

**THE ROLE OF SCHOOL MANAGEMENT COMMITTEE IN THE ACHIEVEMENT
OF UNIVERSAL PRIMARY EDUCATION UPE PROGRAM OBJECTIVES IN
SELECTED PRIMARY SCHOOLS IN MUKONO DISTRICT UGANDA**

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DECLARATION

I, Shallot, now declare that my dissertation is wholly original with no previous submissions made to universities or other educational institutions in hopes of receiving an academic degree.

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APPROVAL

This dissertation has been submitted for examination with approval as a University Supervisor.

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DEDICATION

With special regard, I wish to dedicate this piece of work to my family especially my parents who have always been there to support me in my education. May the Almighty God richly bless you.

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I'm grateful to the All-Powerful God for giving me life and guiding me through my education, which hasn't always been simple but is still attainable. I am incredibly appreciative to my supervisor, Madam Edith Nagadya, for her diligent work and knowledge during his supervision.

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LIST OF ACRONYMS

PTA: - Parent-Teacher Association

SMC: - School Management Committee

SPSS: - Statistical Package for Social Sciences

UPE: - Universal Primary Education

USE: - Universal Secondary Education

ABSTRACT

The study intended to establish the role of the School Management Committee in ensuring achievements of the UPE program objectives within selected primary schools in Mukono District, Uganda. It focused specifically on establishing the contribution of the governance role of the school management committee to the achievement of the UPE program objectives in primary schools, assessing the contribution of the monitoring and evaluation role of the school management committee to the attainment of UPE program objectives in primary schools, and examining the contribution of the community involvement role of the school management committee to the achievement of UPE program objectives in primary schools.

In addition to using both quantitative and qualitative research methods, the study was conducted using a cross-sectional survey research methodology. Using key informants through purposive sampling and the basic random sampling procedure, a sample size of 44 was obtained. Questionnaires and interviews were used to gather data.

These research findings show that good governance of SMCs significantly enhances the attainment of the objectives of Universal Primary Education in Mukono District. The Pearson's correlation is strong and positive, relating governance practices to the success of UPE: $r = 0.644$, $p < 0.05$. With $\beta = 0.317$ and $t = 5.003$ at $p = 0.004$, 31.7% changes in the outcomes of UPE were explained by good governance. M&E also play an important role at $r = 0.656$ and $p < 0.05$; from $\beta = 0.332$, $t = 4.686$, and $p = 0.000$, showing that 33.2% of the success in UPE is linked to an effective M&E practice. In addition, community participation enhances UPE performance significantly: $r = 0.623$, $p < 0.05$, where UPE goals increase by 24.8% for every unit increase in community participation- $\beta = 0.248$, $t = 3.076$ and $p = 0.003$.

It also recommended the improvement in governance practices of SMCs through selective training and resource allocation; improvement in M&E systems through robust frameworks and training; and involvement of communities through school-community interaction. Recommendations also include better resourcing and support for SMCs to carry out their functions more effectively and coordination between the SMCs and the educational authorities should be strengthened so that efforts for UPE are more in tune with national policy and will be more successful.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was about examining the role of school management committee in the achievement of Universal Primary Education (UPE) program objectives in selected primary schools in Mukono District, Uganda. This chapter includes the study's history, problem statement, purpose, goals, research questions, rationale, significance, and theoretical framework.

1.1 Background of the Study

The historical, theoretical, intellectual, and contextual backgrounds were all taken into consideration in this part.

1.1.1 Historical background

The Universal Primary Education Program makes provision for equal access to quality primary education freely to all children. This concept of ambition has its origins in the worldwide education movement, which came to the fore in the early 20th century with legislation like the Education Act of 1944 in the United Kingdom and the Elementary and Secondary Education Act of 1965 in the United States of America. This provided equal opportunity in education for all children. Óskarsdóttir et al. (2020). In most Africa countries, the concept of UPE saw the light of the day in the 1990s. For instance, some African countries like Kenya, Tanzania, and Uganda lifted tuition fee policies against a rise in enrollment rates. According to Garira (2020), various policies have been initiated aimed at helping the abolition of tuition fees to increase enrollment rates. In Uganda, the UPE program was launched as early as 1997 to address low enrollments, more so among the disadvantaged groups, and to nurture equal opportunities in education between boys and girls (Sekiwu et al., 2020). In Uganda, however, amidst challenges, reasonable performance was manifested in increasing enrollment and developing educational infrastructure with aspirations for the attainment of primary education by all children.

In this context, the concept of School Management Committees has emerged as a vehicle for improved educational governance and accountability across the world (Hoang et al., 2020). Early

forms of school governance in Europe and the United States had representatives from the local communities, with systems like setting up school councils in the 19th century to ensure community participation in school management (Lunenburg & Ornstein, 2021). It also spread throughout the developing countries, adapting to meet the needs of the local contexts. Recently, in the late 20th century, the creation of SMC has become important throughout Africa within the larger educational reforms intended to raise school accountability and quality (Amon & Bustami, 2021). The introduction of UPE in Uganda in 1997 also highlighted the role of SMCs in supervising activities within schools, managing the resources, and ensuring that schools accomplish their purposes regarding education. In Uganda, for instance, it is expected that an SMC promotes community participation in ensuring that education policies are well implemented to achieve the goals of UPE (Charles & Mkulu, 2020).

1.1.2 Theoretical background

The stakeholder theory provided the framework for this study. R. Edward Freeman's stakeholder theory postulates that organizations pay due attention to the consideration of interests and influences involved by all their stakeholders if they wish to achieve better outcomes (Freeman, 1984). In the context of schools, these are the students, parents, teachers, School Management Committees, and the community at large. It was based on the assumption that through active engagement and balance of interests among such diversified groups, schools can develop a more supportive and congenial educational environment (Freeman, 1984).

The principles of stakeholder theory involve identifying all the stakeholders, mapping their needs and expectations, and integrating their inputs throughout the strategic and operational plans of the organization (Freeman, 1984). The assumptions that underpin the theory are of stakeholders having a legitimate interest in the organization and through such involvement, they are able to further the cause of improved organizational performance along with sustainability (Freeman, 1984). Applying this theory to studying SMCs in UPE programs of Mukono district presents the different ways through which SMCs would play their role in bridging the gap between schools and their stakeholders. By involving parents, teachers, and the community in decision making, SMCs would increase the accountability, transparency, and responsiveness of schools for better results in education outcomes, as maintained by (Halik et al., 2019; Namusoke & Rukundo, 2022). This approach ensures consideration for the different perspectives and needs of all

stakeholders; hence, such an environment is collaborative in support of UPE goals (Karlsson et al., 2020).

1.1.3 Conceptual background

It is an important organ in the governance of education and the improvement of the same. Halik et al. (2019) define SMCs as organizations composed of various actors such as teachers, parents, and community members, which are responsible for enhancing governance of the school and improvement in the quality of educational services. Besides, Edukasia (2022) has identified SMC as an institutional framework that assists in facilitating community participation and involvement in decision-making processes so as to bring improvement in the performance and accountability of schools. For the purpose of this study, however, SMCs were defined as organized groups comprising local actors that contribute to school governance, monitor educational performance, and engage the community toward the attainment of educational objectives. In the present study, the dimensions of the school management committee included governance, monitoring and evaluation, and community participation. Universal Primary Education programs are initiatives created to ensure accessible and equitable primary education for all children.

According to Sekiwu et al. (2020), UPE has been defined as a framework of policy into which all children, regardless of their socio-economic status, are provided with an opportunity to attend and complete primary education. Such a perspective portrays an inclusive and accessible conceptualization in understanding the UPE program. On the other side Kan and Klasen, 2021 defined UPE as an integrated approach in abolishing tuition fees amongst other anti-access of inclusive education concerns. However, in the current study, universal primary education will be referred to as the government concept developed to make the universal primary education reachable as well as improve educational outcomes of all children. The various dimensions included access to and quality education, infrastructural development, and welfare of students.

1.1.4 Contextual background

In Uganda, UPE was implemented in 1997 to provide free primary school education to all children. This led to massive increases in the number of students enrolling for school, growing from 2.4 million students in 1996 to over 8.5 million in 2020 (Musa, 2024). This is despite the fact that challenges still exist concerning school infrastructure, teacher quality, and academic

achievement (Kan and Klasen, 2021). Indeed, research reveals that, although UPE has largely improved access to education, the general quality of education and student performance are areas of concern that need attention and constant betterment (Sekiwu et al., 2020).

Improving the quality of education within UPE has been emphasized throughout the recent years. For example, Siraj-Blatchford et al. (2022) outline efforts at a system level that are encouraging child-centered teaching methodology and improving learning achievements in Kampala, Uganda. These are very significant since they go a long way in addressing disparities in the quality of education between regions and schools. Although the trends also indicate, for instance, that while UPE increased enrollments, the pass rates at the secondary education level are not improving and neither is overall academic performance for the students, as evidenced by statistical data inclusion (Namusoke & Rukundo, 2022). The conclusion here will be that further reforms should be made in addition to targeted interventions on these issues.

This research case study has focused on primary schools in the Mukono district, where implementation of UPE has been associated with both success and challenges. In Mukono, recent studies done indicate that while the rates of school attendance are improving, there is considerable variation in the quality of education provided. Inequitable school environments, teacher qualification differences, and unequal resource distributions have also been the contributing factors to differing educational outcomes (Galukande, 2022; Robert et al., 2021). These needed to be faced in a bid to enhance UPE effectiveness in Mukono District and ensure that a promise for equitably providing quality education to all children is seen through the program.

1.2 Problem statement

The Universal Primary Education program has a mandate to ensure that children are accorded equal and free quality education in Uganda. According to Halik et al. (2019), SMC plays a significant role in the realization of these ideals through the general oversight of the operations of the school and ensuring that the resources are well spent in the realization of the programs outlined in the UPE system. In contrast to reality, the objectives of UPE within the Mukono district were very hard to put into practice as indicated by (Kan & Klasen 2021). For example, the Ministry of Education report (2023), highlights a decline in the realization of UPE program

objectives characterized by reduced access to education with a decline in enrollment rates from 98% in 2018 to 95%. Quality-wise, there has been degradation in education, characterized by a 10% drop in primary school results between 2019 and 2023 (Musa, 2024). Furthermore, the level of infrastructure development is falling behind, where in 2022; only 40% of schools attained a minimum standard of infrastructure development, down from 60% in 2018. The welfare issue of students has been deteriorating, and nutritional and health services are part of student's welfare; reported school absences because of health issues increased by 15% between 2021 and 2022 (Galukande, 2022).

This all can be attributed to the inability of the school management committee in performing its duties both effectively and efficiently. Such a situation may also seriously affect the achievement of the objectives of this UPE program unless addressed. While prior research on UPE, for instance, Edukasia (2022) and Namusoke & Rukundo (2022) focused on general enrollment trends and academic results, among other areas concerning UPE, there is yet to be one outstanding directed research effort into, especially, the role of school management committees in this context. No other researchers have investigated in detail the ways in which the operational effectiveness of school management committees directly impacts the achievement of UPE goals within Mukono district. This study aimed to fill this gap by examining the role of the school management committee in achieving the goals of the Universal Primary Education (UPE) program in selected primary schools in Mukono District, Uganda.

1.3 Purpose of the study

The purpose of the study was to examine the role of the school management committee in the achievement of Universal Primary Education (UPE) program objectives in selected primary schools in Mukono District, Uganda.

1.4 Objectives of the study

- i. To establish the contribution of the governance role of the school management committee in achievement of UPE program objectives in primary schools.
- ii. To assess the contribution of the monitoring and evaluation role of the school management committee in achievement of UPE program objectives in primary schools.

- iii. To examine the contribution of the community involvement role of the school management committee in achievement of UPE program objectives in primary schools.

1.5 Research questions

- i. What is the contribution of the governance role of the school management committee in achievement of UPE program objectives in primary schools?
- ii. What is the contribution of the monitoring and evaluation role of the school management committee in achievement of UPE program objectives in primary schools?
- iii. What is the contribution of the community involvement role of the school management committee in achievement of UPE program objectives in primary schools?

