....	37
4.4.4 Monitoring UPE.....	38
4.5 Chapter Summary.....	38

CHAPTER FIVE.....	40
DISCUSSION OF FINDINGS.....	40
5.0 Introduction.....	40
5.1 Discussion of Findings.....	40
5.1.1 How Motivation Role of SMCs Influences Pupils’ Academic Performance in UPE Schools?.....	40
5.1.2 How Does Monitoring Role of SMCs Influence Pupils’ Academic Performance in UPE Schools?.....	41
5.1.3 How Administration Role of SMCs Affects Pupils’ Academic Performance in UPE Schools?.....	42
CHAPTER SIX.....	44
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	44
6.0 Introduction.....	44
6.1 Summary.....	44
6.2 Conclusion.....	45
6.2.1 Conclusion on Motivation Role.....	45
6.2.2 Conclusion on Monitoring Role.....	45
6.2.3 Conclusion on Administration Role.....	45
6.3 Recommendations.....	45
6.3.1 Recommendations on Motivation Role.....	45
6.3.2 Recommendations on Monitoring Role.....	46
6.3.3 Recommendations on Administration Role.....	46
REFERENCES.....	47
APPENDICES.....	l

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter includes the study background, problem statement, purpose, objectives, research questions, conceptual framework, significance, scope and operational definitions of the study.

1.1 Study Background

A school's success is often judged by its students' academic performance, meaning how well they meet set standards. While definitions of success can vary, this study focuses on the Primary Leaving Examinations (PLE) in Rukungiri District. The PLE results from 2021 to 2023 have been poor, causing major concern for parents, teachers, and community leaders. Since primary education is the foundation for all higher learning, weak performance at this level threatens the country's future supply of a skilled workforce. In Uganda, high enrollment rates due to Universal Primary Education (UPE) mean that competition for further education is intense, making good grades essential. Though some schools in different parts of the country perform well, poor PLE performance remains prevalent due to poor teaching and parenting mechanisms as well as ineffective School Management Committees (Enamiroro, 2017). The minister of Education in Uganda once attributed poor PLE performance to stakeholders failing to fulfill their roles (New Vision, January 14, 2016).

School management committees are governing bodies that were created by the 2008 education act on behalf of the Ugandan government (MOES 2007) to ensure effective operation of schools through administration, supervision and monitoring. Despite this great initiative, a performance gap exists between rural and urban schools. It is believed by the education minister that the poor performance in schools is prevalent because SMCS are not doing their job well (New Vision 14, 2022). This research study seeks to address that gap.

The Bureaucratic theory developed by Max Weber in 1920 emphasizes a clear, hierarchy, division of manpower and formal working rules which improves the efficiency of school management committees. The administrative theory by Henri Fayol (1942) views management from a coordination perspective with 14 principles such as division of manpower, delegation of authority and unity of command. School management committees are able to manage resources and activities through planning and monitoring.

According to Uganda's Ministry of Education and Sports (2007), a School Management Committee (SMC) is the legally recognized governing body tasked with managing government primary schools. Its primary purpose is to ensure resources are used wisely and the school performs well. To achieve this, SMCs are expected to perform four key roles: administrative, supervisory, monitoring, and consultative (Mugenyi, 2023). The roles of SMCs include, implementing school policies, budget management and resource mobilization. The second role is supervision of teachers, tracking student progress and ensuring discipline within the school community. Thirdly these committees carryout monitoring and evaluation and finally execute consultative roles.

The desired outcome of these roles is school performance, the study's dependent variable. Performance here means the process of planning, organizing, coordinating, directing, and controlling school activities and resources to achieve set goals (Mugenyi, 2023).

Supporting this framework, Adong emphasized the consultative role of school management committees for sound decision-making and addressing problems that affect both staff and students.

From a contextual perspective, UPE can only be fruitful if school management committees do their job. These committees are formed by the Ministry of Education through District Education Offices to govern the operation of schools. A school management committee is a 12 member team having a chairperson, parents, teachers, local council representatives, and the headteacher who also serves as the secretary (Mwesigye, 2015; Najjumba et al., 2013).

Nevertheless, government aided primary schools in Rukungiri District are seriously challenged by low student enrollment, high dropout rates, and poor PLE performance. In 2022, more than 18 schools did not register a first grade among its candidates (Daily Monitor 2023). Furthermore, these schools are short of teaching staff and do not have enough teaching space which all raises doubts about the effectiveness of school management committees (Katamba, 2017). This study sought to assess the effectiveness of school management committees in fulfilling their administrative and supervisory duties.

1.2 Problem Statement

Academic performance in public primary schools in Bugangari has been declining over years due to a high rate of absenteeism among learners and teachers and a shortage of the required materials (Cong et al., 2010). This has crippled national development considering the fact that a nation's progress relies on a well-educated population. To address this problem, school management committees ought to provide adequate learning materials that can help improve the academic performance of students. Despite government efforts to increase academic performance in public primary schools, school management committees are failing to manage resources and fulfill their supervisory roles. In an effort to address this gap, this study

sought to assess the effectiveness of school management committees in fulfilling their administrative and supervisory duties

1.3 Purpose of the Study

To establish the role of school management committees on academic performance of pupils in selected universal primary schools in Bugangangri Sub-County, Rukungiri District

1.4 Objectives of the Study

1. To establish how motivation role of SMCs influences pupils' academic performance in UPE schools.
2. To investigate how monitoring role of SMCs influence pupils' academic performance in UPE schools
3. To analyse how administration role of SMCs affect pupils' academic performance in UPE schools.

1.5 Research Questions

1. Does motivation role of SMCs influence pupils' academic performance in UPE schools?
2. Does monitoring role of SMCs influence pupils' academic performance in UPE schools?
3. Does administration role of SMCs affect pupils' academic performance in UPE schools?

1.6 Scope of the Study

1.6.1 Content scope

This study focused on the role of management committees on academic performance of school management committees of pupils in selected universal primary schools.

1.6.2 Time scope

This study was conducted between 2014 and 2024 in consideration of the fact that it was the time frame when Government aided UPE schools experienced a serious decline in performance in Primary Leaving Examinations.

1.6.3 Geographical scope

The research study was carried out in Bugangari sub-county, Rukungiri District in Southwestern Uganda, near the border with Kanungu District. The schools that we're used as a case study include, Rwanyanja primary school, Kazindiro primary school, Bugangangri primary school, Nyanganjara primary school and Rwengiri primary school.

1.7 Justification of the study

The academic performance in many government-aided primary schools in Bugangari has declined significantly despite the high rate of student enrollment and notable improvements in infrastructure, such as new classrooms and textbooks. Problems like absenteeism, students arriving late, and school dropouts remain widespread.

School Management Committees are legally required to ensure schools run properly, but they have not performed this duty effectively because they lack a clear understanding of what is required of them. This was research study was the first of it's kind and helped to identify specific roles of school management committees in government aided primary schools , identify gaps, recommend solutions and improve academic performance.

