

**INFLUENCE OF SCHOOL MANAGEMENT COMMITTEES ON
IMPLEMENTATION OF SCHOOL IMPROVEMENT PLANS IN PRIMARY
SCHOOLS IN MUKONO DISTRICT, UGANDA**

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DECLARATION

I affirm that this dissertation is originally developed by me (TEKO LIVINGSTONE) and has not been exhibited to any university or training institutions for the thought of any accreditation. This dissertation has been enhanced by proved sources properly acknowledged. Wherever content, knowledge define, diagrams or tables have been extracted from numerous sources, together with the online, these square measures particularly confirmed, and references alluded to using current APA seventh edition style and in step with anti-plagiarism infringement directions.

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APPROVAL

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DEDICATION

This dissertation is dedicated to my parents and siblings whose sweat and moral support during my study enabled it to be a reality. It is also dedicated to my beloved wife and my children whom I salute for enduring long periods of my divided attention and occasional absence from home in pursuit of studies.

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ACROYNMS

CVI	Content Validity Index
DEO	District Education Officer
DV	Dependent Variable
EAC	East African Community
IASA	Improving America's Schools Act
IV	Independent Variable
MoES	Ministry of Education and Sports
NCLB	No Child Left Behind
UNEB	Uganda National Examination Board
UPE	Universal Primary Education
SIPs	School Improvement Plans
SMCs	School Management Committees
SSA	Sub-Saharan Africa
SPSS	Statistical Package for Social Scientists
PTAs	Parents/Teachers Association

ABSTRACT

SMCs are an establishment out of the Education Act, 2008 to have an operational position of parents' involvement in the day-to-day running and implementation of the School Improvement activities. Weaknesses in SIPs have been persistent despite the school managers' emphasis of involvement of SMCs. The study aims at establishing the influence of School Management Committees on School Improvement Plan in Mukono District, Uganda. The objectives included: to establish the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools, to identify the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools, and to assess the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in Mukono District. The study employed a cross-sectional survey design. The study population comprised of the District Education Officer, Chairpersons of SMC, Chairpersons of PTA, head-teachers, deputy head-teachers, teachers, and pupils, totaling to 263. These participants were purposively and simple randomly selected. Questionnaires and interview guide were used in collection of data, which were analyzed quantitatively and qualitatively. The study revealed that there was a strong positive correlation ($r = .640$, $n = 70$, $p < .01$) between roles and contributions of SMCs and the School Improvement Plan process in the primary schools under study. SMCs always practically fundraise for acquiring instructional materials, ensure the presence of conducive accommodation facilities, provides for adequate materials and equipment, monitor the implementation of School day meals, and SMCs ensure the discipline of teachers and pupils. The study revealed that SMCs experience inadequate resources to implement SIPs, and low levels of literacy and lack of training among members of SMCs limit their involvement in implementing SIPs. SMC members are excluded by head teachers from participating in SIPs, and SMCs lack resources and ability to effectively finance the School daily plans. SMC members lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs. These are the major challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools in Mukono District. The study also revealed that there is a strong positive relationship between SMCs participation in the development of School Improvement Plans and school effectiveness in primary schools in Mukono District (0.816), which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000. In practical terms, this means that SMC members always budget for the required instructional materials, encourage participatory academic decision making, attend and participate in school academic meetings, and monitor daily school curriculum activities. The study concluded that School Management Committees has an influence on the School Improvement Plan in Primary Schools in Mukono District, Uganda. The study recommends that timely training and skill programs among members of SMCs should be encouraged by head teachers in primary schools so as to equip them with relevant skills and knowledge on SIPs.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study sought to find out the influence of School Management Committees on School Improvement Plan in Primary Schools in Mukono District, Uganda. This chapter provides the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. It also highlighted the scope of the study, the justification of the study, and significance of the study, as well as conceptual framework as indicated under the subsequent sub-headings.

1.1 Background to the Study

The background section was presented under specific components which include; historical, theoretical, conceptual and contextual perspectives as indicated in the following subheadings as explained hereunder:

1.1.1 Historical Background

The use of improvement planning by schools and school districts has roots in two predominant places in the United States: the strategic planning process from business, and the effective school movement (Mezieobi, 2023). The US Congress passed Improving America's Schools Act (IASA) in 1994 requiring all state-designated underperforming schools annually to develop School Improvement Plans (SIPs) and charged school stakeholders (SMCs) with reviewing those SIPs, thus providing technical assistance to the underperforming schools (Mezieobi, 2023). The No Child Left Behind (NCLB) Act of 2001 in Canada preserved both of these IASA mandates along with instituting new, high-stakes consequences for persistently underperforming schools such as closure. These federal mandates were laid on top of existing

SIPs mandate in Canada and other US states, empowering School Management Committees (SMCs) to develop and supervise SIPs (Edge & Strenecky, 2018). In Bangladesh, schools who have adequately involved parents' representatives (SMCs) in the implementation of School Improvement Plan, have achieved increased enrolment of learners, attained high academic outcomes, improved on teachers' welfare, and high staff retention, as well as have modern facilities and equipment like furnished library and laboratory to effectively enhance proper teaching-learning process, than their counterparts (Ballen & Moles, 2022). Consequently, SIP development and implementation has become an annual endeavour in many schools, school stakeholders develop a SIP at the start of the school year, and educators implement SIP strategies and action steps during the school year, as well as SMCs meet quarterly or annually to evaluate a school's success in meeting SIP goals.