1.6 Scope of the study

Three dimensions were included in the study's scope: content, geography, and time. These were examined in more detail below.

1.6.1 Content scope

This study specifically focused on; establishing the contribution of the governance role of the school management committee in achievement of UPE program objectives in primary schools, assessing the contribution of the monitoring and evaluation role of the school management committee in achievement of UPE program objectives in primary schools and examining the contribution of the community involvement role of the school management committee in achievement of UPE program objectives in primary schools.

1.6.2 Geographical scope

Geographically, a subset of UPE elementary schools in Uganda's central region—the Mukono district—were the study's sites. Kayunga District borders Mukono District on the north, Buikwe District borders it on the east, Kalangala District borders it on the south-west, Kira Town and Wakiso District border it on the west, and Luweero District borders it on the north-western side. The main and capital city of Uganda, Kampala, is located roughly 21 kilometers (13 mi) to the east of the town of Mukono. UPE primary schools in Mukono were chosen due to their

significant challenges in meeting UPE program objectives, evidenced by declining access, quality, infrastructure, and pupil welfare.

1.6.3 Time scope

The scholarly literature from 2019 to 2024 was the main focus of the investigation. It was also done in July and August of 2024, for a total of two months.

1.7 Justification of the study

The rationale of this study was therefore to fill in the critical gaps in knowledge on the role of School Management Committees towards realization of the objectives of the UPE program in Mukono district. Despite the implementation of UPE, there has been a decline in access, quality of education, infrastructural development and student welfare in all primary schools in Mukono (Sekiwu et al., 2020). Indeed, previous research focused essentially on wider educational outcomes and policy implications without sufficient focus on particular contributions and challenges facing school management committees in this context. The works of Siraj-Blatchford et al. (2022) and Namusoke & Rukundo (2022) are some of the reviewed studies. Hence, the study aimed to fill this gap by availing information that might inform policy and improve educational outcomes in Uganda.

1.8 Significance of the study

The study will therefore be useful to policy makers, as the facts gathered will be useful in determining the effectiveness of school management committees, hence help inform the right policy reforms needed to enhance the success of the UPE program.

The research will also be important to education administrators, pointing out best practices and challenges faced in management for the guidance of the best in school governance and resource allocation.

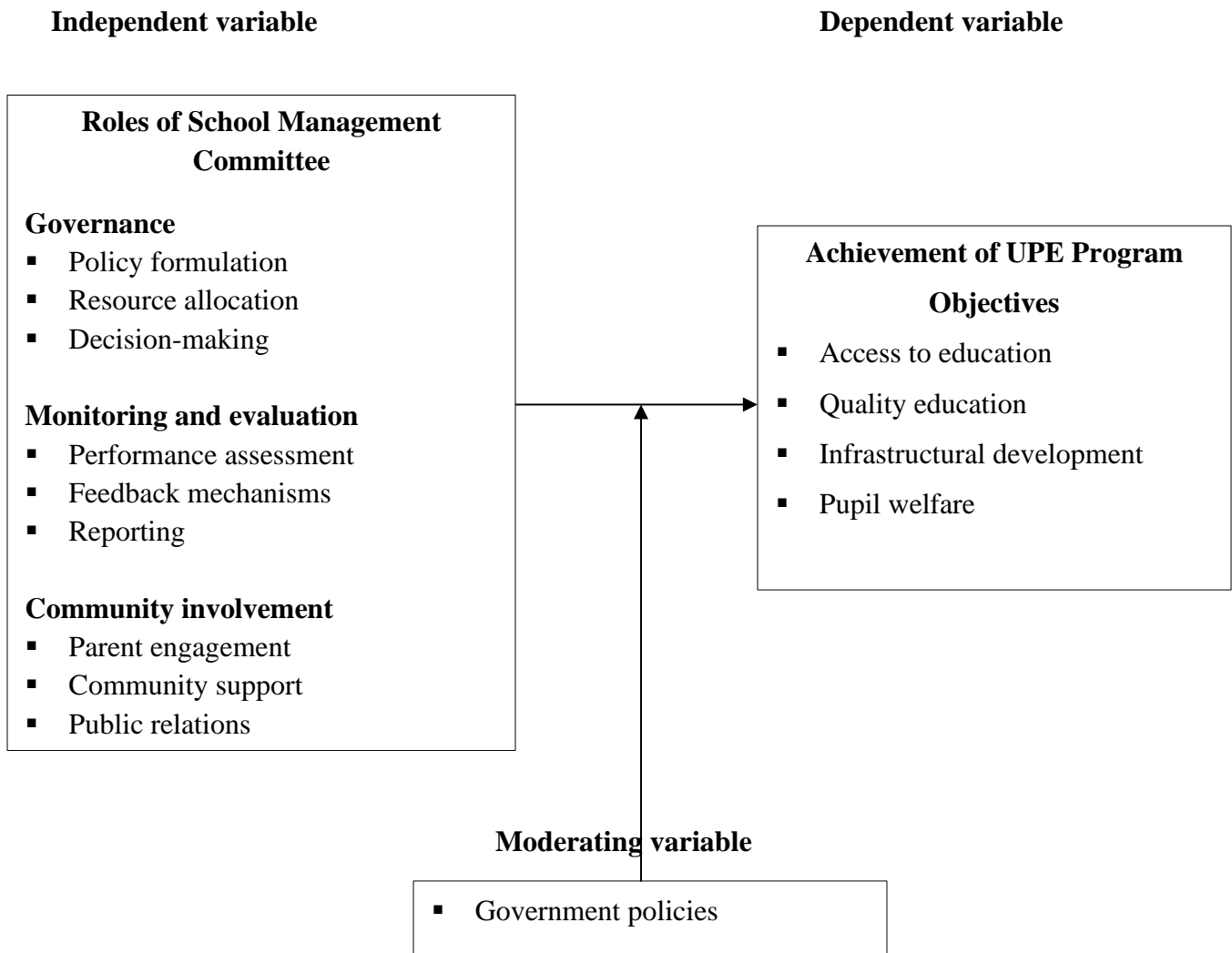
This will be important for informing teachers in which specific areas the management committee can assist in improving teaching and learning and, hence, quality education.

The study will be of significance in showing parents and the community how their involvement in school management committees affects their children's academic performance, thereby motivating more involvement within the community.

The research will also be helpful to researchers and future researchers in providing a missing link in the literature on the role of school management committees concerning UPE, establishing a foundation for further studies in this area and academic debate.

1.9 Conceptual framework

Figure 1: Conceptual Framework



Source: Adopted from, Amon & Bustami (2021) and modified by the researcher (2024)

The conceptual framework hypothesizes that the SMC's roles in governance, monitoring and evaluation, and community involvement are very influential in realizing the objectives of the UPE program. Good governance through policy formulation, allocation of resources, and decision-making ensures support and direction within the schools. Monitoring and evaluation through performance assessment, feedback mechanisms, and reporting display the progress made and where the processes need to be adjusted to. Community involvement through parental engagement, community support, and public relations creates an environment which is not inhibitive of education. Government policies further temper the attainment of the objectives of the UPE program, as mirrored in access to education, quality education, infrastructural development, and welfare of pupils, which may facilitate or hinder the effectiveness of the SMC's roles.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The current chapter represents the review of related literature on the subject matter in the study, and therefore, such a literature review gives an overall understanding of the existing knowledge, identifying gaps and setting the context for the present study in addition to ensuring that the study is pegged within an academic discourse and helps in avoiding duplication of previously done work. In view of this, this review has been presented under the identified variables in relation to the objectives of the study. The materials reviewed included textbooks, internet sources, journals, newspapers, and other articles containing information related to the study.

2.1 Theoretical review

The study was underpinned by the Stakeholder Theory which is discussed below according to the different scholars.

2.1.1 The Stakeholder Theory

The stakeholder theory provided the framework for this study. R. Edward Freeman's stakeholder theory postulates that organizations pay due attention to the consideration of interests and influences involved by all their stakeholders if they wish to achieve better outcomes (Freeman, 1984). In the context of schools, these are the students, parents, teachers, School Management Committees, and the community at large. It was based on the assumption that through active engagement and balance of interests among such diversified groups, schools can develop a more supportive and congenial educational environment (Freeman, 1984).

The principles of stakeholder theory involve identifying all the stakeholders, mapping their needs and expectations, and integrating their inputs throughout the strategic and operational plans of the organization (Freeman, 1984). The assumptions that underpin the theory are of stakeholders having a legitimate interest in the organization and through such involvement, they are able to further the cause of improved organizational performance along with sustainability (Freeman, 1984). Applying this theory to studying SMCs in UPE programs of Mukono district presents the

different ways through which SMCs would play their role in bridging the gap between schools and their stakeholders. By involving parents, teachers, and the community in decision making, SMCs would increase the accountability, transparency, and responsiveness of schools for better results in education outcomes, as maintained by (Halik et al., 2019; Namusoke & Rukundo, 2022). This approach ensures consideration for the different perspectives and needs of all stakeholders; hence, such an environment is collaborative in support of UPE goals (Karlsson et al., 2020).

2.2 Definitions and concept of school management committee

According to Halik et al. (2019), SMCs were established as a way of improving the quality of school services by involving the main stakeholders-parents, teachers, and community leaders-in decision-making on matters related to the management of schools. The SMC plays an oversight role in varied aspects of the functioning of the school, which include resource utilization, infrastructural development, as well as the realization of education policy. Their involvement has been considered an essential ingredient for the betterment of UPE programs, since they ensure that attention is given to the specific needs of both schools and communities.

Edukasia (2022), illustrates that for SMCs to succeed, it is in cooperation with school administrators and government officials for the realization of goals in education. SMCs are very important in linking schools with the communities to have them in tune with the bigger goals of UPE programs, such as the improvement of access to education quality, even as equity in resources distribution is also improved. According to Garira (2020), on the other hand, effectiveness in SMC is dominated by regional differences, particularly in community participation, resource availability, and effectiveness of structures of governance.

Hoang et al. (2020) cite some of the challenges facing SMCs in their efforts to discharge their duties in developing countries like Uganda. This includes the capacity of committee members, usually limited by minimal training or experience in the management of schools. This might cause delays in decision-making and complications in policy implementations, hence hindering the realization of goals on UPE. Secondly, there is a disconnect between what governments expect from the SMCs and what is actually at hand; this may cause not only ineffective utilization of resources but also poor achievement of goals in education.

2.3 Definitions and concept of Universal Primary Education program

UPE is among the essential efforts that work to expand access to basic education to all children, especially in developing countries. In the words of Karlsson et al. (2020) in the UPE program, primary schooling is regarded as the right leading to drastic reductions in poverty and facilitating sustainable development. This program works on eliminating barriers like school fees that impede access to education, with equity enhancement across socioeconomic groups. The importance of UPE will, therefore, not be overemphasized, especially in areas where families struggle to pay educational expenses, a fact supported by Lewin's report in 2022.

Indeed, the introduction of UPE has seen considerable developments in enrollment rates in school, especially for the disadvantaged groups and girls, as evidenced by (Lewin, 2022). In this respect, required inputs would be duly apportioned to help meet the increased demand, a precept that was observed by Muralidharan & Singh (2020) through effective public sector management and leadership. While these positive outcomes of the UPE initiatives were visible quite soon after the effective date, a whole range of challenges, such as overcrowding in classrooms and general shortages of learning materials, have actually emerged as real barriers to the overall success of the program. These challenge areas reveal the need for further investment and innovation to consolidate gains achieved under this initiative (Ozcan, 2021).

The aim of the UPE program is not only to attend school, but also the quality of education given, as (Ozcan, 2021) stipulated. There is a shift towards ensuring that children receive quality lessons that will lay the ground for their subsequent success later in life. Some involve the incorporation of broader educational reforms like enhancement of curriculum quality and teacher training with UPE, which many experts consider very critical in the reaping of maximum benefits from this initiative (Hoang et al., 2020). Therefore, while expansion of access is vital through the UPE program, ultimate success heavily depends on addressing excellence in education to appropriately equip the students with the competencies necessary for their future endeavors (Hoang et al., 2020).