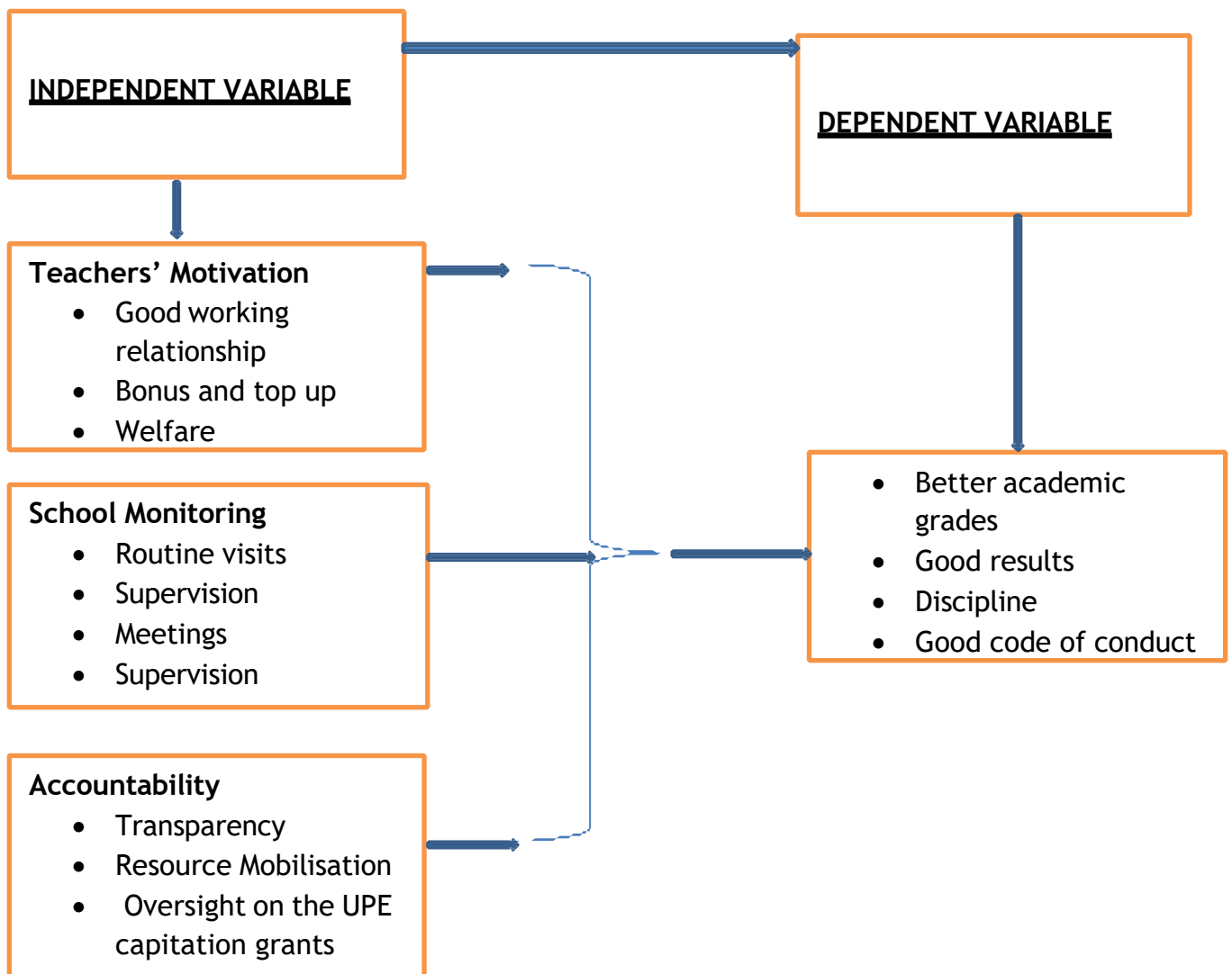
1.8 Significance of the study

This study will provide valuable insights for key educational stakeholders. For school administrators, the findings will offer a foundation for collaborating with School Management Committees to improve academic performance, guide the selection of members and their involvement. The results will also help management committees in schools understand their roles and identify gaps that need to be addressed. Similarly, school foundation bodies can use the study to identify the shortcomings in current SMCs and select more competent and dedicated members in the future.

For government bodies, the research will expose the specific challenges school management committees face. This will prompt District Education Offices to focus more attention on committees in poorly performing schools. At a national level, the Ministry of Education, Science, Technology, and Sports can use the conclusions as a benchmark to build the capacity of management committees in government-aided UPE schools, aiming for better student outcomes. Finally, the study will serve as a source of literature for future researchers exploring similar topics.

1.9 Conceptual framework

Figure 2.1 Relationship between roles of school management committees and academic achievement



Source: Adopted from UPE Handbook (2004) and Taniguchi & Hirakawa (2015) and modified by the Researcher (2024)

This conceptual framework shows the relationship between specific roles of School Management Committees (SMCs), that is, Motivation, Monitoring, and Administration and Academic achievement of pupils in Universal Primary Education (UPE) schools. The main dimensions include:

Independent Variable: SMC Role	Indicators: Activities in the Framework
Objective 1: Motivation Role	Mobilisation of parents to participate in school development programs, Encouraging teacher and pupil commitment, Supporting morale through recognition and engagement
Objective 2: Monitoring Role	Routine supervision of school progress, Oversight on implementation of UPE capitation grants, Tracking school projects and programs
Objective3: Administration Role	Budgeting for school funds, Oversight of UPE financial processes, Presence of school penal codes, Participation in school governance and decision-making

The Academic Performance (Dependent variable): This included improved teaching-learning environment/ conditions, improved pupil engagement and attendance, Better examination results/ grades and Effective implementation of UPE objectives such as pupil retention in school.

The roles played by SMCs such as Motivation, Monitoring, Administration act as inputs, which influenced the environment and processes within schools. These, in turn, contributed to outputs like improved learning conditions and outcomes such as pupils' academic achievement. The framework assumes that active, efficient, and well-coordinated SMC

involvement leads to qualitative improvements in performance rather than mere quantitative shifts.

1.10 Operational definitions

The following are significant operational definitions in this study:

- 1. School Management Committee:** refers to a group of designated stakeholders that implement the Universal Primary School Agenda in Primary Schools.
- 2. Academic Performance:** refers to the scores attained by students after assessment. Division one is considered high performance, Division two and three is considered average and division four and division U (division nine) indicates failure.
- 3. Universal Primary Education:** is a program set to ensure free education of primary school pupils.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents scholarly literature relevant to the topic of study.

2.1 Theoretical Review

Maslow (1954) proposed that human motivation is driven by a hierarchy of needs, starting with basic survival. Once a lower-level need is met, the next level motivates behavior. The theory ranges from physiological and safety needs to love, esteem, and finally self-actualization. It stirs motivation among employees in schools settings.

The bureaucratic management theory by Weber in 1920 presented a rational model on improving the effectiveness and efficiency of organizations. The theory is guided by theories such as clear distribution of labor, a clear chain of rule, and merit based recruitment. Likewise, Fayol (1925) identified five key core management functions such as planning, organizing, commanding, coordinating and controlling to guide administrators. These theories are important because they provide a framework of how school management committees can improve their efficiency and effectiveness.

2.1. Motivation Role of SMCs Influences Pupils' Academic Performance in UPE Schools.

According to Patil (2004), this is a supervisory role which proved that Indian school management committees improved academic performance by frequently checking attendance registers. The 1997 Universal Primary Education guidelines mandate school management committees with the responsibility of planning, organizing, and controlling school resources.

Academic excellence is determined by the rate of student performance in exhibiting literacy, critical thinking and problem solving skills (Connecticut State Department of Education, 2008). Monitoring this progress ensures effective decision making and resource management in government aided primary schools. Once pupils excel in class, it improves their self-esteem, reduces rates of depression and substance abuse (Filozof et al., 1998).

2.2. Monitoring Role of SMCs Influence Pupils' Academic Performance in UPE Schools

The monitoring function of School Management Committees is important for improving the performance of students in UPE schools. The Ugandan government, through UPE guidelines (1997) and a Ministry of Education handbook (2007), has tasked SMCs with monitoring the use of all government resources in primary schools to improve education and prevent waste (Mugenyi, 2023).

Research supports this approach. A study by Khan (2024) found that management committees act as change agents by monitoring teachers and finances, which leads to school improvement. Similarly, Kennel (2012) observed that SMCs which receive proper training and hold regular meetings are more serious about their duties. This study aims to understand how aware SMCs are of these specific monitoring roles.

Tracking academic performance is essential. It helps identify a student's strengths and weaknesses to guide their learning. Teachers use tests, homework, and class participation to evaluate students, while states use standardized tests (Melissa, 2012). Academic success is vital because it is linked to positive outcomes. Successful students are often more goal-oriented and motivated (Ellis & Worthington, 1994), and adults with higher educational achievement are more likely to be employed and earn higher wages (National Center for Education Statistics, 2001).