In developing countries, according to Waters, Marzano & McNulty (2022), lessons in School Improvement from Sub-Saharan Africa describes the planning, delivery and evaluation of an improvement programs by SMCs. A SIPs been adopted across African schools as a roadmap that helps schools stay responsive to the ever-changing needs of their communities. Interestingly, Mitengo (2021) asserts that by encouraging SMCs to have a plan in place among Nigerian schools, they can ensure that they are making the most of limited resources and making decisions that are in line with the community's needs. The SIPs in Nigeria, Somalia, Algeria, Egypt and other schools in central African countries have remained poor, of which school governance structure, SMCs among factors behind this low implementation of SIPs (UNESCO, 2022). A reform was introduced in 1994 by the Education Reform Act in Nigeria, which delegated financial responsibility and budgetary control of individual schools from the local authority to the SMCs (Chen, 2022). Moreover, other research (Anfara et al., 2021; Jepkemei

& Edabu, 2023) suggests many SIPS goals in Ghana target increases in learner proficiency in academics, and equipping schools with modern instruments and equipment. Ghanaian schools who have properly adopted SIPs under SMCs management, have achieved high teachers' commitment at work and improved feeding habits, unlike their counterparts. These findings demonstrate that SMCs have a mandate to set the goals of many SIPs in schools. These circumstances can short-circuit the SIP development and implementation process and lead to SIP developers actively or passively deferring to external school accountability policy mandates rather than spending important time to identify school specific needs such as rebuilding family-school-community linkages (Miriam & David, 2022). However, the Uganda Government White Paper on Education (1992) attempted to address the gaps in SMCs in order to improve the SIPs in primary schools but these efforts appear to have failed to yield to positive results in Mukono district.

Subsequently, East African Community (EAC) acknowledges School Improvement Plans aimed to support schools in addressing the following school domains; teaching-learning, school leadership and management; parents-community school relationship, and safe and healthy school environment (Chen, 2022). Kenyan government have emphasized SMCs involvement in SIPs; and have considered SIP as a road map that sets out the changes a school needs to make to improve the level of learners' achievement, and show how and when these changes could be made. Thus, the government of Kenya has encouraged SMCs and other school stakeholders to work together towards realizing a realistic school improvement plan and setting its implementation road map based on the identified school strategic issues, activities along with their times, actors and budget (Wanjohi, 2021). Moreover, other research (Zheng & Wang, 2020) suggests many several schools from Equatorial region in South Sudan have attained adequate

physical facilities, well-furnished and equipped laboratory and library, improved teachers welfare as well as improved academic performance of pupils with adoption government policy to have SMCs involvement in daily school budgeting, planning, resource mobilization and monitoring; however, the situation have been a reverse in rest parts of the country. Thus, primary schools in Uganda are no exception to these general conditions, and the details of SIPs in school-educational context were further investigated.

Historically, the government of Uganda/Ministry of Education and Sports (GoU/MoES) undertook a series of education reforms meant to improve the quality of basic education, which include the implementation of School Improvement Plan, large-scale changes in the primary curriculum, and provision of basic learning materials (Achieng, 2022). Primary schools from central region of Uganda who implemented SIPs with streamlined guidance of SMCs have been performing better than their counterparts from the rest of the regions in public examinations for several decades (Kamuli, 2020). The existence of poor school environment, poor feeding habits, inappropriate teachers and pupils' accommodation, inadequate teaching-learning materials and low academic performance outcomes at PLE in primary schools is reflected in School Performance Indices (SPI), of which many factors including SMCs in participatory decision making has a great influence (Kiwauka, 2023). More so, Kamuli (2020) asserts that the SMCs in Uganda are expected to supervise primary schools to ensure efficiency and effectiveness in service delivery so that teaching and learning is done in a conducive environment which enhances pupils' academic achievement. However, with the existence of SMCs in place, the general implementation of School Improvement Plan (SIP) in primary schools across the country has remained low (Kiwauka, 2023). Regrettably, all this appeared to have yielded to no avail as SMCs has failed to have become responsive to SIPs gaps. This was investigated,

especially scrutinizing the frequently applied roles of SMCs and its influence onto implementation of SIPs.

1.1.2 Theoretical Background

The Functionalist Theory underpins this study. The Functionalist Theory cited by French Sociologist Emile Durkheim's theory of sociology is relevant to this research. This theory begins with a picture of society that stresses interdependence of the social system. The theory examines how well parts integrate with each other. Chester Bernard (1996) calls this set of inter-relationships as a "formal organization" which unlike the school authority activated concept is a cooperative system which is a system of consciously coordinated activities towards a common goal. This collaboration between SMCs, PTAs and school leaders (group interaction) really means that we work together and sharing the reward together to achieve the common goal. The researcher assumed that the selected primary schools from central Uganda had the same SMCs as school governance to oversee, plan and monitor the implementation of School Improvement Plan. It is further assumed that the school leaders from central Uganda apply the same school bodies (SMCs) to influence implementation of School Improvement Plan.

More so, functionalists view society as a kind of machine where one part articulates with another to produce the dynamic energy to make society work. Most important, functionalism stresses the processes that maintain social order by stressing consensus and agreement (Wang, 2017). The theory believes that without a common bond to unite groups, society or school shall disintegrate and fail to achieve their goal, non-other than School Improvement Plan. This theory is useful in understanding the issues in school community. It is used to understand the relationships among school stakeholders working together to streamline the school plans. The theory is also extended to understanding issues such as participation in decision-making,

monitoring and budgeting. Similarly, level of pupils' academic performance, feeding habits, accommodation, presence of instructional materials and equipment in primary schools largely depends on the influence of SMCs (Bhang., Yoon., Sung., Yoo., Sim., Lee., & Lee, 2018). Thus, explains the reason for this study on exploring the influence of SMCs on the development of School Improvement Plan (SIP) in primary schools in Uganda.

The theory is relevant in this study in that the school is an organization with governing structures comprises different elements such as the School Management Committee, Parents/Teachers Association, the School Administrators, pupils' leadership, Ministry of Education and Sports among others. These elements play different roles but with the same goal of effective implementation of Schools, ultimately intended to lead to the development of School Improvement Plan. It is therefore important that this elements work in unison towards achieving the ultimate goal of development of School Improvement Plan (Wang, 2017).

For a school to be functional and effective, the relationship and interaction between the elements in the school planning, administration, monitoring and governing should prevail. In a school where relations are unequal, cooperation among groups is compromised; implementation of School Improvement Plan is negatively affected (Chester Bernard, 1996). It is therefore important that for good implementation of School Improvement Plan to be achieved, the different school stakeholders, majorly SMCs should join forces and work together to monitor daily school activities, involve in support supervision, mobilization of resources and enhancing staff discipline, among others. However, with allegations of low staff welfare, increased enrolment in classes, inadequate facilities and equipment, as well as decline of pupils' academic performance results inadequate implementation of appropriate SMCs programs within

environmental primary school dynamics in this district, this prompted the current researcher to opt for the research study.