2.4 Contribution of the governance role of the school management committee in achievement of UPE program objectives

The research by Muralidharan & Singh (2020) uses data from India's Universal Primary Education program to study the effect of school governance on educational outcomes. As should be expected, their findings reported that effective SMCs enhanced academic achievement of students and facilitated better use of resources hence advancing the objective of UPE. In a related study, Lewin (2022) reviewed the contribution of SMCs in Commonwealth countries like Uganda. It emerged that open and accountable governance systems allowing for community participation contributed greatly to the attainment of educational goals.

Óskarsdóttir et al. (2020) examined how inclusive school leadership supports the UPE program in pursuing its goal of improving student achievement. Their findings indicated that well-functioning SMCs were instrumental in facilitating ample learning opportunities that increased the chances of learners and contributed to attaining the wider objectives of the intervention. In a similar vein, Garira (2020) also integrated a model for quality education provision where he emphasized that governance functions carried out by the SMCs were some of the seminal factors that kept the standards at schools while enhancing learning outcomes holistically. The findings underpin why appropriate governance structures, such as functional SMCs, are needed to stretch inclusiveness provisions hand in hand with gradually raising the bars of educational standards per se-two pivotal strands lying at the core of any successful strategy attempting to realize overall goals envisioned within the framing of UPE policy initiatives.

Siraj-Blatchford et al. (2022) investigate the support given to child-centered teaching in Kampala, Uganda, considering the UPE program. Their findings indicated that effective SMC governance is itself an absolute must if there is to be an effective child-centric approach to assure the success of UPE implementation. Hoang et al. (2020) discuss another tool-one for measuring the quality of the curriculum-and take notice herein of how large a role SMCs are playing in putting curriculums into practice and monitoring them, which bears directly on the goal of realizing objectives regarding access to education for all children through UPE programs. These enlightening studies underlined and ascertained that proper governing factors, such as those managed by SMC, can lead toward the attainment of educational goals targeted within the context of this program, including both student academic performance predicated on pedagogical

approach used along with appropriate management facilitation via determined learning criteria set forth where applicable.

The article by Karlsson et al. (2020) explored the development of policies in the area of school governance in post-apartheid South Africa, where much emphasis was made toward achieving equity as part of the UPE program. In this regard, it was found that adequately governed schools, involving SMCs in it, were more effective in reaching equity as such in terms of education. In another similar exploration context, Kan & Klasen (2021) carried out an assessment of Uganda's UPE program. They particularly focused on how the elimination of school fees affects academic performance. Their findings establish that SMCs are key agents in enabling students to transition from paying for education to free learning by allocating whatever resources become available to realize goals as identified and set by the UPE policy. Hence, this becomes a very strong assertion of their criticality toward ensuring inclusivity and a level playing field in the system.

Musa and Martha, in examining the mechanisms of school management, have pointed out disciplinary measures to be paramount in realizing the objectives set forth by the UPE program. Their study revealed that SMCs played the most critical role in formulating and implementing policies that promote a favorable learning environment for students. Amon & Bustami (2021) reviewed the centrality of SMCs in ensuring successful school governance and their implication for curriculum processes-something quite critical in realizing the goals set forth by the UPE program. These all collectively bring forth the importance of SMCs' gubernatorial duties concerning discipline maintenance and enabling effective implementation of curricula as integral pieces toward the realization of success with UPE targets.

Robert et al. (2021) zero in on how schools in Uganda conduct financial management. The authors pointed out the indispensable role that the SMCs play in managing school resources. In this, they found that schools with active SMCs were better equipped to deal with the management of their financial resources, translating into improvement in school infrastructure and learning materials, thus supporting the objective of the UPE program. A second study by Galukande (2022), which explored the management practices in government-aided schools, showed that the SMCs' roles are critical at overseeing administrative functions and directly influencing the finances for performance to be achieved at the student level on the UPE goals. Outcomes from these studies underscore the undeniable fact that effective governance through

hardworking committees are critical ingredients needed if Ugandan schools were to execute all functions required to achieve success within this merit-based education program given under its mandate.

Fransiska et al. (2023), in their work focused on how primary schools supervise the self-dependent curriculum; they focused on the importance that SMC plays within implementing the same curriculum. The findings of this study concluded that SMCs played a significant role in ensuring the appropriateness of curricular activities towards meeting educational objectives, particularly for the UPE program. In a related study, Ozcan (2021) investigated various factors that affect achievement of academic achievement and also how SMCs are helpful in setting the standard for academic achievement and track its realization, which is a must for success in the UPE initiatives. These findings underscored the SMCs' governance roles in the management of school curricula, and oversight for academics-two critical ingredients in actualizing aspirations laid out by initiatives such as the UPE program.

Halik et al. (2019) interrogated how well school committee empowerment could improve the quality of education services in Indonesia, benchmarking these against Uganda's UPE program SMCs. It also noted that empowered SMCs greatly improved education outcomes in the form of improvement of student services and accomplishment of accountability measures. Edukasia (2022) reiterated this evidence with empirical data from Indonesia, thus showing the influential role played by SMCs in managing school governance structures for optimal achievement of set academic objectives, including those outlined within the UPE initiative. These studies all indicate that empowerment of SMCs is indeed significant in the furtherance of the contribution of SMCs to overall schooling programs and, thus, to goal attainment initiatives for the universal primary enrollment targets for respective nations participating in this global campaign.

2.5 Contribution of the monitoring and evaluation role of the school management committee in achievement of UPE program objectives

A study by Halik et al. (2019) on the impact of the empowerment of school committees in enhancing the quality of education services within public primary schools in Parepare City, Indonesia, revealed that when such committees performed M&E practices effectively, resources were better allocated and the realization of targets in educational goals highly pronounced.

Meanwhile, Mujuni et al. (2022) discussed how M&E systems contributed to developing government-aided primary school performance in Uganda by acting as mediators on the effects of human capital towards attaining results concerning Universal Primary Education program goals. Both studies identify management teams at schools for their crucial role in maintaining or raising academic standards by way of proper monitoring activities across all relevant spheres of operation.

Edukasias (2022) talked about how the performance of Indonesian public elementary schools could be increased with the increase in participation levels from the management committees of the schools. Indeed, their study showed that active participation in monitoring and evaluation by these committees created a perceived improvement in areas such as student achievements, teacher accountability, and the allocation of resources. Similarly, Garira (2020) proffered an elaborate theoretical framework for quality education, emphasizing that regular M&E processes result in higher quality standards of education over time. The study indeed noted that effective engagement by school management groups is a must to continuously participate in assessing progress towards UPE goals, not forgetting to implement timely interventions when faced with challenges along the way.

In this line, Sekiwu et al. (2020) mentioned how school attendance plays a role in students' academic performance in Uganda's UPE program. They noted that school management committees should make sure to scrutinize and assess the school's attendance records on a regular basis because attendance affects not only the performance of students but also the overall effectiveness of the UPE program. The above results were further confirmed by a study carried out by Ozcan (2021), that active M&E resulting from school committees ensured good discipline in students by having high rates of class participation at higher levels. Both studies indeed identify crucial involvements by such institution bodies not just in tracking but also in strategizing plans for improving attendance that make valuable contributions towards the realization of positive outcomes of this national education plan.

Kan & Klasen (2021), evaluated the effectiveness of the UPE program in Uganda by focusing on the abolition of school fees and its impact on learning outcomes. According to them, although the abolition of school fees increased enrollment, successful monitoring and evaluation through school management committees were vital for maintaining standards throughout this challenge.

The findings agree with earlier conclusions from Siraj-Blatchford et al. (2022) indicating that for UPE to be successful, focus should shift to child-centered teaching and further reiterated how effective M&E through such committees can ensure learning approaches employed best achieve the set program goals aimed at improving scholastic performances.

Fransiska et al. (2023) discuss issues on management related to education for independent curriculum-based elementary schools. Their findings indicated that active involvement by the School Management Committees contributed a great deal to M&E, which in turn contributed to the successful implementation of the curriculum. It also made much difference in realizing the objectives of UPE. Concomitant with these, Hoang et al. (2020), the authors have provided an instrument for assessing curricular standards in Vietnam; they found that empowered school management committees are a must to assess the implementation and pave the way to meet students' educational needs with larger goals like UPE.

Lunenburg and Ornstein (2021) have concentrated on the imperative role of school management committees with a view to ensuring proper management of school governance. These bodies can therefore apply effective monitoring and evaluation practices to identify areas where schools may fail in realizing the UPE objectives for prompt address. Similarly, Amon and Bustami (2021) reiterated the roles of school-based management committees in the developments of learning curricula and learning processes and attested that through these management committees, effective oversight makes certain the implementation efforts are guided toward the objectives of enhancing programs of universal primary education.

Karlsson et al. (2020) examined policies on school governance and their relation to equity in education. They identified management committees for their critical role in monitoring and evaluating schools in implementing established frameworks that realize UPE goals. In respect of the same, the authors have also identified that effective M&E practices are important in ensuring student populations have equitable access to quality education. In the same connection, Charles & Mkulu (2020), reiterated that effective oversight availed by school committees can enable addressing part of the managerial challenges facing public primary institutions in Tanzania and simultaneously foster established educational objectives under UPE programs.

2.6 Contribution of the community involvement role of the school management committee in achievement of UPE program objectives

Therefore, Halik et al. (2019) established a study to find out how the empowerment of school committees could be utilized in the improvement of the quality of education services within public primary schools in Parepare City, Indonesia. Their research finding showed that active involvement by the community members within School Management Committees impacts the program objectives of Universal Primary Education positively because it generates an atmosphere of bonding between the school and its community members. This collaboration, in turn, engenders better decision-making processes and mobilization of resources needed for attaining the UPE goals. Going further, Kan & Klasen (2021) examined whether school fees abolition has any bearing on educational outcomes in Uganda via SMCs participation from communities ensuring proper use of resources and, at the same time, accountability to ensure further contribution toward better educational outcomes associated with UPE once again underlines the importance of community engagement for operational success under this program objective.

Muralidharan and Singh (2020) did research on how improved public management influenced school governance and involvement of communities in India. By conducting experiments, they proved that SMCs are indeed able to enhance a school in pursuing its educational objectives because of enhanced transparency and accountability. This serves to raise the learning achievements of students. In this vein, the framework proposed by Garira (2020) suggests that SMC involvement is critically important to realize quality education at scale. An approach of this sort, wherein educational standards are aligned with local needs and expectations through community participation, contributes to larger national goals, including UPE programs aspiring to make quality education opportunities available for all in all settings.

Ozcan (2021) examined how teachers' perception of different factors prevailed in explaining the students' academic achievements while highlighting a very important role for SMCs to bring schools and communities closer together. The study unveiled that SMCs can actually enhance learning outcomes as an implication of their responding to the important challenges within the education process, such as poor student behavior and teacher failures to attend lessons. Contrastingly, Robert et al., (2021) investigated the ways through which available financial

means could be utilized to the significant improvement in infrastructural status in Ugandan schools for better learning materials and found that community involvement through SMCs was among the relevant contributors in attaining the UPE goals.

Fransiska et al. (2023) indeed showed how school management committees effectively achieve educational goals by means of fulfilling their role in implementation techniques of school curricula to suit the needs of the community. Within the autonomous curriculum of elementary schools, SMCs were seen to play a major role in contextualizing education content in favor of the local realities toward effective realization of the implementation goals of UPE programs. Amon and Bustami (2021) shared how the involvement of SMCs within decision-making scopes of school-based management helped boost teaching methodologies for better performances by students in schools: two key intents of the UPE programs.

Karlsson et al. (2020) critically analyzed the school governance policies to identify how far they influence equity achievement in education with community participation at the SMCs. The results indicated that representative governance structures that represent voices from the community hold the key to achieving realization of equity in the UPE initiative. Siraj-Blatchford et al. (2022) placed child-centered teaching in Kampala Uganda within the UPE program and confirmed this study when emphasizing how SMCs facilitate the realization of responsive pedagogies besides ensuring the call for various learners diversities so that program objectives are achieved.