2.3. Administration Role of SMCs Affect Pupils' Academic Performance in UPE

Schools.

According to the Ugandan Ministry of Education and Sports handbook (2007), school management committees carry out administrative functions on behalf of the government. These committees are obliged to ensure, effective teaching and learning, providing teaching materials to pupils, supervising teachers, and maintaining the official school schedule. They also do community outreach and mobilization so as to enroll more pupils, keep detailed records, submit regular reports on school performance and holding meetings every term. Additionally, research by Khan (2024) suggests that school management committees act as change agents through governance, building institutional links and parent-teacher engagement.

Evaluating student performance is a critical part of school administration. Pupils are graded so as to gauge their mastery of a subject (Stiggins, 2021). This provides a more objective assessment than subjective teacher evaluations alone, clearly emphasizing the importance of meeting learning standards.

2.4. Chapter summary

This chapter is founded on scholarly literature exploring the correlation between school management committees and student performance analyzing their motivational, monitoring and administrative roles from staff supervision to reporting, which position them as change agents (Khan, 2024), all underpinned by theories from Maslow and Weber on motivation and efficient governance, with academic success being measured through tests and holistic development.

Academic success is analysed through various lenses such as standardised testing, classroom assessments, and holistic student development highlighting the broader societal value of educational attainment.

The literature available had the following gaps:

Gaps	How the Study Addressed The Gap
Lack of localised research on the effectiveness of SMCs in Ugandan UPE schools, particularly in Rukungiri district and in sub-county	Focused specifically on Bugangari sub-county, Rukungiri District, which provided district-level insights
Limited empirical evidence on SMCs' role in daily academic performance	Examined direct influence of SMCs on planning, supervision, and teaching effectiveness
Absence of analysis on community-school relationship dynamics	Investigated how SMCs foster partnerships between parents, teachers, and the wider community
Over-reliance on theoretical models without contextual application	Applied global theories to a local Ugandan educational setting, validating their relevance
Few studies bridging operations of SMCs with pupil performance data	Connected roles of SMCs with academic outcomes such as test results, discipline, and infrastructure development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology employed in the study.

3.1 Research Design

This is referred to as a model that guides data collection, analysis and interpretation. This study used a case study design to thoroughly explore the impact of school management committees on student performance in UPE schools (Creswell, 2013). It employed a mixed-methods approach using firstly quantitative data to give a broad overview, while subsequent qualitative data from semi-structured interviews provided in-depth insight into the experiences of school management committee members, leading to an all round analysis.

3.2 Study Area

The study was conducted in Rukungiri District considering a case study of five schools. These include Rwanyanja, Kazindiro, Bugangangri, Nyanganjara and Rwengiri primary schools.

3.3 Study Population and sample

The population of the study was comprised of five selected UPE schools in Bugangari Sub County, Rukungiri District which were chosen for easy accessibility to the researcher as well as having a high concentration of government schools. The schools included Rwanyanja, Kazindiro, Bugangari, Nyanganjara and Rwengiri primary schools. From the above mentioned schools, the research interviewed one head teacher and 5 members of SMC in

addition to DEO 1, Inspector of schools 2. The total respondents will SMCs 25, and Head teachers 5, DEO1 and Inspector of schools 2, totaling 33 respondents.

Stratified sampling technique categorizes study elements with same characteristics into one group (Amin, 2005). The members of SMCs were sampled using stratified random sampling depending on UPE schools. This was done because the respondents had similar characteristics especially in career thus ensuring a representative percentage of the population participated in the study.

Purposive sampling was used on key informants with confidential information (Oso & Onen, 2009). Head teachers of each school, DEO and Inspector of Schools were purposively selected basing on the responsibilities they had in monitoring, appraising and implementation process of UPE in schools.

3.6 Sources of Data

Primary data was obtained from management committee members in selected UPE schools and secondary data was gotten from different publications in line with the purpose of the study.

3.7 Data Collection Methods

In this study qualitative data collection method was used. Primary data was collected using interview method to explore in-depth the roles played SMCs in the academic performance of pupils in selected UPE schools. The method facilitated rich insights drawn from experiences and perceptions of respondents.

3.7.1 Interviews

The researcher conducted face-to-face, semi-structured interviews with headteachers, school management committee members, and education officials to enrich research findings (Fontana & Frey, 2005). Common themes from these conversations were recorded and matched to the research objectives. The approach allowed flexibility for respondents to express their views while allowing the researcher to probe deeper into emerging issues aligned to the three study objectives.

Also the interviews followed a guided framework and were conducted in the local language where necessary to ensure clarity and comfort for respondents; each session was documented through detailed memos, which were used to extract recurring themes; and Interviews were scheduled at convenient times for the participants and conducted in settings that ensured privacy and minimal distraction.

3.8 Data Collection Instruments

3.8.1 Interview guide

Data was collected using an interview guide which was structured according to the study objectives and was the main data collection tool used. The researcher posed open-ended questions while taking notes and the inquiries were not closed-ended. The DEO and Inspector of UPE schools were interviewed using interview guide. It helped fill in the blanks left by the self-administered question.

The guide had open-ended questions designed to draw out narrative responses, opinions, and real-life experiences. The questions were sequenced to follow thematic categories corresponding with each objective.

3.8.2 Ensuring instrument quality (Validity and reliability)

- Content Validity: Assessed through peer review by academic advisors and research supervisor who evaluated whether the questions adequately captured the study objectives.
- Pilot Testing: Enabled to refine the interview guide for coherence, sensitivity, and respondent comprehension.
- Triangulation of data sources from SMCs, head teachers, DEO, Inspectors: Improved reliability by comparing perspectives across different stakeholders.
- Checks on consistency: During collection of data, it was ensured that questions were administered uniformly and responses were recorded systematically.

3.9 Data analysis and Presentation

This section explains and demonstrates, summarizes and assesses data (Shamoo & Resnick, 2013). To make data more understandable, it must be sorted, altered, and categorized. It is crucial to make sure that any incompleteness and discrepancies in the data acquired be recorded and clarified as soon as the data had been collected from the respondents, therefore qualitative data was analyzed to make it more meaningful. Verbatim transcriptions of the interviews' qualitative data were used for manual thematic analysis that incorporated the respondents' opinions. Based on the researcher's subjective assessment of the study's goals, a conclusion was drawn. The categorized, analyzed, and interpreted data was gathered in accordance with the objectives of the study. The analysis of qualitative data got was aligned with a manual thematic approach aimed at capturing respondents' nuanced views through verbatim transcription, coding and categorization, theme development, interpretation and presentation.

3.10 Ethical Considerations

Before commencement of data collection, the researcher obtained approval from the UCU Research and Ethics Committee. Secondly, the researcher was granted permission by the District Education Officer to collect data in the area. Thirdly, informed consent was obtained from each study participant having initially explained the advantages and potential risks of participating in the study. Finally, confidentiality was observed by concealing the identity of respondents while presenting research findings.