1.1.3 Conceptual Background

For the purpose of this study, the following terms that were frequently applied during the research process are accordingly explained hereunder:

School Improvement Plan: Zheng and Wang (2020) defined School Improvement Plan or commonly known as School Development Plan as a central document used by school leadership teams to map out their strategic plans for the development of their schools. On the other hand, Edge & Strenecky (2018) defined School Improvement Plan as a document schools complete on an annual basis. The School Improvement Plan process, development and implementation are critical to any institution of learning for its development. In this research, School Improvement Plans was considered to imply the strategic documents that outline a school's goals and strategies for improvement. They typically address various aspects of school development, including academic performance, infrastructure, teacher development, and community engagement. They are crucial for ensuring that schools work toward continuous improvement, meet the educational needs of their students and ensure the provision of quality education.

School Management Committees: Zhao & Wang (2020) refers to SMC as a body that are responsible for the decision making, supervision and implementation of the decisions at different levels to ensure that the schools are efficiently and effectively governed. Conceptually, Waters, Marzano, & McNulty (2022) further defined SMCs as the supreme decision making and supervisory body of primary schools whose members are nominated by the foundation body

and approved by the Minister of Education and Sports. The role of SMCs is to make sure that the school provides pupils with a good education. SMCs comprise of its committees namely; finance, academic and disciplinary committee. In this study, SMCs was considered as school governing bodies responsible for working with the school to ensure that it delivers a good quality education.

1.1.4 Contextual Background

For the Ugandan situation, Kamuli (2020) noted that the school bodies SMCs are an establishment out of the Education Act, 2008 to have an operational position of parents' involvement in the day-to-day running and implementation of the School Improvement activities. SMCs are organizations formed by parents and teachers to support the educational needs of learners and development of School Improvement Plans. These school bodies typically engage in fundraising, advocacy, and various activities to enhance the school environment. School Management Committees are policy formulation and implementation bodies which act on behalf of the government of Uganda in primary schools with well stipulated powers to act as provided for by the Education Act 2008 which states that,

“....every school shall have an established School Management committee whose appointment shall be done by the district Local Government with a 3 year term of office. SMCs are composed of various stakeholders, including the foundation body members, parents, teachers, community members, and school administrators. It has 12 members of which 6 of them are from the Foundation body, one representative of parents, one representative of the staff, one representative of the District Local Government, one representative of Sub county, one representative from Local Council 1 preferably in charge of Children's affairs and the Head teacher as a secretary to the committee. The Committee is mandated to meet at least once in a term” (Education Act 2008)

School Improvement Plans are required in all districts across Uganda by the district education officers on behalf of the government from heads of institutions who are tasked with a role to develop/formulate and implement its activities (Achieng, 2022). The proponents recognize the immense and context of specific challenges to reform, which require careful study, prioritizing, implementing and monitoring. These practices require the effort of the SMCs for the case of primary schools. SMCs are a critical bridge between schools and parents, as well as other school stakeholders to foster collaboration and communication. These Committees have been used by the School heads in the day-to-day running of the School Implementation Plan (Kiwanuka, 2023). However, the influence of their involvement especially in the development and implementation of School Improvement Plan in Ugandan schools remains a question of contention which this study intends to establish.

Correspondingly, SMCs are local governing bodies responsible for overseeing the management and development of primary schools in Uganda, Mukono district not exceptional. Primary schools in Mukono district have resorted on SMCs play a vital role in decision-making, resource allocation, and implementation of policies at the school level (Musoke, 2023). Interestingly, the government of Uganda provided for the establishment of school management committees to ensure that schools are well lead, managed and above all well governed (Albasha, 2018). With all these school management structures in place, implementation of School Improvement Plans in Mukono district seem not to be effective manifested by persistent low academic performance of pupils. There is always rising cases related to improper feeding habits. Teachers always complain of low pay or rewards, and inappropriate housing facilities. The schools physical facilities and equipment especially classrooms, library and laboratory have remained less equipped, not fully furnished and stocked (Musoke, 2023; Mukono District Education Report,

2023). Could it be that the SMCs are there without playing their roles, or they do not understand their roles or their activities are hampered by other forces to the extent that they fail to play their roles effectively leading to improper implementation of SIPs? Subsequently, most of the studies on the influence of SMCs largely focus on the school stakeholders' coordination in developed and developing countries (Edge & Strenecky, 2018; Gurr, Drysdale & Walkley, 2022; Jepkemei & Edabu, 2023); and few or no study captured implementation of School Improvement Plan (SIP) in primary schools in Uganda. Therefore, this study sought to fill the gap of knowledge on the influence of SMCs on the implementation of School Improvement Plan (SIP) in selected primary schools in Mukono District.

1.2 Statement of the Problem

The implementation of School Improvement Plan in primary schools in Uganda can be observed by the improved school environment which directly corresponds to the better academic performance of pupils, improved teachers welfare, increased enrollment, adequate school facilities and equipment (Kamuli, 2020). The Ugandan government has made efforts to improve access to education for all its citizens, as evidenced by its commitment to achieving Universal Primary Education (UPE) and Universal Secondary Education- USE (World Bank, 2020).

However, despite these efforts, the education system in Uganda faces numerous challenges including inadequate infrastructure, shortage of qualified teachers, low academic performance in certain regions, and disparities in access to quality education (Kiwauka, 2023). The involvement of parents, community members, and school management in the improvement process is a key strategy to address these challenges. SMC members lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs. These challenges underscore the need for effective mechanisms to improve the quality of education in the country

(UNICEF, 2021). This situation of School Improvement Plans has been persistent despite the school managers' emphasis of involvement of SMCs.

To address these challenges, educational institutions in Uganda, like schools worldwide, develop School Improvement Plans (SIPs). SIPs are strategic documents that outline a school's goals and strategies for improvement. These plans cover a wide range of areas, including curriculum development, teacher training, infrastructure enhancement, staff development and community involvement (UNESCO, 2021). SMCs play pivotal roles in Ugandan schools and are integral to the education system. SMCs which comprise Foundation body representatives, parents' representative, teachers', and representatives of community members, are responsible for school governance and management (Ministry of Education and Sports - Uganda, 2016).