The paper presented by Lunenburg & Ornstein (2021) discussed concepts and practices in educational administration. Precisely, it targeted how SMCs contribute to the overall management of schools, especially in the alignment of school policies and practices toward UPE goals. They established that SMCs play a fundamental role in fostering within schools a culture of continuous improvement toward keeping gains made in the UPE program. Galukande (2022) considered management strategies and academic performance measures among government-aided secondary schools in Uganda. The findings revealed how influential SMCs have become in monitoring and assessing the performance levels of schools, highly desired and perceived to a lesser degree by other actors in education systems to ensure that quality goals, inspired by UPE policies, are consistently met.

Musa & Martha (2020) analyzed management mechanisms used in primary schools to regulate the discipline of school children. They found that SMCs played a critical role in the maintenance of disciplinary measures required for conducive learning environments under the UPE program. In an extension of the same work, Mujuni et al. (2022) examined the influence of human capital-mediated monitoring systems on performance in government-aided schools within Isingiro District. Both studies, however, emphasized that such involvement through the groups is very crucial to attaining these goals holistically by showing how SMC has a pivotal obligation for ensuring successful implementation of these outcomes-monitoring systems within the larger UPE goals.

2.7 Summary and gap in the literature

The literature review is important because it points to the pivotal governance and monitoring roles played by SMCs in achieving the UPE goals. Although several studies have been done on the input of SMCs into the education output, there is still an observable knowledge gap regarding some of the constraints faced by resource-poor SMCs, especially those in developing countries such as Uganda. It is within this context that the study seeks to fill these gaps by investigating those factors that contribute to how well the SMCs in Mukono District carry out their functions under the UPE framework.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methodology adopted for the present investigation is described in this chapter. It addresses a number of topics, including the study's focus, demographic and sampling approaches, measurement ranges, techniques for gathering data, instruments for processing and analyzing data, ethical issues, and methodological constraints.

3.1 Research design

According to Robson (2012), a research design entails arranging the methodological plan of an investigation. A cross-section survey research design has been adopted in this case to collect data at just one precise point in time from a representative population, and there is no repetition. This can be attributed to this design taking less time to complete and also capture instantaneous information accurately. There were a range of demographics and variables included in the data points pool that was collected with the participants. Furthermore, by using the cross-sectional approach, this allows facts to be had about the variables examined during this period rather than making unfounded assumptions of the data on hand (Patrik & Ugo, 2019).

The study adopted an integrated mixed-method approach, wherein both quantitative and qualitative research techniques were combined. For the purposes of quantitative analysis, questionnaires were administered to chosen head teachers and school management committee members from selected UPE schools in Mukono District. Besides these, interviews with relevant parties, such as chairmen of school management committees, the District Education Officer, and those in Uganda's Ministry of Education who have specific expertise on this particular subject matter, provided valuable qualitative data that was needed to give comprehensive insight into each aspect being studied here. It is ultimately a combination of these two methods that can draw out key findings about how well or poorly the objectives set by School Management Committees align with the targets of the UPE program in targeted primary establishments district-wide in Mukono.

3.2 Area of study

The study was carried out in a few UPE primary schools in Uganda's central area, in the Mukono district. Kayunga District borders Mukono District on the north, Buikwe District borders it on the east, Kalangala District borders it on the south-west, Kira Town and Wakiso District border it on the west, and Luweero District borders it on the north-western side. The main and capital city of Uganda, Kampala, is located roughly 21 kilometers (13 mi) to the east of the town of Mukono. UPE primary schools in Mukono was chosen due to their significant challenges in meeting UPE program objectives, evidenced by declining access, quality, infrastructure, and pupil welfare.

3.3 Study population

The head teachers and members of the school management committees of the chosen UPE schools in the Mukono district made up the study population. These individuals were taken into consideration and used to gather accurate and valid information, which allowed the researcher to obtain the data required for the study and produce the most important findings. According to records from the District Education Officer (2024), there are a total of 187 primary schools in Mukono district and of which 20 of these are UPE schools. Therefore the researcher used strictly the head teachers and school management committee members from each of these five UPE schools which include; Kayanja Community School= 12, Nakifuma Children's Voluntary Primary School=12, Nakibano Umea Primary School=10, St. Andrew Kisoga P/S=11, and Mukono Junior School=15 totaling to 60 and these will be included in the study as the target population. However, the study also included the school management committee chairmen=5, the District Education Officer=1 and the Inspector of Schools in Mukono district=1 who participated in the study as the key informants totaling to 7 key informants as shown in the table;

Table 1: Showing population study distribution

Categories of respondents	Population
Kayanja Community School SMC members & Head teacher	12
Nakifuma Children's Voluntary P/S SMC members & Head teacher	12
Nakibano Umea P/S SMC members & Head teacher	10
St. Andrew Kisoga P/S SMC members & Head teacher	11

Mukono Junior School SMC members & Head teacher	15
SMC Chairmen of the five schools	5
Inspector of Schools in Mukono	1
District Education Officer	1
TOTAL	67

Source: District Education Officer-Mukono district (2024)

3.4 Sample size

Sample size, as defined by Katamba & Nsubuga (2014), is the part or subset of the entire population. The following formula developed by Taro Yamane in 1970 was used to calculate the sample size:

$$n = \frac{N}{1 + N(e)^2}$$

“n” is sample size, “N” is population, “e” is error (0.05) or level of confidence 95%

“N” (population) = 67

$$n = \frac{67}{1 + 67(0.05)^2}$$

$$n = \frac{67}{1 + 67(0.0025)}$$

$$n = \frac{67}{1 + (0.1675)}$$

$$n = \frac{67}{1.1675}$$

n = 57 selected school management committee members, school management committee chairmen, Inspector of Schools and District Education Officer. The population and sample size are further divided in table below.

Table 2: Target population, sample size, sampling method & data collection method

Categories of respondents	Population	Sample size	Sampling method	Data collection method
Kayanja Community School	12	10	Simple random sampling	Questionnaire (survey)
Nakifuma Children’s Voluntary	12	10	Simple random sampling	Questionnaire (survey)
Nakibano Umea P/S	10	8	Simple random sampling	Questionnaire (survey)
St. Andrew Kisoga P/S	11	9	Simple random sampling	Questionnaire (survey)
Mukono Junior School	15	13	Simple random sampling	Questionnaire (survey)
SMC Chairmen	5	5	Purposive sampling	Key informant interviews
Inspector of Schools in Mukono	1	1	Purposive sampling	Key informant interviews
District Education Officer	1	1	Purposive sampling	Key informant interviews
TOTAL	67	57		

Source: District Education Officer-Mukono district (2024)

3.5 Sampling methods

Both simple random sample and selective sampling were employed to select the study participants. There is an equal chance of selection for each member of the statistical population that is the subject of simple random sampling (Mubaazi, 2008). Since there were many of them, simple random sampling was used to choose the head teachers and members of the school management committees of the five UPE schools that were chosen. This made the selection process easier. Ten key informants were chosen from the Mukono district using purposeful sampling, including the chairmen of the school management committees, the district education officer, and representatives from the ministry of education. In order to collect precise and reliable information, several essential informants were selected and approached. They were interviewed at a convenient location for them. A non-probability sample selected with purpose takes into account the population's characteristics as well as the objectives of the study (Mubaazi, 2008). Because these sampling techniques are effective and allow the researcher to get primary data, they were used.

3.6 Data collection methods and instruments

The study was guided by the following research instruments:-

3.6.1 Questionnaire

The open-ended character of many questionnaire topics allows respondents to be as specific as possible with their responses (Creswell, 2014). The researcher will use questionnaires because there is a good chance that a significant section of the population is semi-illiterate. Both closed- and open-ended questions were devised by the researcher (Likert scale formant) because they were easy to complete, save time, and help respondents stay more focused on the topic. The survey comprised parts with inquiries about personal information, the independent variable, and the dependent variable. They were chosen since questionnaires are the main tool used to collect data. Because it took less time to cover a large population, this was advantageous to the researcher. Since the questionnaires provided for anonymity, which implies that the answers are more truthful, they were the most successful tools for quantitative research. The respondents were made aware of the expectations for how to approach and reply to the questions. Consequently, the questionnaire was used to collect data from the five head teachers and the chosen members of the school administration committee.

3.6.2 Interview guide

In order to obtain information on the topic or topics of interest, selected participants are questioned as part of the data collection process through interviews. These inquiries may be open-ended or organized (Creswell, 2014). Oral responses from the respondents were collected as part of this data collection method. Because several key informants could only be contacted by phone while they were not in the office, in-person interviews as well as telephone interviews were used. Interviews yielded reliable, first-hand knowledge. As part of this, respondents were interviewed on the three primary objectives listed above. Data collection from the selected respondents also required face-to-face meetings with them. The researcher was able to collect first-hand information because the respondents were answering questions directly, rather than through the use of a questionnaire. The interviews were done with the school management committee chairmen, the District Education Officer and officials from the Ministry of Education in Mukono district.

3.7 Sources of data

Information sources are acknowledged literary works that, whether or not they have been published, have been approved by respectable academic institutions or the general public (Mubaazi, 2008). The researcher plans to use both primary and secondary sources of information. Primary data sources are distinct since they were obtained directly from the source and are therefore firsthand. Using surveys and interviews, the district education officer, head teachers, chairmen of the school management committees, and representatives of the Ministry of Education in the Mukono district were chosen as these sources. On the other hand, secondary data are those that have previously been collected and reviewed by another individual. Included are textbooks, journals, magazines, research reports, newspapers, and websites that the investigator will probably consult or use (Kothari, 2013).

3.8 Procedure for data collection

Before giving preliminary approval for this project, the Uganda Christian University Research Ethics Committee first issued an introductory letter allowing the researcher to conduct research. Such a letter of authorization was obtained so that the researcher may carry out the investigation. The researcher received authorization to use that letter for research purposes from the Mukono District Local Government's CAO and DEO. The survey was anonymous, and participants were given adequate information about the data collection procedures.

3.9 Quality/Error Control

The study was guided by the validity and reliability of instruments:-

3.9.1 Validity of Research Instruments

According to Sekaran (2003), validity is the instrument's capacity to yield the appropriate answer. It is the degree of agreement between the explanations for events and the actuality of the universe. The validity of the surveys was confirmed through pre-testing the instruments. A single pretesting session was held with participants from the research population who were not part of the sample. Every questionnaire was also thoroughly reviewed, and those that were found to be superfluous were excluded from the actual data collection instrument. The researcher's opinion and field findings were helpful in identifying any gaps and modifying the instruments. The

researcher made sure that any questions or items in the instrument match with the goals of the study in order to guarantee its validity. Pre-testing helped determine how long the surveys would take to complete, how applicable the questions were, and how accurately they measured the topic under study.

$$\text{CVI} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

Total No. Item

Whereby; CVI= Content Validity Index

To begin, the researcher counted all the relevant items for the study and divided that total by the total number of items in the instruments.

3.9.2 Reliability of Research Instruments

Reliability, according to Park (2008), is the extent to which results persist across time. An accurate portrayal of the entire community under study is another definition of reliability. A research instrument's reliability can also be defined as its capacity to yield results that are repeatable with a similar technique. The researcher administered two identical instruments as part of the alternate-form reliability test to evaluate the devices' dependability. To adjust the questions depending on feedback, three significant respondents from each group who were not part of the sample population took the test. The reliability of the instruments was evaluated on two respondents, one from each type of respondents, who were not taking part in the interviews, prior to the actual data collection. The reliability of the instrument on multi-item variables was evaluated using the Statistical Package for the Social Scientists' Cronbach's Alpha Method after the instrument had undergone pilot testing.

3.10 Strategy for data processing and analysis

The data for the research design was collected, processed, and analyzed both qualitatively and quantitatively in order to ensure an easy-to-understand and straightforward presentation of the study findings. Data editing, coding, and tabulation were required for this.

3.10.1 Quantitative data

Questionnaires that were coded with numbers were used to obtain quantitative data. The statistical tool, the Statistical tool for Social Scientists (SPSS) version 26, was used to evaluate the numbers and show the findings in the form of frequency tables and percentages. The ability of the quantitative technique to process and analyze large amounts of data at first, along with its high reliability and computation accuracy, served as justification. The association between the category variables was also determined using the Pearson's linear correlations coefficient. The degree to which the independent variables explained the dependent variables was determined by simple regression analysis, or more specifically, the degree of variability in the reduction of urban poverty explained by each independent variable was determined through linear regression analysis.