CHAPTER FOUR

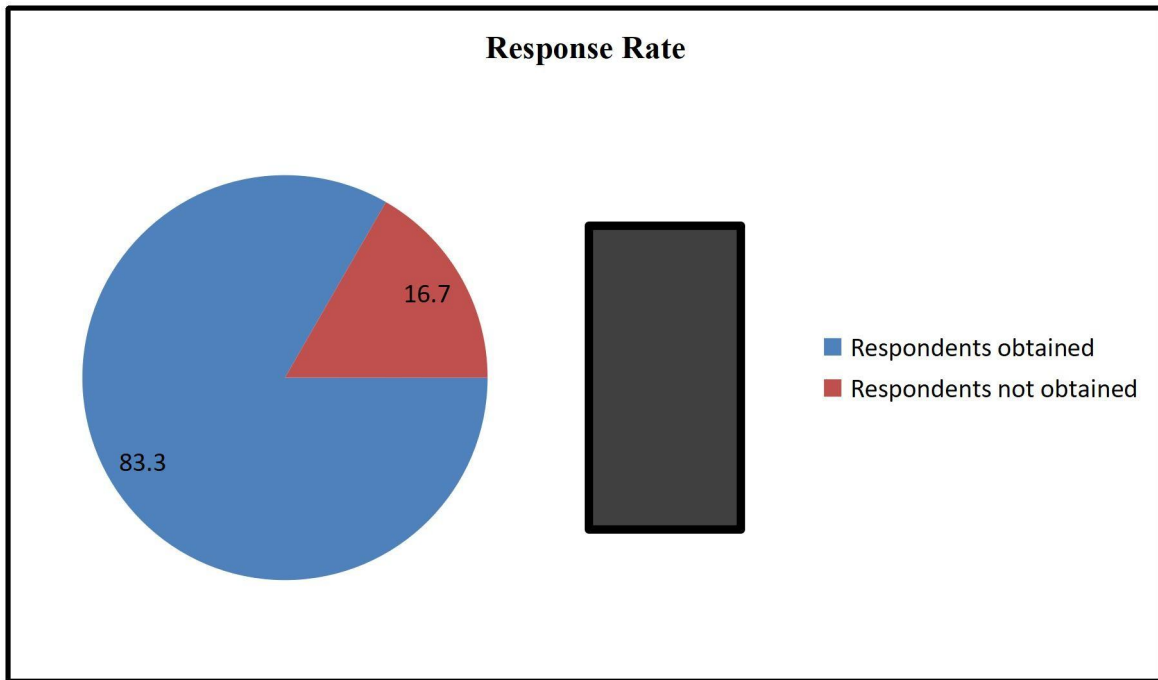
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the findings from respondents in accordance to the study objectives. The findings on each research objective are presented, analyzed and interpreted in qualitative form as the method of data collection was qualitative in nature.

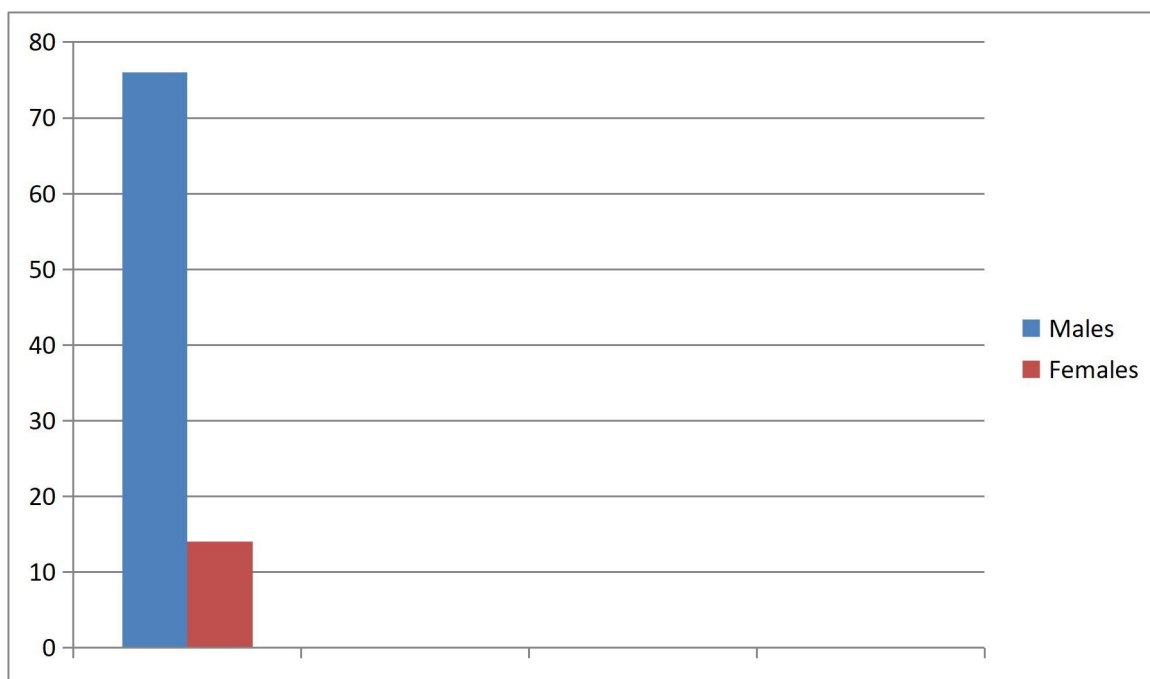
4.1 Response Rate

The researcher expected a total of 33 respondents from different categories to respond to interviews questions. Twenty five (25) respondents actually complied with interviews. This made a percentage response rate of 83.3%. Response rates approximating 60% for most research should be the goal of researchers (Babbie, 2010); therefore, the response rate of 83.3 is the most desirable for qualitative research like this one. Only 16.7% of the respondents were not found during interviews. It was assumed by the researcher that these minor numbers of respondents were out of work station during the time of data collection.



4.2 Gender of Respondents Who Complied With Interviews

While the researcher was conducting a qualitative researcher, he was able to count the gender differences that participated in the study for reasons of gender parity. Findings revealed that 19 participants were men while and 6 were women. This means men constituted a significant number of 76% and women the least of 14%. This gives a clear picture that women participation in school management in the study area is low and a reflection of broader community representation imbalances in leadership roles.



During the interview, the researcher tried to fulfill the purpose of the study which was to establish the role of SMCs on academic performance of pupils in selected universal primary schools in Bugangari Sub-County, Rukungiri District using the study’s research questions. The findings were presented here below:

All respondents were asked if their schools had school management committees. Findings from respondents confirmed that all schools sampled had school management committees functional though with some challenges as below presented:

The other question was about if the school management committees meet regularly.

Findings from all respondents revealed that they usually meet. *“We sometimes meet but not often as the law provides. The head teacher calls us sometimes”*. In most cases they meet when funds are available, said by the respondent.

“We all participate in meetings; the chairman always signs on the cheques when the head teacher is going to withdraw funds for school activities. That helps us know how the school

uses the money and it promotes transparency although we do not follow up on the accountability of the different activities”

“The school management committee is always involved in the allocation of resources by approving the school budget. This helps us to know how the school is going to spend the funds they receive. The only challenge is that sometimes the head teachers delay to call us for the budget meetings and end up just implementing the budget without our approval”

“Sometimes when we make decisions in the SMC meetings, the head teacher implements some and other decisions are just left on paper and yet the decisions we make are important”

“We have always tried to ask the head teacher to lobby for better classrooms from the government, but nothing is done. We also try to emphasize the good performance of our learners by bringing on board private teachers to help our learners; I do not know why our learners perform poorly”

“Personally...when I go to the school, I interact with the head teacher, teachers, and learners. Sometimes even parents because I stay within and when I get their views, I advise accordingly”

The other was question was about the activities of SMC that directly support good academic performance.

Key informants reported that school management committees support academic performance by improving school management, monitoring performance, and mobilizing resources.

Furthermore, it was revealed that SMCs conducted the role of planning and implementing the school plans. It was revealed that SMCs help plan, implement, monitor, and evaluate school

activities, identification of priorities; SMCs help identify areas for improvement and development priorities, mobilising resources; SMCs help mobilise resources to support school improvement, ensuring accountability: SMCs help ensure schools are accountable and held to a standard, monitoring performance by supervising teachers; SMCs monitor the performance of teachers and the head teacher, monitoring school funds: SMCs monitor how school funds are used, monitoring discipline; SMCs monitor how the head teacher manages discipline in the school, facilitating community engagement, involving parents, teachers, and students and ensuring that parents, teachers, students, and community members are involved in school governance and strengthening the rapport between the school and the local community.