Given the critical roles of SMCs in the Ugandan education system, there is a need to assess their effectiveness in contributing to school improvement through SIPs. Understanding how these bodies function, their decision-making processes, and the challenges they face is essential for informed policy-making and educational reform (Achieng, 2022). The alarming situations for the implementation of School Improvement Plan (SIP) in primary schools in Mukono district have reached enormous proportions, and the situation have remained alarming (Musoke, 2023; Mukono District Education Report, 2023). Yet, empirical studies into the influence of SMCs on the implementation of School Improvement Plan (SIP) in primary schools in Uganda, and Mukono district in particular remain scanty. Therefore, this study sought to fill the gap of knowledge on the influence of SMCs on the implementation of School Improvement Plan (SIP) in selected primary schools in Mukono District. The policy and practice recommendations arising out of the study should contribute to implementation of School Improvement Plan in primary schools in Uganda as whole.

1.3 Purpose and Research Objectives

1.3.1 Purpose

The purpose of the study was to establish the influence of SMCs on the implementation of School Improvement Plan (SIP) in primary schools in Mukono District.

1.3.1 Objectives

The three specific objectives employed to guide the study were to:-

- i) Establish the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools under study.
- ii) Identify the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools under study.
- iii) Assess the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in the area under study.

1.4 Research Questions

The study was guided by the following research questions:-

1. What are the roles and contributions of SMCs in the development of School Improvement Plans?
2. What challenges do SMCs face in fulfilling their roles related to School Improvement Plans in the area under study?
3. To what extent does the participation of SMCs in the development of the School Improvement Plans affect school effectiveness in the area under study?

1.5 Scope of the Study

In this section, the researcher handled the content scope, geographical scope, and time scope of the study as discussed below.

1.5.1 Geographical Scope

The study was carried out among only eight selected government aided primary schools in four sub-counties of (Nakisunga, Nama, Nagoje and Ntenjeru) in Mukono district. Nakisunga and Ntejeru are located in Mukono South in Mukono County while Nama and Nagoje are located in Mukono North in Nakifuma County. This area was selected because they are within the reach of the researcher with government aided schools from where the researcher sampled the eight government schools (two schools from each of the four sub-counties) were selected of different foundation bodies for comparison. This particular area was also selected because of continued challenges experienced in the implementation of school improvement plan.

1.5.2 Content Scope

The study was limited to an analysis of the influence of stakeholders' involvement in formulation and implementation of school improvement plan in primary schools is wide as the area of study. The independent variable (influence of SMCs) and the dependent variable (implementation of School Improvement Plan) were examined. Specifically, the study was limited to; establishing the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools, identifying the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools, and assessing the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness.

1.5.3 Time Scope

The study used secondary data for the period of four years (from 2020 to 2024) because those years are enough to give a true current picture of School Improvement Plans and the rate at which SMCs influence the development of plans in school settings.

1.6 Justification of the Study

SMCs deals with the different roles and principles of school management mainly, monitoring, support supervision, mobilization of resources, staff discipline, and sensitization of stakeholders. Many primary schools in Uganda have embraced the role of SMCs to aid in the implementation of teachers' welfare, improving pupils' academic achievement, adequate facilities and equipment as part of School Improvement Plan (Kamuli, 2020). However, this has been exceptional in primary schools in Mukono district where schools continued experiencing challenges in pupils' enrolment, lack of participatory decision making and budgeting, inappropriate teachers' welfare. In some schools, feeding habits, lack of adequate instructional facilities and equipment, as well as low academic performance of pupils have remained a challenge (Karemire et al. 2023; Kiwanuka, 2023). Some scholars have research on school bodies on pupils' academic performance, SMCs on pupils' discipline, other than school management decisions (Jepkemei & Edabu, 2023, Edge & Strenecky, 2018; Gurr, Drysdale & Walkley, 2022); hence the study would improve on the influence of SMCs thus able to improve on the implementation of School Improvement Plan (SIP) in primary schools. Hence, this called for serious investigations.

1.7 Significance of the Study

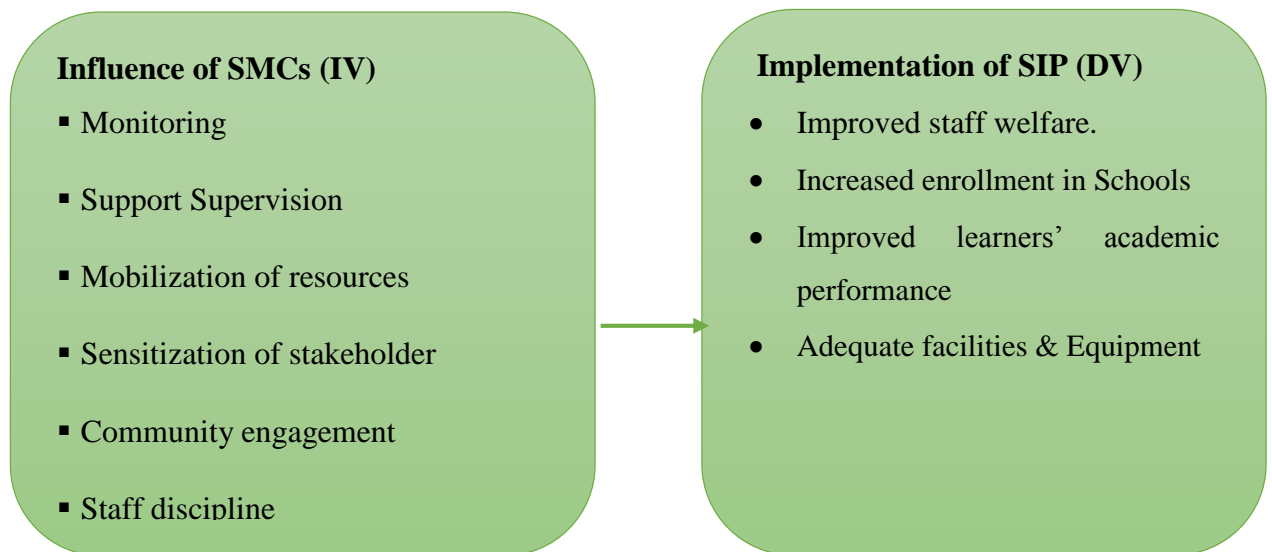
The study finding should be of help to the following stakeholders if followed well;