3.10.2 Qualitative Data

For this, content analysis was necessary. The qualitative material was therefore edited and reassembled into logical statements. Put another way, a thematic approach was used to examine the qualitative data in order to find themes, categories, and patterns. Along with a few participant direct statements used as samples, the results included the reoccurring themes that had emerged in relation to each of the interview's leading questions.

3.11 Ethical Consideration

The Research Ethical Committee of Uganda Christian University was consulted in order to obtain ethical approval before beginning any research. The researcher used that letter to ask the DEO and CAO of the Mukono District Local Government for authorization to conduct study. The investigator took the initiative to initiate conversation with the respondents, outlining the goals of the study, his personal experience, the rationale for selecting particular respondents, as well as the benefits, limitations, and discomforts of the research. The researcher never violated the rights of informants by crafting the questions to avoid bringing up sensitive subjects like the respondent's name.

Every participant in this study completed an informed consent form outlining the purpose of the investigation. Since written consent was needed before participation, confidentiality and

anonymity were given top priority at all times. Additionally, the participants were informed that their participation in the study was completely optional, that they would not get any payment for it, and that they may choose to decline at any time or to stop taking part altogether.

Each participant's record was given a unique ID number in order to protect participant confidentiality. Only study participants had access to the personally identifiable information for each participant. The techniques employed to gather the data were adequately disclosed to the participants, and the survey's anonymity was maintained as it lacked any way of identifying its participants. Confidentiality was preserved by making sure that the report's reader could not identify a particular respondent. The location was identified by the alphabetical letters A, B, C, D, and E, while the community's defilement deeds were denoted by codes such as respondent1, 2, and 3. Therefore, no study report could be used to identify any specific person, and participant names and other subject identifying information were only obtained for quality control.

3.12 Study Methodological Constraints

This low response rate and the unresolved items limited the questionnaire guide. Limited response imposed constraints on the interview guide. Because the questions call for ample time to be answered, the interview guide was restrictive.

Availability of research materials: The researcher's access to insufficient research material has constrained the scope of the investigation. But the researcher will overcome this by searching the internet for more research-related content.

The researcher came across people who were reluctant to give information and uncooperative. In order to resolve this, the researcher sent them a copy of an introduction letter, gave them confidence that the data they submitted would be kept confidential, and fixed the issue.

Time: A wider coverage could not have been possible within the study's allocated time frame due to the researcher's juggling of exams, part-time work, and other academic commitments. In order to solve this, the researcher set aside more time for study and made an effort to balance work and personal obligations in line with the work schedule.

Finances: The research endeavor was not able to cover as much territory as it could have because of budget limitations brought on by the researcher's prospective need to pay more academic expenditures. Asking friends and relatives for soft loans helped to fix this.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESULTS

4.0 Introduction

The results of an analysis conducted to examine the study's specific aims in respect to the examined literature are presented and discussed in this chapter. The study was conducted through the use of a questionnaire with a subset of the head teachers of the five UPE schools in the Mukono district, as well as interviews with the chairmen of the school management committees, the District Education Officer, and representatives from the Ministry of Education. Tables are used in the presentation of the results to aid in understanding and interpretation.

4.1 Response rate

Using the data collecting techniques, 57 respondents in all were intended to participate in the study. All of them did so successfully, as indicated in Table 3 below with regard to the various categories.

Table 3: Response rate

Response Rate	Frequency	Percentage
Response	57	100%
Non Response	00	00%
Total	57	100%

Source: *Primary data, 2024*

From table 3 above, the total number of respondents targeted by the study in different positions was 57 (100%) selected women elected leaders. The poll yielded 57 replies in total, meaning that the response rate was 100%. Due to the fact that the researcher had ample time to gather the data herself and that just a limited number of respondents were needed, the response rate was exceptionally high.

4.2 Findings on demographic characteristics of respondents

This section provides a basic overview of the respondents' gender, age, and class, which the students at Itojo Education Center belong to, as indicated in the table below;

Table 4: Background Information about the respondents

Item	Description	Frequency	Percentage (%)
Gender	Male	30	52.6
	Female	27	47.4
	Total	57	100.0
Age bracket	21-30 years	17	29.8
	31-40 years	21	36.8
	41-50 years	14	24.6
	Above 50 years	5	8.8
	Total	57	100.0
Level of education	Diploma	21	36.8
	Bachelor's degree	26	45.6
	Master's degree	4	7.0
	Others	6	10.5
	Total	57	100.0
Category of respondents	Head teacher	5	8.8
	SMC member	45	78.9
	SMC Chairmen and Officers	7	12.3
	Total	57	100.0
Period spent in the position	1-5 years	16	28.1
	6-10 years	23	40.3
	Above 10 years	18	31.6
	Total	57	100.0

Source: *Primary data*

Table 4 above represents the gender of the respondents, where the majority of the respondents in this study were male, represented by 52.6%, and the rest were females, which are represented by

47.4%. The basis for the inclusion of both male and female respondents in this study was aimed at getting varying views from the respondents. It also means that gender is fairly represented on the school managing committees, since both men and women are represented, although with a small difference in numbers.

The findings on the respondents' age also revealed that most of the people in the study are aged between 31-40 years, represented by 36.8%, followed by those within the age bracket of 21-30 years and represented by 29.8%, followed by the age bracket of 41-50 years and represented by 24.6%, while those above 50 years were the minority and represented by 8.8%. That means all age sets are represented in this management committee of the school, therefore it's easier to incorporate old ideas with new ideas.

The findings on the level of education revealed that the majority of the respondents, represented by 45.6%, hold bachelor's degrees, followed by 36.8% holding diplomas and 10.5% holding other qualifications such as postgraduate diplomas, while those holding master's degrees were the minority, represented by 7.0%. This can mean that the respondents responded to the questionnaires with ease since all have attained different levels of education.

Regarding the category of respondents, the majority of the respondents represented 78.9% are school management committee members, followed by those who are school management committee chairmen, the inspector of schools, and the DEO represented by 12.3%, while the rest are head teachers of the selected Universal Primary Education school in Mukono district and represented 8.8% of the total sample size.

Regarding the period the respondents have held in their respective positions, the majority of the respondents represented by 40.3% have held their current positions for 6-10 years, followed by those over a decade now represented by 31.6%, while those who have held for 1-5 years were the minority represented by 28.1%. This means that a larger share of the respondents have experience and a bank of knowledge, making them valid and reliable sources of information on the study since the greater number of them has spent over six years in their position.

4.3 Contribution of the governance role of the school management committee in achievement of UPE program objectives in primary schools

Using a Likert scale with SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree), and SD (Strongly Disagree), Table 5 highlights respondents' comments about the governance role of the school management committee in achieving UPE program objectives in primary schools.

Table 5: Contribution of the governance role of the school management committee in achievement of UPE program objectives in primary schools

Statements	Mean	Std. Dev.
The School Management Committee effectively sets clear policies for the primary school's operations.	4.02	0.996
The SMC provides strong leadership and direction for the implementation of UPE program objectives.	3.91	1.085
The decisions made by the SMC are communicated effectively to all stakeholders in the primary school.	4.15	0.589
The SMC ensures that the primary school adheres to regulatory and policy requirements related to UPE.	4.28	0.510
The SMC is actively involved in strategic planning to support the achievement of UPE objectives.	3.88	1.033
The SMC monitors and reviews the implementation of policies to ensure they align with UPE goals.	4.00	0.933

Source: *Primary data*

The analysis of the school management committee's governance role in achieving the goals of the UPE program in primary schools is shown in Table 5 above. The means and standard deviations were obtained through the use of a Likert scale, with the responses represented as Strongly Disagree (1), Disagree (2), Not sure (3), Agree (4), and Strongly Agree (5). Strongly Disagree and Disagree scores have been interpreted as a variable that matters to a Small Extent, meaning that they correspond to a mean score on the continuous Likert scale of 0 to 2.4. A variable that mattered to a moderate level has been interpreted as having a score of Not sure, which corresponds to a mean score of 2.5 to 3.4 on the continuous Likert scale. Strongly agree

and agree scores, which correspond to a mean score of 3.5 to 5.0 on a continuous Likert scale, have been interpreted as a significant indicator of a variable. A standard deviation larger than 1.5 indicates a considerable difference in the contribution of the school management committee's governance function to the accomplishment of the UPE program's objectives in primary schools.

Findings obtained indicated the level at which a large proportion of the respondents agreed that the School Management Committee indeed lays down clear policies for the operation of the primary school, as depicted by (Mean = 4.02; Std. Dev. = 0.996). This could generally imply that high levels of agreement regarding the governance role of SMC in policy formulation are thus imperative in guiding the operations of the school toward achieving UPE objectives.

This study further showed that most of the respondents agreed to the fact that SMC provides proper leadership and direction for implementation of UPE program objectives represented by (Mean = 3.91; Std. Dev. = 1.085). It means the leadership role of SMC has a high impact on the proper implementation of the UPE program, though with a little higher standard deviation, some variation in responses is present.

Moreover, the trend that emerged showed that a huge number of the respondents strongly agreed that the decisions made by SMC are effectively passed down to all stakeholders in the primary school represented by (Mean = 4.15; Std. Dev. = 0.589). The high mean indicates full agreement from the respondents on the belief that SMC mechanisms put in place for communication are effective for the assurance that all parties involved understand the policies and decisions made.

It is also evident from the study findings that a majority of the respondents strongly agreed that the SMC ensures that the primary school complies with regulatory and policy requirements pertaining to UPE as expressed by the statistical presentation of (Mean = 4.28; Std. Dev. = 0.510). This therefore indicates that the SMC significantly complies with the regulations pertaining to UPE, hence greatly contributing toward the realization of the program objectives.

The results indicated that most of the respondents agreed that SMC is actively involved in strategic planning to support the achievement of UPE objectives, represented by (Mean = 3.88; Std. Dev. = 1.033). While the mean is within a strong agreement level, the somewhat higher value of the standard deviation showed there is some variation in opinions regarding the active involvement of the SMC in strategic planning.

Lastly, the findings led to the conclusion that on average, most respondents agreed that SMC monitors and reviews the implementation of policies to ensure alignment towards UPE goals as represented by the statement (Mean = 4.00; Std. Dev. = 0.933). This indicates that monitoring by the SMC on implementation of policies is key to aligning activities in the schools towards UPE objectives.

On the whole, these findings tend to portray that governance by the School Management Committee is what has been missing in order for the goals of UPE in primary schools to be achieved. Involvement of the SMC in policy setting, leadership, requirements of regulation, strategic planning, and monitoring of policy implementation goes a long way in making UPE successful in Mukono District. The findings of the study concerning the relationship between governance role of the school management committee and achievement of UPE program objectives in primary schools were further determined using Pearson’s correlation that was conducted as shown below;

Table 6: Pearson’s correlation governance and achievement of UPE program objectives

		Correlations	
		Governance	Achievement of UPE program objectives
Governance	Pearson Correlation	1	.644**
	Sig. (2-tailed)		.000
	N	57	57
Achievement of UPE program objectives	Pearson Correlation	.644**	1
	Sig. (2-tailed)	.000	
	N	57	57

** . Correlation is significant at the 0.05 level (2-tailed).

Source: *Primary data*

The findings indicated in table above shows that there is a significant positive relationship between governance role of the school management committee and achievement of UPE program objectives in primary schools. This relationship is affirmed by r-values of 0.644** with significant p-values of 0.000 at the level of 0.05 (2-tailed) ($r = .644^{**}, p < .05$). This would therefore mean that the better the governance in terms of SMC decision-making, leadership, and oversight, the better the achievements of the UPE goals. Conversely, this also means that

improvements in SMCs' governance role would increase success in implementing the UPE programs in primary schools.