Three key informant interview responses revealed that School Management Committees consult parents mainly through annual meetings and suggestion boxes. Teachers also meet parents individually, but this slows decisions down. While parents are consulted, school management committees sometimes make decisions first and simply inform them afterwards to save time. Inspectors verify whether management committees adhere to UPE guidelines, but many committee members admitted they did not know the policy well and relied on local leaders for guidance.

Do the SMC members discuss annual PLE result with teachers and parents?

The study found that many parents do not attend school meetings, preventing any discussion of annual PLE results. This lack of communication leaves parents unaware of their children's academic progress, contributing to poor performance. In contrast, the few involved parents

who attend meetings can share their views, monitor their children's performance, and even supervise them at school, giving them a clear understanding of their academic direction.

What are some of the challenges SMC face in your schools that affects the pupils' academic performance?

An SMC member said, *"In UPE schools 'chairpersons of school management committees 'eat' with the head teachers.... if the money from the government is released and sent to school, the chairperson eats part of that money with the head teachers"*. This is in agreement with what on head teacher of a government school said that, *"We in UPE schools sometimes we find hard time from these semiliterate chairpersons of school management committees... once UPE funds are released by the government, they come to the head teachers and demand a portion on that money...and if you don't give them they can fail you"*. This reveals that there is decay in Uganda's education system; people at different levels mainly think of eating/cheating instead of serving the public".

Regarding the meetings of school management committees, they are generally held haphazardly. This implies that many times there are no clear directions for the meetings. They are mainly held for formality since it is a requirement as per government policy. Otherwise it is absurd that members are not informed in time, the agenda of the meetings are not usually made in advance and are not usually distributed to members in advance, so people usually go to meetings when they do not know what they are going to discuss about. On this theme, one female member of a school management committee said, *"When there is need for the meeting, sometimes the head teacher rings us and informs us on phone that we have a meeting..... if it is a rainy season when we are very busy in farming, many of us don't attend the meetings for which we are called ...it seems some head teachers do it deliberately for us*

not to attend..... they do this by for example ringing some of us either a day or two days before, hence not having enough time to prepare ourselves”.

It was revealed surprising that the implementation of the decision made in the meetings of school management committees is poor. This means that though sometimes the members sit and make decisions, these decisions are not always implemented. Accordingly, the members many times do not make a follow up on funds allocated to items. Actually on this issue, head teacher said, *“In meetings we can make suggestions of the money which would be allocated to particular items or projects but at times we fail to get it, or we very little of the money”.* This implies that a member of school management committees leave much of the work to the head teacher to ensure that is discussed is implemented

The findings were that the school management committees in this district were poor in the sense that they are not properly instituted as per the government policy, their meetings are usually haphazard, and the implementation of their decisions is generally poor. Based on the data collected from the oral informants, this poor state of affairs was due to the district being rural with many illiterate and semi-illiterate people. Hence some members of the school management committees do not clearly understand their roles. In addition, some head teachers of public schools are cheats, so they influence the election of soft members of the school management committees who would dance on their tunes (tunes of head teachers). Thirdly, some private schools were founded by illiterate business men and women who take schools as an economic investment. Such people do not appreciate the value of school management committees, the school founders appoint those they want. Sometimes the meetings are not held; the minutes are forged.

It was also found that some chairpersons of school management committees liaise with head teachers to get part of the money the government sends to schools to run the school activities. This money called capitation grants is meant to buy chalk, pens, and other important things at school such as Jerricans, hoes, slathers, water, water containers, for keeping the school neat, etc. surprisingly some chairpersons think it is for them to eat.

Some head teachers were said to influence the election of soft members of school management committees who will not interfere with them. This shows that some head teachers have personal interests, this applying such fake management styles.

4.3 Objective One: Motivation Role of SMCs and Academic Performance

4.3.1 Good Working relationships

Teachers in UPE schools of Bugangari sub-county feel that they receive verbal praise for their efforts and recognition plays a crucial role in retaining and attracting talented teachers to government primary schools. However, there seems to be a lack of public acknowledgment of their efforts and recognition through professional development opportunities in Rukungiri District. Additionally, the participants strongly disagreed that this recognition reassures teachers that they are making a positive impact on their students' lives.

4.3.2 Fringe Benefits

Overall, the findings suggest that teachers in government primary schools in Bugangari sub-county perceive a positive environment regarding incentives and support for their performance. They feel that salaries are periodically reviewed, training programs are organised, exceptional performance is considered for promotions, and schools are provided with necessary materials.

4.3.2 Welfare

Staff development, incentives, and recognition are all significantly related to teacher performance. Investing in staff development programs, providing incentives and recognising teacher achievements all contributed to improving their performance. Educational institutions need to prioritise these factors to enhance overall teacher effectiveness and ultimately improve student outcomes. Participants had mixed perceptions of teacher performance in government primary schools in Rukungiri District. While they agreed that teachers effectively plan for their lessons, interact easily with learners, and provide feedback regularly, they disagreed or were neutral towards statements regarding improved academic performance, a positive learning environment, differentiated instruction, effective communication with pupils, improved teaching skills, deep understanding and content knowledge, and coming early to school.

4.4 Objective Two: Monitoring Role of SMCs and Pupils' Academic Performance

4.4.1 Routine Visits

Study participants confirmed that School Management Committees monitor academic performance by visiting schools and checking pupils' exercise books. To encourage better results, some management committees provide incentives like rewards for the best-performing students. As one member stated, “we conduct monitoring of academic performance through visiting and checking pupils’ books at the school.” *“Where we find poor handwriting and scores, we talk to the teachers to help the learners.”* *“Improving performance of pupils is one of the things that is challenging. We try rewarding the best performers in the school.”* – SMC member

4.4.2 Supervision

According to the study, teacher performance was supervised by School Management Committees using several methods. These included physically checking teacher attendance and consulting attendance registers. The management committees also inquired about teacher availability and monitored their arrival times, cautioning those who were consistently late. As one committee member explained, they enforce an 8:30 AM deadline, though some teachers still arrive later. Furthermore, teacher effectiveness was assessed by tracking student performance in their subjects on a termly basis.

4.4.3 Meetings

The study found that School Management Committees (SMCs) monitor school performance by tracking student results, teacher effectiveness, and curriculum delivery. A key monitoring function is budget execution. Key informants confirmed that SMCs prepare, approve, and analyze school budgets, maintain expenditure records, and ensure UPE funds are used properly.

School Management Committees receive funds quarterly and hold meetings to authorize all spending. Budget drafting is done before the commencement of a new term to guide school operations. Supervision of records and minute books confirmed these meetings occur. As one SMC chairperson stated, they monitor financial management by “following the school records of funds to establish whether they balance and if expenditure is only for agreed items”.

4.4 Objective Three: Administration Role of SMCs and Pupils' Academic Performance

4.4.3 Transparency

The study revealed that: There were lack of cooperation among stakeholders; SMCs lack full control and mandate, leading to misappropriation of funds and limited decision-making influence; Dominance by some members which affects democratic processes; Financial and administrative challenges hinder UPE implementation such as lack of expertise, irregular meetings and; Although respondents recognise the community's need for school management information, sharing is rare. Some share only with SMC members; others argue broader transparency is unnecessary. Information sharing is informal and mostly undocumented, with reported sessions unverified by PTA chairperson.

4.4.3 Mobilisation of Resources

It has revealed that: SMCs are involved in raising funds, monitoring utilisation, and ensuring accountability in UPE implementation and other school activities like games and sports; Capitation grants are often delayed or unavailable, preventing execution of planned School Performance Improvement plan (SPIP) activities. Budget inflation worsens this issue. Most schools achieved less than half their goals. Also, DEOs enforce budgeting guidelines. Schools must provide accountability before accessing funds. Bank accounts are managed with proper authorisation, though some violations occur for example, signature forgery by some head teachers. To ensure efficient use of the money, DEOs have designed forms that must be filled in and signed before grants are accessed. Head teachers must account for previous grants before receiving authorisation for new disbursements.