1. Policy makers like the government and the Ministry of Education and Sports may know how to plan adequately to handle strategically the formulation and implementation of School Improvement Plan and plan for its effectiveness. This may be achieved by using the study's conclusions and recommendations as a case of reference necessary in identifying the potential gaps.
2. The researcher may be helped to gain research skills, which would be used in conducting other researches like the challenges towards effective implementation of School Improvement Plan in primary schools. It might therefore be upon this study that more forward policies can be designed and formulated.
3. The research may be a basis for further researchers and scholars who will be interested in carrying out more research in a similar related field since it would draw conclusions upon which other researchers would use to identify gaps and write appropriate proposals aimed at filling such gaps in order to provide comprehensive information about particular issues in question.
4. The research findings may be used as a reference as in far as further studies are concerned and spark off further research in the challenges towards effective formulation and implementation of School Improvement Plan.
5. In nutshell, the study findings would further act as a key stepping stone for other subsequent researchers about the same topic. Future scholars would borrow knowledge from the literature that may be presented by policy makers, local councils and the

government and non-governmental organizations and other interested parties who are after improving education standards in countries like Uganda.

1.8 Conceptual Framework

According to Kombo and Tromp (2006), a conceptual framework as a research tool is intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. The study will be based on a conceptual framework as illustrated in Fig .11.



Source: Adopted from Chester Bernard (1996); moderated by the researcher.

Figure 1.1: Conceptual Framework

The conceptual framework in the Figure 1.1 above explained the relationships that existed between the independent and the dependent variables for this study that investigated the influence of SMCs on the implementation of School Improvement Plan (SIP). In this study the independent variable was influence of SMCs with its dimensions of monitoring, support supervision, mobilization of resources, sensitization of stakeholder, community engagement, and staff discipline. When all these were in place, they positively had an influence on the implementation of School Improvement Plan as the dependent variable. The implementation of

School Improvement Plan can be indicated by improved staff welfare, increased enrollment in Schools, improved learners' academic performance, and adequate facilities and equipment as reflected in Figure 1.1 above. The next chapter covers the literature review, comprising of theoretical and empirical reviews as well as research gaps or summary of literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented a review of literature related to the study. It was organized under the following sections: theoretical review of literature, review of empirical literature and research gap. The literature involves opinions and views of other scholars and researchers that are related to the topic in study. It conjointly presents an outline of the salient gaps identified within the literature review that this study seeks to fill.

2.1 Theoretical Review

This research study was based on the Functionalist Theory. The Functionalist Theory advanced by Emile Durkheim, the French Sociologist. This theory begins with a picture of society that stresses interdependence of the social system. It critically examines how well parts integrate with each other (Chester Bernard, 1996); that calls for the school authority to activate concept of cooperative system as a system that coordinates several school-based activities to a common goal.

In other words, the collaboration between SMCs, school leaders (through group interaction) implies that sharing, coordinating and working together among school stakeholders to achieve the common objective, none other than effective implementation of School Improvement Plan (Jepkemei & Edabu, 2023). Basing on the above, the investigator therefore assumes that the primary schools from central Uganda have the similar school stakeholders majorly SMCs to oversee, plan and monitor implement the School Improvement Plan (Bhang., Yoon., Sung., Yoo., Sim., Lee & Lee, 2018). It is also assumed that the school managers apply the similar bodies SMCs in influencing the implementation of School Improvement Plan.

Further, functionalists view school society as a kind of machine where one part articulates with another to produce the dynamic energy to make school work (Wang, 2017). Most importantly, functionalism stresses the processes that maintain social order by stressing consensus and agreement (Gurr et al. 2022). The theory also believes that without a common bond to unite groups, society or school shall disintegrate and fail to achieve their goal, non-other than School Improvement Plan (Bhang et al. 2018). This theory is mainly useful in understanding the issues in school community. It is used to understand the relationships among school stakeholders working together to streamline the school plans. The theory is also extended to understanding issues such as participation in decision-making, monitoring and budgeting.

Similarly, level of pupils' academic performance, feeding habits, accommodation, presence of instructional materials and equipment in primary schools largely depends on the influence of SMCs (Bhang et al. 2018). Thus, explains the reason for this study on exploring the influence of SMCs on the implementation of School Improvement Plan (SIP) in Ugandan primary schools. The theory is relevant in this study in that the school is an organization with governing structures comprises different elements such as the School Management Committee, Parents/Teachers Association, the School Administrators, pupils' leadership, Ministry of Education and Sports among others (Gurr et al. 2022). These elements play different roles but with the same goal of effective implementation of schools, ultimately intended to lead to the development of School Improvement Plan. It is therefore important that this elements work in unison towards achieving the ultimate goal of development of School Improvement Plan (Wang, 2017).

For a school to be functional and effective, the relationship and interaction between the elements in the school planning, administration, monitoring and governing should prevail. In a school

where relations are unequal, cooperation among groups is compromised; implementation of School Improvement Plan is negatively affected (Chester, 1996). It is therefore important that for good implementation of School Improvement Plan to be achieved, the different school stakeholders, majorly School Management Committees (SMCs) should join forces and work together to monitor daily school activities, involve in support supervision, mobilization of resources and enhancing staff discipline, among others (Gurr et al. 2022). However, with allegations of low staff welfare, increased enrolment in classes, inadequate facilities and equipment, as well as decline of pupils' academic performance results inadequate implementation of appropriate School Management Committees (SMCs) programs within environmental primary school dynamics in this district, this prompted the current researcher to opt for the research study.

2.2 Empirical Review

The literature review was further done basing on the study themes developed in accordance to the study objectives namely: the specific roles and contributions of School Management Committees (SMCs) in the School Improvement Plan process in the primary schools, the challenges faced by School Management Committees (SMCs) in their roles associated with the development of School Improvement Plans in the primary schools, and the extent to which School Management Committees (SMCs) participation in the development of School Improvement Plans affects school effectiveness. When reviewing the literature, the researcher will consider both the literature that agree and those that do not agree with the topic under study to form a firm foundation for the study. There is a provision for a summary of the review of literature depicting the possible gaps that was identified during this study.