4.3.1 SMC's governance role in achieving UPE program objectives in primary schools

Respondent's view on the contribution of governance role of SMCs to the achievement of UPE program objectives in primary schools From the interviews held with the school management committee chairmen, the District Education Officer and officials from the Ministry of Education in Mukono district, they were asked for their views on the contribution of the governance role of the school management committee in achievement of UPE program objectives in primary schools and their responses were as follows;

The key informants in the Mukono district, for instance, the school management committee chairmen, the District Education Officer, and those from the Ministry of Education, reported that SMCs are one of the major players in the management of primary schools, which has undoubtedly contributed to the realization of some UPE program objectives. They reiterated that the SMCs have to ensure the smooth functioning of schools through regular supervision of administrative activities, management of school budgets, and accounting for resources utilization. This function ensures funds allocated for UPE functions, such as infrastructure improvement and improvement of student welfare, are used accordingly to make positive contributions toward its realization.

Moreover, the respondents identified that accountability by the SMCs in governance ensures monitoring of teacher attendance and performance, thus improving the quality of learning since a favorable learning environment is created and key challenges likely to affect UPE goals are addressed. The respondents insisted that SMCs are vital in creating collaboration between schools and local communities, which increases the commitment of both parents and teachers toward supporting UPE goals. One of the selected respondents reported that,

“.....The school management committees play a critical role in ensuring that resources meant for UPE objectives are managed efficiently and transparently.....” **SMC Chairman**

“.....Through monitoring teacher attendance and performance, the committees help maintain the quality of education in UPE schools.....” **District Education Officer**

4.4 Contribution of the monitoring and evaluation role of the school management committee in achievement of UPE program objectives in primary schools

Using a Likert scale with SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree), and SD (Strongly Disagree), Table 7 summarizes respondents' responses regarding the monitoring and evaluation role of the school management committee in achieving UPE program objectives in primary schools.

Table 7: Contribution of the monitoring and evaluation role of the school management committee in achievement of UPE program objectives in primary schools

Statements	Mean	Std. Dev.
The SMC regularly assesses the progress of UPE program implementation in the primary schools.	3.99	0.967
The SMC uses performance data to make informed decisions about UPE program strategies.	3.78	1.050
The SMC evaluates the effectiveness of teaching and learning resources provided under the UPE program.	3.68	1.187
The SMC conducts periodic reviews to identify and address challenges in achieving UPE objectives.	3.61	1.208
The SMC provides feedback and recommendations based on evaluation results to improve UPE program outcomes.	4.12	0.406
The SMC ensures that monitoring and evaluation activities are aligned with the UPE program goals.	4.05	0.555

Source: *Primary data*

Analysis on the contribution of the monitoring and evaluation role of the school management committee in attaining UPE program objectives from primary schools using a Likert scale with the following labels: Strongly Disagree (1), Disagree (2), Not sure (3), Agree (4), and Strongly Agree (5), Table 7 above uses means and standard deviations that were produced. The variables that were found to be significant to a little extent were the Strongly Disagree and Disagree

scores, which correspond to a mean score on the Continuous Likert Scale of 0 to 2.4. The score "not sure" has been interpreted as indicating that a variable was somewhat important; on the Continuous Likert Scale, this is comparable to a mean score of 2.5 to 3.4. The scores for Strongly agree and Agree were taken to represent a variable that mattered to a Large Extent, equivalent to a mean score of 3.5 to 5.0 on both a continuous Likert scale. A greater than 1.5 standard deviation implies a significant difference in the contribution of the monitoring and evaluation role of the school management committee in the achievement of UPE program objectives in primary schools.

The means in Table 7 indicate that the larger number of respondents agreed that through the SMC, assessment of the progress of UPE program implementation in primary schools is done on a regular basis, represented by (Mean = 3.99; Std. Dev. = 0.967). This indicates that there is a higher degree of agreement, which reflects that the SMC plays a critical role in tracking the implementation progress of the UPE program so as to keep it on course toward its stated objectives.

The study also found that a majority of the respondents agreed to the statement that SMC utilizes performance data in making informed decisions about UPE program strategies as shown by (Mean = 3.78; Std. Dev. = 1.050). This means that data-driven decision-making is one of the significant ingredients of SMC's monitoring role; hence, realization of the UPE program objectives is realized.

Further findings show that respondents agree to a moderate extent that the SMC evaluates the effectiveness of teaching and learning resources provided under the UPE program, with (Mean = 3.68; Std. Dev. = 1.187). Although the respondents were not quite as unanimous compared to other areas, the finding still suggests that resource evaluation plays its role in the improvement of UPE outcomes.

The findings further showed that a higher percentage of the respondents accepted that "the SMC carries out periodic reviews to identify challenges impeding the achievement of UPE objectives", represented by (Mean = 3.61; Std. Dev. = 1.208). This means that while there is an agreed perception, there is some dispersion in this perception regarding the effectiveness of the SMCs in

conducting reviews for the identification and resolution of issues that might affect the success of UPE.

The fact that most of the respondents strongly agreed that through evaluation results, SMC gives feedback and recommendations to improve the outcomes of the UPE program was well expressed as (Mean = 4.12; Std. Dev. = 0.406). This suggests the feedback loop established by the SMC is critical in refining strategies and interventions under the UPE program.

Last but not least, the results point out that a big majority of respondents strongly agreed to the fact that SMC makes sure that Monitoring and Evaluation activities are in line with the goals of the UPE program as shown by (Mean = 4.05; Std. Dev. = 0.555). This will provide the required relevance towards making the monitoring and evaluation processes purposefully leading to the realization of the UPE objectives.

Overall, these findings present evidence that monitoring and evaluation by the School Management Committee plays a great role in realizing the objectives of the UPE program in primary schools. The SMC enhances the implementation of UPE through regular assessments, making informed decisions based on data, providing feedback, and making sure that the evaluation activities are in line with the goals of the program. The findings of the study concerning the relationship between monitoring and evaluation role of the school management committee and achievement of UPE program objectives in primary schools were further determined using Pearson’s correlation that was conducted as shown below;

Table 8: Pearson’s correlation monitoring & evaluation and achievement of UPE program

		Correlations	
		Monitoring and evaluation	Achievement of UPE program objectives
Monitoring and evaluation	Pearson Correlation	1	.656**
	Sig. (2-tailed)		.000
	N	57	57
Achievement of UPE program objectives	Pearson Correlation	.656**	1
	Sig. (2-tailed)	.000	
	N	57	57

** . Correlation is significant at the 0.05 level (2-tailed).

Source: *Primary data*

The findings indicated in the table above show that there is a significant positive relationship between monitoring and evaluation role of the school management committee and achievement of UPE program objectives in primary schools. This is affirmed by r-values of 0.656** with significant p-values of 0.000 at the level of 0.05 (2tailed) as ($r = .656^{**}, p < .05$). This means that efficient monitoring and evaluation on the part of SMC are very important for enhancing effective achievement of UPE goals. In other words, good monitoring and evaluating practices will signify better contribution on the part of the SMC to assure success and effectiveness in the outcomes of the program.

4.4.1 SMC's M&E role in achieving UPE program objectives in primary schools

Following interviews conducted with chairmen of the school management committees, the District Education Officer and officials from the Ministry of Education in Mukono district were asked for their views on the contribution of the monitoring and evaluation role of the school management committee in achieving the objectives of the UPE program in primary schools. Their responses were as follows:

Informed informants from the district of Mukono were school management committee chairmen, the District Education Officer, and those from the Ministry of Education stressed how SMCs contributed significantly through M&E to the attainment of UPE program objectives. According to them, frequent monitoring undertaken by the SMCs helps track progress on numerous activities related to UPE: class enrollment, infrastructure development, or teacher performance. This oversight in place ensures that the goals stipulated within the UPE program are on track and emerging issues addressed on time.

Added advantages of the evaluation role of SMCs, according to the informants, are also that they can point out areas in which they are not implementing UPE strategies effectively. They said that SMCs, through proper evaluation, may recommend corrective measures regarding teaching methods, resource allocations, and general school management. Indeed, they continued, continuous evaluations serve as avenues for appropriate feedback to be given to the different stakeholders so that the objectives of the UPE program dovetail into the changing needs of the schools and the community. One of the selected respondents reported that,

“.....Evaluation by the committees allows us to pinpoint weaknesses in the program and address them before they escalate.....” **SMC Chairman**

“.....Through consistent M&E, the SMCs have helped improve the implementation of UPE strategies by providing valuable feedback to both schools and authorities.....” **MoE Official**

4.5 Contribution of the community involvement role of the school management committee in achievement of UPE program objectives in primary schools

Table 9 presents the summary of the respondents' opinions regarding the school management committee's role in community involvement in achieving the objectives of the UPE program in primary schools. The Likert scale comprises five options: SA (Strongly Agree), A (Agree), NS (Not Sure), D (Disagree), and SD (Strongly Disagree).

Table 9: Contribution of the community involvement role of the school management committee in achievement of UPE program objectives in primary schools

Statements	Mean	Std. Dev.
The SMC engages the local community in discussions about UPE program objectives and outcomes.	4.63	0.352
The SMC collaborates with community leaders to support the implementation of UPE initiatives.	4.31	0.525
The SMC organizes community events to raise awareness about the importance of UPE.	4.20	0.601
The SMC solicits community feedback to improve UPE program effectiveness.	4.58	0.475
The SMC works with parents and guardians to encourage their involvement in school activities related to UPE.	4.41	0.496
The SMC fosters partnerships with local organizations to enhance support for the UPE program.	4.19	0.607

Source: Primary data

The study, which is displayed in Table 9, examined how the school management committee's community involvement role contributed to the primary schools' attainment of the UPE program's objectives. The means and standard deviations were obtained through the application of a likert scale, which was represented as follows: Strongly Disagree (1), Disagree (2), Not sure (3), Agree (4), and Strongly Agree (5). Disagree and Strongly Disagree ratings have been interpreted as representing a variable that mattered to a Small Extent, or a mean score on a continuous Likert scale ranging from 0 to 2.4. A variable that mattered to a moderate level has been interpreted as having a score of Not sure, which is comparable to a mean score of 2.5 to 3.4 on a continuous Likert scale. High ratings of Strongly agree and Agree, which correspond to a mean score of 3.5 to 5.0 on a continuous Likert scale, have thus been interpreted as representing a variable that mattered to a Large Extent. When the school management committee's community involvement role contributes significantly to the primary school UPE program's objectives being met, it is shown by a standard deviation of more than 1.5.

Results in Table 9 show that the majority of the respondents agreed that, on average, the SMC involves the local community in discussing issues about UPE program objectives and outcomes, as represented by (Mean = 4.63; Std. Dev. = 0.352), thus giving evidence of a high level of agreement on the importance of the SMC in involving the community in conversations that foster knowledge and realization of UPE goals.

This study also established that a majority of the respondents were of the opinion that SMC collaborates with the community leaders in support of UPE initiative implementation, represented by (Mean = 4.31; Std. Dev. = 0.525). The findings denote that it is important to have proper collaboration on the ground between the SMC and local leaders for the successful implementation of UPE-related activities, as such parallel efforts ensure both stakeholders are working toward an achievable goal for the betterment of primary education.

Further data showed that the greater number of the respondents agreed to the statement that community events are organized by the SMC in raising awareness of the importance of UPE, as presented by (Mean = 4.20; Std. Dev. = 0.601). The high mean score shows that the SMC initiates the activities that involve the community and value education; this sets a conducive environment and elucidates the success of the UPE programs.

The findings also revealed that respondents agreed the SMC solicits community feedback on how to improve the effectiveness of UPE, as illustrated by (Mean = 4.58; Std. Dev. = 0.475). This is to say that community input is fundamental in the shaping and continuous improvement of the UPE program, wherein the response gives useful inputs into areas that need attention.

The findings also showed that the greater part of the respondents agreed to the statement that SMC works with parents and guardians to encourage them to participate in the school activities related to UPE represented by (Mean = 4.41; Std. Dev. = 0.496). This agreement signifies the vital role of parents and guardians within the education process, whereby active participation means better educational outcomes.