4.4.4 Monitoring UPE

- **Administrative Approaches:** SMCs execute their management roles through meeting, implementation and follow-up, planning and resource management.
- **Collaboration and Support:** SMCs work with head teachers to respond to issues affecting academic performance. They mobilise parents to support school activities aimed at improving learning outcomes.
- **School Performance Appraisal Meetings (SPAM):** These meetings are inconsistently held. Teachers prepare issues and assess pupils' skills beforehand. Stakeholders participate but democratic decision-making remains questionable.
- **Action Planning:** Rarely practiced. When action plans exist, they lack formal adoption. Teachers and community members recognise their value, but implementation is weak. Some schools initiated reading clubs to address literacy issues, especially in English, Math, and Science, which subjects impacted by low readability and untrained teachers.

4.5 Chapter Summary

The findings across all three objectives reveal that SMCs play a multifaceted role in influencing academic performance in UPE schools through Motivation of staff and pupils, Monitoring school operations, and Administration of resources. Motivation efforts such as staff development and verbal recognition exist but are hindered by limited public acknowledgment. Monitoring activities including routine school visits and teacher supervision are actively practiced, especially in financial oversight. Administrative roles face several systemic challenges such as lack of transparency and decision-making authority, though collaborative planning and resource mobilisation are evident. Overall, while SMCs contribute positively, several gaps in policy, practice, and capacity affect their effectiveness in improving pupils' academic performance. Positive practices such as good working

relationships, supervision, and transparency foster environments foster learning and improved performance, but there were gaps in female representation and occasional resource limitations and need for capacity building that highlight areas for improvement. The results validate the conceptual framework and reinforce the importance of community governance in UPE school performance.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter is about the discussion of research findings in relation to the existing related literature. The discussion aligns each study objective with existing Literature, identifies practical gaps, presents defined variables and indicators, and acknowledges study limitations for transparency and academic discipline.

5.1 Discussion of Findings

5.1.1 How Motivation Role of SMCs Influences Pupils' Academic Performance in UPE Schools?

Overall, the findings suggest that the participants had mixed perceptions of teacher performance in government primary schools in Rukungiri District. While they agreed that teachers effectively plan for their lessons, interact easily with learners, and provide feedback regularly, they disagreed or were neutral towards statements regarding improved academic performance, a positive learning environment, differentiated instruction, effective communication with pupils, improved teaching skills, deep understanding, and content knowledge, and coming early to school.

These findings align with Uganda's Education Act (2008), which establishes the School Management Committee (SMC) as the official governing body for primary schools. As a statutory body, the SMC is entrusted with the overall supervision and direction of school operations. They collaborate with parents, teachers, and the community to ensure effective

teaching, staff welfare, and a proper learning environment, all of which help to improve academic performance of students.

Indicator alignment: From the study Motivation roles include proper planning, verbal recognition, welfare monitoring, and staff development, which are linked to teacher performance indicators such as lesson delivery, student engagement, and instructional quality.

Limitation: Mixed perceptions suggest variability in SMC impact, which may reflect gaps in consistent implementation or awareness across different schools.

5.1.2 How Does Monitoring Role of SMCs Influence Pupils' Academic Performance in UPE Schools?

Committee members reported that schools we're regularly monitored through visits and checking the books of pupils. In an effort to improve academic performance, these committees reward best performing pupils. "we conduct monitoring of academic performance through visiting and checking pupils' books at the school. Where we find poor handwriting and scores, we talk to the teachers to help the learners." "Improving performance of pupils is one of the things that is challenging. We try rewarding the best performers in the school."

These findings support Khan's (2024) research, which recognized School Management Committees (SMCs) as change agents. Their work in building community relationships, involving parents, and monitoring teachers and finances directly leads to school improvement by ensuring resources are used effectively.

The study confirmed that management committees were properly formed, held regular meetings, and received some training. This research was initiated to assess their awareness of their roles and address a gap in existing literature on community participation.

Tracking academic performance is essential for identifying student strengths and weaknesses to guide learning. It provides a standard measure for student progress and allows for

comparison (Melissa, 2012). Performance is measured through various methods, including classroom tests, homework, presentations, and state-level standardized exams designed for specific age groups.

Variable clarity: Monitoring roles include routine classroom observation, supervision of teaching, financial oversight, and pupil records, which all aligning to performance indicators in pedagogy and resource use.

Literature basis: Findings align with Khan (2024) and Melissa (2012), reinforcing that monitoring activities directly correlate with school improvement efforts.

The gap: The study contributes empirical insights into how SMCs operationalise monitoring duties in rural Ugandan schools, which is a gap in much of the comparative international literature.

5.1.3 How Administration Role of SMCs Affects Pupils' Academic Performance in UPE Schools?

This study revealed that administrative duties performed by management committees in schools help in improving performance of students in UPE settings. Key challenges include poor cooperation among stakeholders and failure of school management committees to control school activities and finances leading to continuous mismanagement of funds.

A significant challenge is that SMCs often lack the financial expertise and practical knowledge needed to run a school effectively. While decisions are meant to be participatory, influential members frequently dominate discussions, resulting in undemocratic and often poor decisions. This finding is supported by multiple researchers. Maile (2002), Xaba (2011), and Van Wyk (2004) all identified illiteracy and a lack of skills as primary reasons for SMC inefficiency, particularly in rural areas.

Pushpanadham (2000) specifically noted their struggle with technical roles like budgeting. Furthermore, Mbena (2005) and Van Wyk (2004) observed that this dynamic silences less confident members, leaving them as mere observers. Ultimately, a school's performance depends on the effective and transparent management of its resources, and the SMCs' lack of financial skill directly hinders this (Antonowicz, 2010; Yau & Cheng, 2014).

Variable clarity: Administration indicators include decision-making authority, financial expertise, stakeholder collaboration, and planning capacity.

Literature basis: The study links its findings to Maile (2002), Van Wyk (2004), Pushpanadham (2000), Xaba (2011), Ayeni & Olusola (2013), Antonowicz (2010), and Yau & Cheng (2014), demonstrating coherent integration with previous scholarship.

Limitation: Influence of member literacy and lack of financial training limits administrative effectiveness, which is a recurring challenge in rural governance frameworks.

Gap: The study highlights that technical and financial limitations among rural SMCs pose barriers to sustainable school governance, which was understudied in localised Ugandan contexts.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The chapter presents the summary, conclusion and recommendations of the study.

6.1 Summary

The reaction towards teacher performance in Bugangari sub-county, Rukungiri District as some respondents agree that teachers do effective lesson planning, interact easily with learners, provide regular feedback. However some respondents disagreed or were neutral on issues of academic performance, positive learning environment, effective communication with pupils, improved teaching skills and knowledge as well as time management.

School management committees are governing bodies that work with parents, teachers, and the community to ensure efficient running of school programs which improves performance of students. When such committees fulfill their roles such as monitoring schools through regular visits, they motivate pupils to excel academically. “Through visiting schools we encourage teachers to actively engage students in class so that they can excel. We also try to award best performing students so that they can keep it up.”

However, school management committees also faced challenges like lack of team work, poor resource management and disregard for democratic decision making.

The study also revealed that some members of school management committees lacked financial management and administrative skills which hinders effective governance (Maile, 2002). Following up on the academic performance of students, sets standards of evaluation like examining a student’s mastery of a subject. However, administrative inadequacies among

management committees deter them from improving the learning environment of students and leads to mishandling of resources.

6.2 Conclusion

6.2.1 Conclusion on Motivation Role

It was concluded that there is significant effect between SMCs and pupils academic performance in Rukungiri District. The findings highlight the importance of providing opportunities for staff development, offering incentives, and recognising the efforts of teachers to motivate them and improve their performance, thus improving learners' academic performance.

6.2.2 Conclusion on Monitoring Role

Learners' performance results from teachers' efforts, staff motivation role when well played plus school supervision and administration role all combined lead to learners' academic performance.