2.2.1 Roles and Contributions of SMCs in the School Improvement Plan

According to Edge & Strenecky (2018), the School Management Committees (SMCs) were introduced with the aim of improving educational management through the involvement of parents in school daily activities in European states. Its introduction based on the idea that in order to realize the goals of acquiring quality education and bringing about school improvement, there is a need for active participation of the entire community. Besides, Nassor (2017) opines that SMCs in Canada and Italy take part in decision making. These decisions can be financial (for example, decisions about how resources should be allocated within a school, raising funds for particular activities within a school), managerial (for example, human resource decisions, such as the monitoring of teacher performance and the power to hire and fire teachers, the management of school buildings and other infrastructure) or related to the curriculum and/or pedagogy (for example, decisions about how elements of a national curriculum will be taught and assessed within a given school). Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

Similarly, Jepkemei & Edabu (2023) argues that in developing countries especially Bangladesh, more responsibilities and powers have been conferred on school committees to enable them to accomplish the key objectives like mobilize voluntary community contributions to projects, in the form of labor, money, or building materials such as timber, sand etc, SMCs is involved in facilitating school planning, budgeting, and the implementation of school policy decisions and directives at the school level, in addition to informing the community about directives, their implementation, progress on certain issues, and problems encountered, as well as the way in which funds are used, manage funds received for project

implementation while ensuring maximum transparency and accountability. Besides, Mitengo (2021) noted that SMCs prepare and submit regular project-progress reports to the Local Government Authorities (LGAs) through council education officers, prepare and submit accurate and timely progress and financial reports to the village council, and effectively communicate educational information to all parents, pupils, stakeholders, and other members of the village or ward. SMCs are involved in the overseeing of the school's day-to-day activities (Mezieobi, 2023). Several studies related to education and researchers have had interest in School Improvement Plans in different contexts. However, there is little information in terms of SMCs and how they contribute to School Improvement Plans more particularly for Mukono district. This is what the study seeks to establish.

Further, Gurr, Drysdale & Walkley (2022) opines that the roles of SMCs in Sub-Saharan African countries include but not limited to “planning and budgeting”, “choice and procurement of books”, “expenditure decisions”, “pupils’ discipline”, “construction/repair”, and “awarding contracts”. The SMCs in Ghana have a key role of monitoring, inspecting of education services, and where possible, funding the education of their children. These functions are key to the Plan. This spells out the roles the parents and other stakeholders like SMC have in fostering the quality of education in the educational institutions (Karemire et al. 2023). These mechanisms are considered to potentially increase accountability and responsiveness to local needs by bringing local community members into more direct contact with schools, and to increase efficiency by making financial decisions more transparent to communities, thereby reducing corruption and incentivizing investment in high-quality teachers and materials. The roles mentioned in this review have been in the context of schools

in Nigeria, Nigera, Chad and others. However, this study established the roles of SMCs in a Ugandan context.

Also, Nassor (2017) points out that, review of SMCs reveals that such school committees are becoming an increasingly important integral part of the school management as educators begin to appreciate how crucial it is to empower the participants in educational processes. In Zanzibar for instance, the provision of SMCs became a requirement in Zanzibar laws in 1997 and 2001, and was required to exercise general supervision over schools. The SMCs were responsible for; disbursement of funds, certification and monitoring of teachers, recommendation of curricula, supervising buildings and maintenance of schools. Similarly, the study conducted by Mezieobi (2023) in Burundi indicates that the greatest challenge confronting SMCs is to ensure that every child has the opportunity to learn. Therefore, SMCs must provide that opportunity while meeting the needs of the school communities they serve and taking care not to micromanage or to invade the appropriate realm of professional educators. Further, Kamuli (2020) asserted that primary school SMCs in Uganda conduct their affairs through committees who have to hold regular meetings where decisions and guidelines are made and issued in their respective areas. This indirectly affects the budget and consumes the resources that should have been invested in issues that are directly related to academic achievements of students such as buying text books and other learning infrastructures/equipment. However, the above studies were carried from outside Uganda, not fully primary schools based and carried out almost three years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this research

According to Albasha (2018), SMCs in Kenya are the governing bodies of all primary educational institutions and their functions include; governing the school for which it has been

constituted, administering the property of the school, administering any funds, chattels or things of the school, provide for the welfare and discipline of students and staff, and fix fees and other charges with the approval of the Minister. SMCs are responsible for provisional maintenance and administrative functions with regard to provisional educational institutions at the local levels. In agreement to the above notion, (Kamuli, 2020) argued that SMCs and other segments of the public in Rwanda will not tolerate inefficient and poorly managed schools. In models of school-based decision-making classified as ‘high’ decentralization, schools and communities have decision-making authority over nearly all aspects of school management. Most importantly, the school (or, typically, the school management committee) has authority over both financial and personnel decisions, including the authority to hire/fire teachers and to pay salaries. Thus, the SMCs follow-up to establish whether the decisions made aimed at improving learning and teaching are being implemented. However, the above study was carried from outside Uganda, not fully primary schools based and carried out almost three years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this study.

Correspondingly, Achieng (2022) asserted that the SMCs are involved in enhancing the academic performance of pupils and this because being the policy making and primary school supervisory body, the SMC members in Ugandan schools are experienced and professionals in the field of education/school management; however, this is not true because the legal instruments governing the nomination and approval does not dictate that that the members are professionals in education. The question is “how do they make policies regarding the operation of schools without themselves being acquainted with how the school is supposed to be governed?” Interestingly, a study conducted in central Uganda, Kiwanuka (2023) asserts

that the role of SMCs is to make sure that the school provides pupils with a good education, adequate food and good accommodation facilities. The SMCs set the school plans and policies, and employ the qualified and competent teaching staff. Every primary school is managed by SMCs. They work with the school manager to meet the educational needs of the school pupils in a secure and safe environment. On the other hand, Chen (2022) also noted that SMCs in Acholi land employs the school staff and manages how the school spends budget. SMCs have responsibility for fiduciary oversight and institutional performance. All of its decision and policies are made for the best interest of the primary school. The study took one method research design (quantitative), data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that is based on triangulation.