Finally, the statement that SMC forms partnerships with local organizations to promote and support the UPE program was established to be agreed upon by the greater number as indicated by the (Mean = 4.19; Std. Dev. = 0.607). It implies that local partnerships initiated between SMC and local entities greatly help in promoting resources and support towards the UPE initiative.

These findings therefore suggest that community participation, through the SMC, gives a clear basis for the realization of the goals of the UPE program at primary schools. In fact, the SMC plays a central role in engaging community members, soliciting feedback, working along with local leaders, and building partnerships to enhance the success of the UPE program. The findings of the study concerning the relationship between community involvement role of the school management committee and achievement of UPE program objectives in primary schools were further determined using Pearson’s correlation that was conducted as shown below;

Table 10: Pearson’s correlation community involvement and achievement of UPE program

		Community involvement	Achievement of UPE program objectives
Community involvement	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	57	57
Achievement of UPE program objectives	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	57	57
**. Correlation is significant at the 0.05 level (2-tailed).			

Source: *Primary data*

Results presented in the table above indicate a strong positive relationship between community involvement role of the school management committee and achievement of UPE program objectives in primary schools. This is confirmed by r-values of 0.623** with significant p-values of 0.000 at 0.05 levels (2-tailed) ($r = .623^{**}$, $p < .05$). This therefore means that the more active community involvement that comes together through the SMC significantly acts to realize successful achievement of UPE objectives. Community involvement ensures support, participation, and collaboration-some ingredients that add to the realization of UPE programs effectively at primary schools.

4.5.1 SMC's community involvement role in achieving UPE program objectives in P/S

From the interviews carried out with the chairmen of school management committee, the District Education Officer and officials from the Ministry of Education in Mukono district, they were asked for their views on the contribution of the community involvement role of the school management committee in achievement of UPE program objectives in primary schools, and their responses were as follows;

The key informants from Mukono district, such as school management committee chairmen, the District Education Officer, and officials from the Ministry of Education, noted that M&E conducted by SMCs was instrumental in realizing the objectives of the UPE program. They noted that regular monitoring by SMCs helped in tracking progress of the UPE initiatives such as increasing enrollment of students, improving infrastructure, and performance of teachers. The oversight will ensure that set goals under the UPE program are met on time and emerging issues addressed in good time.

The informants further explained that through an evaluation role, SMCs would be able to identify gaps in the implementation of UPE strategies. Since the committees evaluate the efficiency of the teaching methods, allocation of resources, and general management practices at the schools, they would recommend remedial measures for performance enhancement. They noted that continuous evaluation provides requisite feedback to stakeholders on whether or not UPE program objectives address the changing priorities of the schools and the community. One of the selected respondents reported that,

“.....The community's involvement, facilitated by the SMCs, ensures that education is a shared responsibility and that everyone is invested in the success of the UPE program.....” **District Education Officer**

“.....SMCs play a vital role in mobilizing the community to support UPE objectives, whether through financial contributions or simply encouraging regular school attendance.....” **MoE Official**

4.6 Regression analysis on the role of SMC in achievement of UPE program objectives

With a total $\Delta R^2 = .937$, $p = .000$, the model as a whole contributed significantly, explaining 93.7% of the variability in operational performance. Importantly, each model's R-Square (R^2) and R-Square Change (ΔR^2) are displayed in the table below, indicating how each model contributes to the total model. These results are explained in relation to the ANOVA table, which shows the F values and significance levels for each model.

Table 11: Linear Regression Analysis Results

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.669 ^a	.639	.637	.325	
ANOVA ^a						
Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	72.053	3	24.019	39.742	0.000 ^b
	Residual	2.764	196	0.060		
	Total	74.820	199			
Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.448	.256		1.749	.042
	Governance role	.350	.182	.317	5.003	.004
	Monitoring & Evaluation role	.332	.056	.332	4.686	.000
	Community involvement role	.213	.291	.248	3.076	.003
a. Dependent Variable: Achievement of UPE program objectives in primary schools b. Predictors: (constant), Governance role, Monitoring & Evaluation role, Community involvement role						

$P \leq 0.05$

Source: *Primary data*

According to Table 11, the elementary schools' UPE program objectives were achieved in 63.9% of cases, with a standardized error of estimate of 0.325, and a coefficient of determination (R-square) of 0.639 at a significance level of 0.000. When all interactions between the study variables were taken into account, the correlation coefficient ($R = 0.669$ or 67%) showed the strength of the link between the governance role, monitoring & evaluation role, and community involvement role. When all factors and the study's sample size were taken into account, the adjusted R^2 of 0.637, or 64%, represented the variance in the degree to which the UPE program's objectives were achieved in primary schools and could be explained by the roles of governance, monitoring, and evaluation, and community involvement. The remaining variance of 36% is explained by other factors other than governance role, monitoring & evaluation role, and community involvement role.

The standardized coefficient statistics indicated that, with other things held constant, governance role was significant in determining achievement of UPE program objectives in primary schools, with ($\beta = 0.317$, $t = 5.003$, and $p = 0.004$). This implies that for every unit increase in effectiveness of governance by the school management committee, the achievement of UPE program objectives increases by 31.7 percent. This infers that better governance practice in the committee leads to better results of the UPE program at primary schools.

The standardized coefficient statistics with other factors held constant revealed that the monitoring & evaluation role significantly determined the achievement of the UPE program objectives in primary schools, with ($\beta = 0.332$, $t = 4.686$, $p = 0.000$). This means that for every unit increase in the effectiveness of monitoring and evaluation, there is a corresponding increase in achieving UPE objectives by 33.2%. This, therefore, underlines the paramount importance which robust monitoring and evaluation practice plays in realizing increased success in the UPE program at primary schools.

Lastly, the standardized coefficient statistics also showed that with other factors held constant, community involvement role was important in determining achievement of UPE program objectives in primary schools with ($\beta = 0.248$, $t = 3.076$, $p = 0.003$). This means that for every unit increase in community involvement role, there is a corresponding increase in the

achievement of the UPE program objectives in primary schools by 24.8 units. This means that with every unit increase in community involvement, there is a corresponding 24.8% improvement in the realization of UPE objectives. This points out the crucial role of active participation by the community in supporting and enhancing the success of UPE programs at the primary school level.

Table 11 also presents the analysis of variance (ANOVA). The findings reveal that on average, the mean score on the determinants of achievement of UPE program objectives in primary schools tended to differ significantly. With the computed F-statistic ($F=39.742$) large enough as its accompanying P-value = $0.000 < 0.05$. Thus, since the significance or p-value, 0.000 is less than $\alpha = 0.05$, then at 5% level of significance, it is deduced that the computed or observed F is large enough to infer that the responses differed significantly. This means that when appropriate school management committee roles like governance role, monitoring & evaluation role, community involvement role are effectively and efficiently implemented, it will significantly enhance the achievement of UPE program objectives in primary schools.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.0 Introduction

The results are discussed in this chapter in light of the goals of the study. This section examined numerous theories put out by other academics to explain the results. Three main goals served as the focal points for this investigation. Results pertaining to these goals were achieved. These talks are arranged according to the study's goals, with particular attention paid to the following major conclusions drawn from the data analysis process.

5.1 Contribution of the governance role of the SMC in achievement of UPE program objectives in primary schools

This study examines the governance role of SMCs in the Mukono district and highlights certain key findings that are vital in the attainment of objectives set forth by the UPE program. Pearson's correlation analysis showed that there was a significant positive relationship between CGS governance practices and the success of UPR, ($r = 0.644^{**}$, $p < 0.05$), thus signifying that the results of the 'UPR entail effective governance. This finding is consistent with recent literature on governance being a critical factor in academic achievement. For example, Amon and Bustami (2021) show that good school management, in which effective governance practices are embedded, should be assured in order for programs and learning processes to be up-to-date toward better educational outcomes.

Further, regression analysis of the study indicated that improvement in governance practices was associated with an increase in the accomplishment of the UPR objectives $\beta = 0.317$, $t = 5.003$, $p = 0.003$. 004. This confirms Muralidharan and Singh (2020), who proved that the best practices in school governance significantly enhance the management in the public sector as well as the achievements pertaining to education. His study confirms the fact that better governance can bring about a dramatic improvement in learning outcomes, hence underlining the necessity of SMC's role in resource management and ensuring proper implementation of UPE initiatives.

The key informant interviews have further identified SMCs as playing a role in the management of school affairs, promoting community involvement. Evidence to support this is provided in the

work of Halik et al. (2019), which identified that authorization of school committees in managing the quality of education and community involvement has significantly enhanced delivery of services in education. In fact, their studies have proved that the monitoring, evaluation and management of the resources by school committees is quite essential for the successful implementation of the education programs.

Recent research, in turn, by Kan and Klasen (2021), reflects that the significant impact of community involvement reported in the study-the better the community involvement, the better the results in UPE-endorses the opposite. They noticed that one of the most important factors in the success of educational interventions is related to community participation. Consequently, active community involvement will therefore lead to better educational outcomes because communities can more easily allow programs to take root and reach the local level. This gives substance to the findings of this study and underscores how community involvement ensures realization of UPE goals.

5.2 Contribution of the monitoring and evaluation role of the SMC in achievement of UPE program objectives in primary schools

The Pearson correlation analysis shows that there is a strong positive relationship between the SMC M&E role and the achievements of the UPE program objectives at ($r = 0.656^{**}$, $p < 0.05$). This portrays how effective M&E practices contribute to UPE outcomes. These results are in agreement with the work of Mujuni et al. (2022), who note that strong monitoring systems are a necessity if improvement benefits in government-aided schools are to be realized. Their research, therefore, supports such a hypothesis that effective monitoring and evaluation can mediate the relationship between human capital and educational performance-a factor which further reiterates the importance of KMSH's role in monitoring progress and solving problems.

Further regression analysis showed that improved monitoring and evaluation practices increase the likelihood of the realization of UPR goals by 33.2% ($\beta = 0.332$, $t = 4.686$, $p = 0.000$). The findings support Fransiska et al. (2023) during the discussion on how educational management affects curriculum and processes of learning. His study shows that efficient management, combined with monitoring and assessment, directly influences educational outcomes in ensuring the amelioration of the quality of educational processes. It actually affirms that improving

practices in monitoring and evaluation would greatly enhance the effectiveness of UPE programs.

Key informant interviews revealed that the KMS provided a platform to monitor progress, solving problems, and giving feedback in order to be able to improve on UPR implementation. This is corroborated by the findings of Amon and Bustami, who, in a 2021 study, showed that school management itself, which entails the role of monitoring and evaluation, is crucial in terms of program implementation and overall educational quality and effectiveness. According to them, their findings pointed out that better outcomes will be attained upon empowering the SMCs towards observing and assessing educational programs, and thus the findings are allied with emphasis on the role of monitoring and evaluation practices.

This, again brings us to the position taken by Galukande 2022, whose study places emphasis on community involvement and contributions in M&E practices. Galukande, in his research, has noted that the management practices, such as monitoring and evaluation, are very instrumental in ensuring an improvement in educational outcomes within state-aided schools. This corroborates the findings of this study that active participation of the community and SMCs in monitoring and evaluation would help achieve the goals of UPE and subsequent improvement of educational outcomes in primary schools.

5.3 Contribution of the community involvement role of the SMC in achievement of UPE program objectives in primary schools

The findings of the research revealed that there is a strongly significant positive correlation between community involvement and the achievement of the goals of the UPE program, as was evidenced from the Pearson correlation analysis ($r = 0.623^{**}$, $p < 0.05$). That means community involvement is very important in enhancing the effectiveness of the UPE program. This finding corroborates the studies by Halik et al. (2019), which suggest that granting authority to school committees for active involvement in the quality improvement of education would result in improved academic performances. Community participation, as his study shows, is an integral part of effective management of education; thus, it supports the notion that increased community participation has a positive bearing on educational program success.

Further regression analysis revealed that for every unit increase in community participation, there is a corresponding increase in the attainment of UPE goals by 24.8%, ($\beta = 0.248$, $t = 3.076$, $p = 0.003$). This finding agrees with the results of Edukasia, 2022, who studied how increasing community involvement and engagement can help raise the performance of public elementary schools. The empirical evidence from Indonesia also shows that participation of the community is one of the drivers for improving the learning outcomes, which supports this study's conclusion that active involvement of the community is an approach essentially required in the advancement of UPR goals.