6.2.3 Conclusion on Administration Role

In conclusion therefore, SMCs play a crucial role towards pupils' academic performance.

6.3 Recommendations

6.3.1 Recommendations on Motivation Role

- SMCs should promote collaboration and feedback among teachers: as it will help improve teaching practices and student outcomes.

- SMCs should strengthen professional learning communities for their teachers by providing time and resources for regular collaborative meetings, facilitating the sharing of best practices and experiences, and promoting a culture of continuous improvement through collaboration so that learners' academic performance can improve in school.
- The government should establish clear criteria and processes for identifying and promoting teachers who demonstrate outstanding performance. Promotions should come with increased responsibilities and higher pay, providing teachers with further motivation to strive for excellence.

6.3.2 Recommendations on Monitoring Role

Schools must implement systems to monitor both teacher classroom time and student learning outcomes. The District Education Officer's Committee should be empowered to continuously evaluate these monitoring systems to ensure their effectiveness in all community schools

6.3.3 Recommendations on Administration Role

Utilizing community structures like School Management Committees (SMCs), Parent-Teacher Associations (PTAs), and the District Education Office (DEO) can significantly strengthen school accountability systems. To combat member apathy effectively, District Assemblies and Education Offices should implement specific measures targeting school governance committees.

REFERENCES

- Adong, J. (2017). *The school management committee roles and performance of primary schools in Lamwo District, Uganda* (Doctoral dissertation, Kampala International University, College of Education, Open, Distance and E-Learning).
- Amin, M.E. (2005). *Social Science Research: Conception, Methodology and Analysis*. Makerere University Press, Kampala.
- Anderson, B., & Simpson, M. (2012). History and Heritage in Open, Flexible and Distance Education. *Journal of Open, Flexible, and Distance Learning*, 16(2), 1-10.
- Anton, W. D., (2015). The Nature and Treatment of Test Anxiety. In *Emotions and Anxiety: New Concepts, Methods, and Applications* (pp. 317-344).
- Babbie, E. R. (2010). *The practice of social research* (12th ed.). Wadsworth Cengage Learning
- Bategeka L., Ayok M., & Mukungu A., (2016). *Financing primary Education for All: Uganda*. Institute of Development Studies at the University of Sussex.
- Beaupre, J. G. (2022). *To lead or not to lead: Exploring how young women's early career experiences impact their leadership ambition*. *Gender in Management: An International Journal*, 37(8), p1064–1079.
- Connecticut State Department of Education. (2008). *A guide to early childhood program development*
- CSDE, (2008). Questions and Answers on the ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools.
- Creswell, J. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th edition ed.). London: SAGE Publications, Inc.

- Daily Monitor Newspaper. (2017, February 28). *23 Head Teachers Demoted Over PLE*. (D. Wandera, Editor) Retrieved June 16, 2022, from <https://allafrica.com/stories/201702280019.html>
- Ellis, E. S., & Worthington, L. A. (1994). *Executive Summary of Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators*. Eugene, OR: National Center to Improve the Tools of Educators, College of Education, University of Oregon.
- Enamiroro, (2017). *Absenteeism and Lateness among Secondary School Students in Nigeria: Profiling Causes and Solution Nigeria: Profiling Causes and Solution*. Volume 6. Online Journal.
- Fayol, H. (1942). *General and Industrial Management*. Sir Isaac Pitman & Sons.
- Fayol, Henri, 1841-1925. (1930). *Industrial and general administration*. [London] :[Sir I. Pitman & sons, ltd.],
- Filozof, E. M., Albertin, H. K., Jones, C. R. et al. (1998). Relationship of adolescent self-esteem to selected academic variables. *Journal of School Health*, 68, 68–72.
- Fontana, A. and Frey, J.H. (2005). *The Interview: From Neutral Stance to Political Involvement*. In: Denzin, N.K. and Lincoln, Y.S., Eds., *The Sage Handbook of Qualitative Research*, 3rd Edition, Sage Publication, London, 695-727.
- Government of Uganda. (1995). *The Constitution of the Republic of Uganda, 1995*.
- Government of Uganda (2008). *Education Act of 2008*, UPPC, Entebbe.
- Innocent Mulindwa Najjumba, James Habyarimana, and Charles Lwanga Bunjo (2013). *School-based management : Policy and functionality*. Washington, DC : World Bank.
- Kakinda – Mbaaga F.M (2000). *Introduction to Social Research*. Unpublished manuscript.

- Kakuru, D. M., & Kanyi, J. M. (2012). *School management committees and the management of public primary schools in Kamwenge District*. *International Journal of Education and Research*, 1(8), 1-14.
- Katamba, E. K. (2017). *Nakaseke District PLE Performance Report. Annual Report*. Retrieved June 16, 2022
- Khan, (2024). *Lithofacies and deformation structure of the Bandarban Anticline, Chittagong–Tripura Fold Belt, Bangladesh – Depositional environments and tectonic implications*. *Journal of Earth System Science*, <https://doi.org/10.1007/s12040-024-02311-5>
- Kombo, D. K. & Tromp, D. L. (2019). *Proposal and thesis writing, An Introduction*. Pauline Publication Nairobi, Africa.
- Krejcie, R.V. and Morgan, D.W. (1970). *Determining sample size for research activities*. *Educational and Psychological Measurement*, 30, 607-610.
- Lwanga, M. (2015). School management committees in Uganda: An analysis of their legal framework and role in improving school governance. *International Journal of Educational Administration and Policy Studies*, 7(7), 92-101.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom Management That Works. Research-Based Strategies for Every Teacher*. New York: Pearson Education.
- Maslow, A. H. (1970). *Motivation and Personality* (2nd ed.). New York: Harper & Row.
- Maslow, A. H. (1954). *Motivation and Personality*. New York, NY: Harper & Row Publishers.
- Melissa, L. Y. (2012). *Relationship between Big-Five Personality Domains and Students' Academic Achievement*. *Social Sciences & Humanities*, 20, 973-988.
- Ministry of Education and Sport (2014). *Teachers' initiatives in Sub-Saharan Africa*. Teachers' issues in Uganda: A shared vision for an effective teachers' policy [Online].

Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000229777> [Accessed 30 June 2020].

Ministry of Education and Sports (2017). *The education and sports sector national annual performance report*. Kampala: MoES.

Ministry of Education and Sports. (2007). *Management committee roles handbook revised edition*. Kampala, Uganda: Ministry of Education and Sports. Retrieved April 2022

Ministry of Education and Sports. (2008b). *Guidelines on policy, planning and roles and responsibilities of stakeholders in the implementation of universal primary education (UPE) for district and urban councils*. Kampala: MoES.

Mwesigye, A. (2015, January). The advent of universal primary education (UPE) in Uganda: challenges and possible solutions. *Journal of Educational Research and Studies*, 3(1), 1-12. Retrieved March 15, 2022, from <https://www.peakjournals.org/sub-journals-JERS.html>

National Center for Education Statistics. (2001). *Technical issues in large-scale performance assessment*. Washington, DC: U.S. Department of Education.

New vision 14, Jan 2016. The examination results: January 14 - 2016 - New Vision Official

Oso, W. K., & Onen, D. (2008). *A General Guide to Writing Research Proposals and Report*. Makerere University.

Patil, (2004). Effect of plant growth regulators on biophysical, biochemical parameters and yield of hybrid cotton. *Karnataka Journal of Agricultural Science*, 16, 591-594.

Shamoo A.E, Resnik DB (2013). *Responsible Conduct of Research*. 3rd. New York: Oxford University Press; [Google Scholar]

Stiggins, R. (2021). *From formative assessment to assessment for learning: A path to success in standards-based schools*. *Phi Delta Kappan*, 87, 324-328.