In support of the above, Musoke (2023) asserts that the SMCs is the primary governing body of a system, overseeing all school planned activities and assisting the system in implementing its goals and policies. They are responsible for organizing and conducting school meetings to make decisions about crucial and strategic problems. The pupils are the final consumers of the efforts of the SMCs implying that school governance is vital in influencing the academic performance, plan for adequate instructional materials and equipping library as well as laboratory. SMCs in central Uganda district, Mukono inclusive make decisions that can be implemented and the school administrators should implement the decisions of the board (Kiwauka, 2023). Parents should provide the necessary support to the school. The pupils as well must do their part by participating in the school academic and other programs designed by the school administrators. SMCs are involved in monitoring, preparing and recommending school development plan, ensure that teachers' maintain regularity and punctuality in

attending schools, as well as monitoring that teachers are not burdened with non-academic duties. With regards to the SMCs in question, the researcher developed a sense of concern in achieving knowledge on the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools in Mukono district.

2.2.2 Challenges faced by SMCs in their Roles Associated with the Implementation of SIPs

According to Mitengo (2021), SMCs face challenges in terms of formation, lack of regular meetings, preparation of School Implementation Plans, monitoring of grants, and lack of cooperation from school administration. SMCs in Bangladesh schools lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs. Jepkemei & Edabu (2023) also noted that there are gaps in the existing methodological guidelines in Italy governing SMCs members' involvement in daily running of the school activities. These practices frustrate the efforts of SMCs in their day to day activities to improve the quality of learning. However, these findings are not Ugandan based and this study specifically intends to establish the challenges from a Ugandan context, hence, making this current study relevant.

Relatedly, Kamuli (2020) opines that exacerbated by the COVID-19 pandemic in Sub-Saharan Africa, multiple education challenges stand out today as acute and urgent like the inclusiveness of education systems, in particular for children with disabilities, learning during emergencies and crisis times, starting with analyzing risks and finding solutions for resilient education systems, the institutional capacities to plan, deliver and monitor quality education, the alignment and related incentives of education systems and stakeholders towards learning. Several schools in Nigeria and Algeria closed down and experienced a challenge of financial constraints as a result of Covid-19 pandemic, and the SMCs become incapacitated to

effectively conduct their duties related to SIPs (Kiwanuka, 2023). These stakeholders could not seat together or have regular meeting to plan and get involved in participatory decision making to effectively plan and manage for school activities. Due to weaknesses in school rules and regulations, fear to contaminate Covid-19 and respect to government regulations of social distancing, limit SMCs role and involvement in school daily schedules. To date, there is limited available empirical research findings specifically focused on the challenges experienced by SMCs in implementing SIPs in Uganda. Addressing this knowledge gap, this research provided insights into whether these school bodies experienced several challenges to the improvement of Ugandan schools and, subsequently, this calls for serious investigations. Similarly, low levels of capacity within communities are also barriers to SMCs. Communities with high levels of illiteracy and/or with few educated parents do not seem to benefit from devolution of decisions to the community level. In their study of Whole School Development programme in the Gambia, Musoke (2023) argue that devolution may even be detrimental in such contexts ‘because the communities are not well equipped to act on [such information]’. At the same time, Waters, Marzano, & McNulty (2022) argues that one of the major issues that SMCs in Niger face is the enormous number of paper-based processes. These are essential to their very existence as well. Facing challenges in managing a school is unavoidable yet manageable. Also, it has always been a great challenge for SMCs to handle a school and bring together several departments to accomplish the mission. These stakeholders lack qualifications and competences in most schools to effectively properly plan for the school activities. The study took one method research design (quantitative), data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used a mixed approach.

At the same time, Kare mire et al. (2023) mentioned several challenges limiting SMCs towards having effective implementation of SIPs. The education levels of parents and School Management Committee members, and the level of community participation is another challenge to the operations of School Management Committees during the execution of their duties. In a related study, World Bank (2020) found that School Management Committees in rural communities in Kenya frequently opted to spend their grants on agricultural projects, instead of school materials, teacher incentives or other initiatives likely to affect educational outcomes. Such misappropriation of available school resources and diverting them from education priorities mainly purchasing instructional materials and equipment, as well as rewarding teachers limit the successful implementation of SIPs. Secondly, community members particularly parents must have a certain amount of status to play an active role on school management committees. This does not tend to be the situation in rural, poor communities, where school personnel are often perceived as authority figures due to their relatively high levels of education in Tanzania (Kiwanuka, 2023). However, the challenge mentioned here are in the context of East African Community making it possible for investigation based on challenges in a Ugandan setting.

In agreement, other studies also point to several enablers of effective school-based decision-making reforms. First, it appears that smaller schools (for example, one-teacher schools as in Jepkemei & Edabu (2023) are more likely to benefit from local decision-making authority, because it is easier for school management committees to monitor teachers and stay informed about conditions at the Ugandan schools. Secondly, devolving personnel decisions and financial and other management decisions enables school-based decision-makers to affect teacher behaviour, including attendance. Mezieobi (2023) suggest that giving parents the

majority voting power on school management committees in Uganda was one of the reasons why local hiring addressed issues of elite capture. Relatedly, there are several challenges that schools experience in Uganda. These can be classified into infrastructural, curriculum, personnel, social, financial, literacy and numeracy, equity, and management challenges. In terms of equity, Uganda has high dropout rates and low completion and graduation rates (Kamuli, 2020). In the research study, the SMCs involvement in SIPs were represented by effective implementation of SIPs which is highly being complained of as being a challenge in Uganda, specifically in the selected primary schools in Mukono district.