Key informant interviews established that SMCs ensure that UPE initiatives are put into practice and managed effectively through monitoring and evaluation. They emphasized further that, indeed, Amon and Bustami (2021) pointed out that effective school management includes the engagement of communities to manage programs and learning processes. The findings confirm that community involvement, as facilitated by SMCs, translates into the realization of the education programs and their improvement in a decent manner.

This focus on SMCs' role in monitoring and evaluation is further reinforced by Galukande (2022), who portrays that effective management practices, including community participation, are so crucial to improve the schools' performance. According to Galukande, results from the study have shown that strong management and active community participation are one of the most essential ingredients of realizing educational goals, which reiterates the findings that community involvement greatly reinforces program effectiveness and EPU outcomes within primary schools.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

Also included are a synopsis and explanation of the study's conclusions. The results, conclusions, and suggestions for policy and additional study are presented in this chapter.

6.1 Summary of Findings

The study on the governance role of SMCs in Mukono district yielded important information regarding the implication it had for the realization of UPE program objectives. From the Pearson correlation analysis, the governance role of the SMCs associated strongly positively with the success of the UPE program, ($r = .644^{**}$, $p < .05$), implying that the better the practice of governance, the higher the UPE outcomes. Regression analysis further supported this by noting that increased governance practices are likely to see an improved achievement of UPE objectives by 31.7% ($\beta = 0.317$, $t = 5.003$, $p = 0.004$). In-depth interviews with key informants such as SMC chairmen, the District Education Officer, and officials from the Ministry of Education all showed that the SMCs have to play a critical role in managing the affairs of the school, resource management, and utilization practices that ensure transparency and community engagement for effective UPE program implementation in primary schools.

Furthermore, the study on how the monitoring and evaluation role of the SMC contributed to the realization of UPE program objectives in primary schools revealed that something worth noting took place. Pearson's correlation analysis indicated a significant positive relationship between the M&E role of SMCs and achievement of the UPE program, ($r = 0.656^{**}$, $p < 0.05$), implying that good practices in monitoring and evaluation ensure improved realization of the UPE program. These findings are furthered through regression analysis, where improved M&E practices relate to 33.2% improved intention to achieve UPE objectives ($\beta = 0.332$, $t = 4.686$, $p = 0.000$). Accordingly, in-depth interviews with key informants in Mukono district indicated that the SMC plays a very critical role in monitoring progress, identifying challenges, and availing feedback for improvement toward effective M&E practice in the UPE implementation process at ensuring UPE program success at the primary school level.

The study has lastly given some useful insights into the contribution of the community involvement role of the SMC in realizing the UPE program objectives in primary schools in Mukono district. The Pearson's correlation analyses gave that community involvement and UPE objectives were positively correlated with a value of ($r = 0.623^{**}$, $p < 0.05$), implying the higher the level of community involvement, the better the effectiveness of the UPE programs. This finding was further consolidated using regression analysis, which showed that for every unit increase in community involvement, the UPE objectives were improved by 24.8%. ($\beta = 0.248$, $t = 3.076$, $p = 0.003$) In fact, the interviews with the key informants revealed that SMCs render a very important service through their efficient monitoring and evaluation system in ensuring successful implementation of UPE initiatives and their adjustment whenever necessary. That demonstrates the importance of community involvement on behalf of and gives an inkling into the progress of UPE objectives at primary school level.

6.2 Conclusions

Therefore, from the findings on the study, implications are drawn that the cardinal roles of SMCs in governance, monitoring and evaluation, and community involvement are core in the realization of the objectives of the UPE program in Mukono District. The Pearson's correlation and regression analysis across the board indicated that these roles were positively related with the success of UPE, such that increased levels in governance and M&E practices had significantly improved program outcomes. It was also found that strong community involvement improved the effectiveness of UPE. Interviews with key informants equally supported this view, affirming that good SMC governance, proper M&E mechanisms, and considerable levels of community involvement are among the cardinal requisites for successful implementation and development of UPE programs in primary schools.

6.3 Recommendations

In light of the results and conclusions discussed above, the following actions are suggested in response to the school management committee's role in assisting selected primary schools in Uganda's Mukono District in achieving the goals of the Universal Primary Education (UPE) program.

It further recommends that the improvement of governance practices in SMCs through targeted training and support in effective oversight, resource management, and transparency would further enhance the achievement of UPE objectives. This would enhance these governance practices so that the SMCs can oversee school operations and thereby make positive contributions toward UPE outcomes.

The study also encourages the need to improve the monitoring and evaluation system of SMCs. This, it adds, should involve stricter M&E frameworks for systems and the training of SMC members in effectively monitoring various aspects. Improvement in the M&E mechanisms would help track the progress, understand and deal with the challenges, and make necessary adjustments that would help increase the success rate of the UPE initiatives at primary schools.

The study further recommends the need to enhance community involvement in the UPE program through the creation of deeper interactions within the confines of schools and the local communities. Some means of strengthening community involvement include community meetings, motivation of parents to be more involved in school activities, and creating a complaint response system. Through strengthening of community involvement, implementation of UPE programs will be well-supported and successful.

It further calls for the aspect of managing the resources more efficiently and supporting the SMCs so that they will be in a position to discharge their duties in the expected manner. This encompasses the provision of adequate financial and material resources and administrative support that the SMCs may require in discharging their duties effectively. Ensuring the availability of such resources to the SMCs will definitely enhance their capacity in school management and support the objectives of the UPE program.

The study recommends a need for strengthening collaboration between SMCs and education authorities at the level of the District Education Officer and the Ministry of Education officials. This will create regular channels of communication and collaborative platforms for sharing best practices and collectively overcoming challenges, with a view toward ensuring UPE initiatives are implemented in accordance with national education policies and standards. This will add to the overall effectiveness and success of the UPE program within Mukono District.

6.4 Areas for further research

Considering the research focus on examining the role of school management committee in the achievement of Universal Primary Education (UPE) program objectives in selected primary schools in Mukono District, Uganda, the following areas of further research are recommended;

- Studies in the future should be directed to different levels of UPE objectives, including enrollment rates, dropout rates, and student performance, against various governance practices.
- It would also serve to create awareness of the different magnitudes of UPE outcomes with respect to various intensities of community involvement by investigating the effectiveness of various community involvement strategies in different socio-economic contexts in Mukono District.
- It should also consider problems regarding the challenges faced by SMCs in resource-poor settings and assessment of the effectiveness of certain training programs for SMC members themselves.
- It may be useful to conduct comparative studies between the various districts of Uganda to offer a wider perspective into how regional differences influence the role SMCs can play in the realization of UPE goals.

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APPENDICES

Appendix 1: Questionnaire

For SMC members and the head teachers of the UPE schools in Mukono

Dear sir/madam

My name is Akankunda Shallot; I am a Masters student of Public Administration and Management at Uganda Christian University. I am conducting a study on “the role of school management committee in the achievement of Universal Primary Education (UPE) program objectives in selected primary schools in Mukono District, Uganda.” Your participation in this study has been chosen especially for you, and all data gathered will be used only for academic purposes and will be kept completely anonymous. Your response will be crucial to this study's success. We will be very grateful for your cooperation.

Section A. Bio Data

Please tick the most appropriate answer

1. What's your gender?

a) Male

b) Female

2. What's your age?

a) 21-30 years

b) 31-40 years

c) 41-50 years

d) Above 50 years

3. What's your highest level of education?

a) Certificate

b) Diploma

c) Degree

d) Masters

e) Others specify:.....

4. Category of respondent?

a) Head teacher b) SMC member

5. How long have you been in this position?

a) Less than 1 year b) 1-5 years

c) 6-10 years d) Above 10 years

Note: In the following sections, rate your degree of agreement on each statement under each objective using a scale of 5(Strongly Agree), 4(Agree), 3(Not sure), 2(Disagree) and 1(Strongly Disagree).

Section B: Role of School Management Committee

	Statements	Responses				
s. no	The governance role of the school management committee	5	4	3	2	1
1	The School Management Committee effectively sets clear policies for the primary school's operations.					
2	The SMC provides strong leadership and direction for the implementation of UPE program objectives.					
3	The decisions made by the SMC are communicated effectively to all stakeholders in the primary school.					
4	The SMC ensures that the primary school adheres to regulatory and policy requirements related to UPE.					
5	The SMC is actively involved in strategic planning to support the achievement of UPE objectives.					
6	The SMC monitors and reviews the implementation of policies to ensure they align with UPE goals.					
s. no	Monitoring & evaluation role of school management committee	5	4	3	2	1
1	The SMC regularly assesses the progress of UPE program implementation in the primary schools.					
2	The SMC uses performance data to make informed decisions about					

	UPE program strategies.					
3	The SMC evaluates the effectiveness of teaching and learning resources provided under the UPE program.					
4	The SMC conducts periodic reviews to identify and address challenges in achieving UPE objectives.					
5	The SMC provides feedback and recommendations based on evaluation results to improve UPE program outcomes.					
6	The SMC ensures that monitoring and evaluation activities are aligned with the UPE program goals.					
s. no	Community involvement role of school management committee	5	4	3	2	1
1	The SMC engages the local community in discussions about UPE program objectives and outcomes.					
2	The SMC collaborates with community leaders to support the implementation of UPE initiatives.					
3	The SMC organizes community events to raise awareness about the importance of UPE.					
4	The SMC solicits community feedback to improve UPE program effectiveness.					
5	The SMC works with parents and guardians to encourage their involvement in school activities related to UPE.					
6	The SMC fosters partnerships with local organizations to enhance support for the UPE program.					

Section C: Achievement of UPE program objectives in primary schools in Mukono

Note: In the following sections, rate your degree of agreement on each statement under the dependent variable which is; achievement of UPE program objectives in primary schools in Mukono using a scale of 5(Strongly Agree), 4(Agree), 3(Not sure), 2(Disagree) and 1(Strongly Disagree).

	Statements	Responses				
s. no	Achievement of UPE program objectives in primary schools	5	4	3	2	1
1	The primary school has shown measurable improvements in student enrollment rates as a result of the UPE program.					
2	The quality of education provided in the primary school has improved due to the implementation of UPE program strategies.					
3	The primary school effectively utilizes resources provided under the UPE program to enhance educational outcomes.					
4	The UPE program has contributed to increased student retention rates in the primary school.					
5	The primary school has achieved its set targets for educational performance as a result of the UPE program.					
6	The implementation of UPE program objectives has led to greater community support for primary education.					

Thank you very much for your cooperation

Appendix 2: Interview Guide

For Key Informants (SMC Chairmen, DEO and Ministry of Education Officials)

Dear sir/madam

My name is Akankunda Shallot; I am a Masters student of Public Administration and Management at Uganda Christian University. I am conducting a study on “the role of school management committee in the achievement of Universal Primary Education (UPE) program objectives in selected primary schools in Mukono District, Uganda.” Your participation in this study has been chosen especially for you, and all data gathered will be used only for academic purposes and will be kept completely anonymous. Your response will be crucial to this study's success. We will be very grateful for your cooperation.

Section A: Introductions

1. Tell me about yourself (*age and level of education*)
2. What position do you hold in the education sector in Mukono district?
3. How long have you worked in this position?

Section B: Contribution of the governance role of the school management committee in achievement of UPE program objectives in primary schools

4. How does the School Management Committee ensure that its policies align with the objectives of the UPE program?
5. In what ways has the SMC's governance influenced the implementation and success of the UPE program in your school?

Section C: Contribution of the monitoring and evaluation role of the school management committee in achievement of UPE program objectives in primary schools

6. What methods does the SMC use to monitor and evaluate the progress of the UPE program in your school?
7. Can you provide an example of how the SMC's evaluation has led to improvements in UPE program outcomes?

Section D: Contribution of the community involvement role of the school management committee in achievement of UPE program objectives in primary schools

8. How does the SMC engage the local community in supporting the UPE program objectives?
9. What impact has the SMC's involvement with the community had on the success of the UPE program in your school?

Thank you for your cooperation