- Taniguchi & Hirakawa (2015). Dynamics of community participation, student achievement and school management: The case of primary schools in a rural area of Malawi
- The Education (Pre-primary, primary and post-primary) Act. (2008). Entebbe: UPPC.
- Touliatos J., & Compton N. H. (2018). Research methods in human ecology/home economics Ames, Iowa: Iowa State University Press.
- UPE capitation guidelines (1997). Capitation Grant: Planning and Implementation Guidelines for District and Urban Councils, Kampala:
- UPE Handbook (2004). Guidelines on Policy, Roles and Responsibilities of stakeholders in the implementation of Universal Primary Education.
- Weber, M. (1920). Sociologia delle religioni. Ghibli, 2015.

APPENDICES

APPENDIX I: INTERVIEW SCHEDULE SCHOOL MANAGEMENT COMMITTEE MEMBERS FROM THE SELECTED SCHOOLS

Dear respondent,

I am Mujuni Paul, a student of Uganda Christian University (UCU) carrying out an academic for award of Master's Degree in Education Administration and Management. The purpose of this questionnaire is to seek your views on the role of School Management Committees on the pupils' academic performance in Government aided primary schools in Bugangari sub county, Rukungiri District. Your responses will be for the purpose of this study only while your identity will be treated as confidential as possible.

Interview Questions

As a member of SMC do you meet regularly? Yes/no, if no state the reasons why you don't meet regularly.

.....
.....

2. List the activities of SMC that you do directly to support good academic performance of your school if there is any.

.....
.....
.....

2. (a) Do you discuss annual PLE result with teachers and parents?

Yes No

(b) If No, give reasons

.....
.....

3. In your own experience does the head-teacher encourage active involvement of SMC members in the school academic performance? Yes No

15. If yes, how does the head-teacher involve SMC in enhancing academic performance?

.....

4. How often do you visit the school?

Weekly Bi weekly monthly Once every term

5. What do you do when you pay a visit the school?

.....
.....

6. What are some of the challenges SMC face in your schools that affects the pupils' academic performance?

.....
.....

7. How is the SMC addressing these challenges?

.....
.....

8. Does motivation role of SMCs influence pupils' academic performance in UPE schools?

.....
.....

.....
.....

9. Does monitoring role of SMCs influence pupils' academic performance in UPE schools?

.....
.....
.....
.....

10. Does administration role of SMCs affect pupils' academic performance in UPE schools?

.....
.....
.....

END

THANK YOU

**APPENDIX II: INTERVIEW SCHEDULE FOR HEAD TEACHERS, DEO AND
INSPECTOR OF SCHOOLS**

Dear respondent,

I am Mujuni Paul, a student of Uganda Christian University (UCU) carrying out an academic for award of Master’s Degree in Education Administration and Management. The purpose of this questionnaire is to seek your views on the role of School Management Committees on the pupils’ academic performance in Government aided primary schools in Bugangari sub county, Rukungiri District. Your responses will be for the purpose of this study only while your identity will be treated as confidential as possible.

Interview Questions

1. Does this school has School Management Committees

Yes/No, if no give the reasons as to why?

.....
.....

If yes, do the SMCs meet regularly? Yes/no, if no state the reasons as they don’t meet.

.....
.....

2. List the activities of SMC that directly support good academic performance of your school if there is any.

.....
.....

2. (a) Do the SMC members discuss annual PLE result with teachers and parents?

Yes No

(b) If No, give reasons

.....
.....

3. In your own experience does the head-teacher encourage active involvement of SMC members in the school academic performance? Yes No

15. If yes, how does the head-teacher involve SMC in enhancing academic performance?

.....
.....

4. How often do you visit the school?

Weekly Bi weekly monthly Once every term

5. What do you do when you pay a visit the school?

.....
.....

6. What are some of the challenges SMC face in your schools that affects the pupils' academic performance?

.....
.....

7. How is the SMC addressing these challenges?

.....
.....

8. Does motivation role of SMCs influence pupils' academic performance in UPE schools?

.....
.....
.....
.....

9. Does monitoring role of SMCs influence pupils' academic performance in UPE schools?

.....
.....
.....
.....

10. Does administration role of SMCs affect pupils' academic performance in UPE schools?

.....
.....
.....

END


THANK YOU

Mujuni Paul

SCHOOL MANAGEMENT COMMITTEES AND ACADEMIC PERFORMANCE OF PUPILS IN SELECTED UNIVERSAL PRIMA...

 Quick Submit

 Quick Submit

 Uganda Christian University

Document Details

Submission ID

tm:oid:::1:3399340520

Submission Date

Nov 5, 2025, 2:30 PM GMT+3

Download Date

Nov 5, 2025, 2:40 PM GMT+3

File Name

MUJUNI_PAUL_RESEARCH DISSERTATION_FINAL.docx

File Size

112.0 KB

49 Pages

9,040 Words

56,211 Characters

18% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography
- Quoted Text

Match Groups

- 93 Not Cited or Quoted** 17%
 Matches with neither in-text citation nor quotation marks
- 13 Missing Quotations** 2%
 Matches that are still very similar to source material
- 0 Missing Citation** 0%
 Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted** 0%
 Matches with in-text citation present, but no quotation marks

Top Sources

- 18% Internet sources
- 6% Publications
- 4% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review


No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.


A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Mujuni Paul

SCHOOL MANAGEMENT COMMITTEES AND ACADEMIC PERFORMANCE OF PUPILS IN SELECTED UNIVERSAL PRIMA...

 Quick Submit

 Quick Submit

 Uganda Christian University

Document Details

Submission ID

tm:oid:::1:3399234097

Submission Date

Nov 5, 2025, 10:56 AM GMT+3

Download Date

Nov 5, 2025, 11:25 AM GMT+3

File Name

MUJUNI_PAUL_RESEARCH_DISSERTATION_FINAL.docx

File Size

111.8 KB

49 Pages

9,098 Words

56,618 Characters

*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

**What does 'qualifying text' mean?**

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 03RD AUGUST, 2025

Name of Candidate: MUJUNI PAUL Reg. No: S22/BBUUC/MEAM/011

Title of Dissertation SCHOOL MANAGEMENT COMMITTEES AND ACADEMIC PERFORMANCE OF PUPILS IN SELECED UNIVERSAL PRIMARY SCHOOLS IN BUGANGARI SUBCOUNTY, RUKUNGIRI DISTRICT.

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Considering consistency of spacing and margins	Done	Maintained double spacing for easy reading
2	Check that all Literature content relate to the topic	Done	Citations and references done
3	Check that methodology fully aligns with research	Done; Aligns with research questions and objectives	Pages 28-30
4	Ensure that chapter Four reflects methods used, is in alignment with research objectives and Include Chapter summary in Chapter Four	Checked and is consistent	Pages 40-44
5	Check that research has done intended purpose and the Conclusion is fit for the research purpose.	Answered research questions and the Conclusion aligns with objectives	Pages 46-49, 55- 56

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
6	Checking Abstract content	Done, Has all the content in 222 words	Preliminary Page (V)
7	Structure background under sub headings	Done	Pages 1-7
8	Give borders of Bugangari sub-county Under Geographical scope	Done; With neighboring sub counties/ town councils and Grid coordinates	Page 10
9	Re-align Conceptual framework with research objectives	Done	Page 12
10	Complete Chapter 2 title, Include Chapter summary under literature review	Done	Pages 16, 24
11	Clearly explain Data collection instruments and Ensure Instrument quality for validity	Done	Pages 29- 30
12	Align Data Presentation and Analysis clearly with each research objective separately, and Include Chapter summary sub heading	Done	Pages 40- 44
13	Align Recommendations and Conclusions with objectives	Done	Pages 55- 56
14	Align References to APA 7 th Edition	Done	Pages 57-61
15	Correct appendix II	Re-typed well from Appendix I to Appendix II	Under Appendices (IV)
16			

MUJUNI PAUL



Candidate's Name

Signature

Habarugaba Gastone

Supervisor's Name



Signature