In another development, disasters resulting from natural or manmade hazards and violent conflict at home or in neighboring countries are increasingly common and have a considerable detrimental impact on communities and institutions. Severe hazards and conflict place strains on access, weaken demand, undermine quality, contribute to inequity and erode learning achievements (Mitengo, 2021). Furthermore, schools are commonly subject to use as shelters or targets of attack. The impacts related to education infrastructures and physical assets, to teachers, and to school functioning. SMCs lack adequate financial resources to handle the situation in Ugandan schools. They lack resources and ability to effectively finance the school daily plans. Chen (2022) asserts that schools in Uganda experience lack of direct effects on the infrastructure and physical assets of the education system include buildings, furniture, equipment and other facilities associated with education, such as recreation grounds, school sanitation and water facilities, school libraries, etc. In addition to total physical damage or partial damage to the infrastructure as a result of a hazard, there is also potential damage arising out of temporarily using the facilities as shelters or relief centers. Interestingly, no

single SMCs role can be pointed to, to be responsible for this paucity something that this research studies delve in.

Furthermore, Tumushabe and Arinaitwe (2023) opine that in Kampala business districts, a number of school stakeholders felt that SMCs lacked confidence and also were not sure about their duties, and therefore depended on the head-teacher who applies his or her professional power and information advantage to the SMCs. Their lack of effectiveness is attributed to lack of interest in the school, low levels of literacy and lack of training. Musoke (2023) argued that many schools SMCs were incompetent in school management and this is because majority of them had low level of education and lacked the necessary skills and experience in education, and therefore were compromising their services to the schools. With regards to the SMCs in question, the researcher developed a sense of concern in achieving knowledge on the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools in Mukono district.

2.2.3 The Extent to which SMCs' Participation in the Implementation of School Improvement Plans affects School Effectiveness

Edge & Strenecky (2018) affirm that in order to ensure success in the achievement of primary school pupils, a joint effort of teachers and parents has been found significant. This has led to the establishment of SMCs. Anfara et al. (2021) points out that is a formal establishment in the USA and Canadian schools to help communicate with families more effectively, enhancing fundraising efforts and quality for grants and awards to support the school programs. Money raised is usually spent on things that the school budget does not cover, including acquiring instructional materials to boost teaching-learning process. All of this activity helps enhance a school's reputation within the community, and boost parents' involvement in planning for their

children academic concentration and good learning environment. More so, Ballen & Moles (2022) noted that the SMCs is often associated or referred to as the heart of the school community and in our case it really is. The main role of the local SMCs is to build strong working relationships among parents, guardians, teachers and schools, in support of learners, and this can include organizing educational events like career guidance, and planning teacher appreciation activities, and much more. There is lack of sufficient research in the case of Mukono district as to what extent SMCs attending meetings has influenced the SIPs, ascertaining the need for this study.

According to Tumushabe and Arinaitwe (2023), SMCs involvement in participatory decision-making helps them to effectively plan for adequate instructional materials, building more classrooms for an increased enrolment of students, as well as improving on school environment, enhancing pupils' academic concentration. Musoke (2023) argued that the amount and caliber of time parents spend with their children is so crucial to help the parents to realize the strength, weaknesses, challenges interests and what they lack, while in their journey to accomplishing a certain level of education. Nasser (2017) stresses that the overall success of children depends on the support SMCs involvement daily school decisions, participatory planning, as well as guidance and counseling. This was investigated, especially scrutinizing the frequently applied SMCs involvement in participatory decision making and its influence onto pupils' academic achievement in primary schools in Uganda.

Meanwhile, Ballen & Moles (2022) noted that SMCs involvement in decision making and school governance, for instance, helps them understand teachers and other school bodies' motivations, abilities and attitudes. It gives parents a greater opportunity to serve as resources

for their school going children, often increasing their confidence and skills. More so, Chen (2022) went ahead to emphasize that the level of education of members of SMC matters a lot in this case because all educated individual knows the power in sparing time to be with their children especially on matters related to academic progress. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

Similarly, Karemire et al. (2023) argued out that SMCs involvement in planning and decision making is vital because families know their child best. Parents input is instrumental in making sure that learners receive appropriate support, and that necessary changes are made so they can be fully included in the classroom. Besides, Mezieobi (2023) argued that improving academic outcomes for students, SMCs deserve to be directly involved in daily school planning and decision making since they are the focal people knowing their children's strength and weaknesses. Thus, every learner has their own aspirations, learning needs, interests and strengths, and it is the role of school and parents to respond to every learner and their unique characteristics, with high expectations for achievement. A School Improvement Plan is based on a school's established values, norms and sets out the actions and resources needed to achieve the goals and objectives, and this has been achieved with SMCs involvement. In a good school improvement plan, success criteria describe learning outcomes (changes in classroom), and not just process outcomes (actions which have been completed). The plan is monitored to ensure tasks are being completed. The plan also states the evidence for impact in the classroom. However, the eight years' experience of working in school and having witnessed how SMCs and are less interested in participation in the education of their school-going children, has informed the researcher to opt for this research study.

In line with the above, Gurr, Drysdale & Walkley (2022) argued that there is a link between the degree of SMCs involvement in decision making towards their child's education and motivation, the academic success and the behavior towards education. SMCs involvement in school planning and budgeting, become part of parcel of the students' academic outcomes. They also become responsible for any pupil's academic outcomes. Kiwanuma (2023) also went further to state that joining PTAs are another means which some schools have encouraged parents to be part and parcel of their children education outcomes. In these the parents are invited to support the school in practical ways such as fundraising for teaching equipment or helping to carryout building repairs and improvements. Besides, Anfara et al. (2021) cited Epstein model of 1995 (Epstein, 1995) which widely talk about the three overlapping environments that fulfill the needs of the child in terms of development, growth and learning. These three environments are the family, school bodies and community. Mezieobi (2023) further emphasizes that the three are intertwined and interlinked. In these environments, SMCs presence is requisite for spearheading the daily monitoring and management of schools, creating a gap for the study.

Correspondingly, Ballen & Moles (2022) observed that through SMCs meetings, if parents are involved in their children's education by volunteering in school, attending parent-teacher conferences or helping the children with their homework, the children are likely to have higher achievement at school. The researcher agrees with the above notions because it is vital that parents make physical contributions like fundraising to support the school bearing in mind that schools have limited resources. Furthermore, their involvement in school affairs in terms of ideas to run the school makes them own the school and all its programs/activities (Kamuli,

2020). Once they own the school and all its programs/activities, a cordial relationship shall exist between the school and the community who are the major providers of the students for the school. However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that based itself on mixed approaches.

Further, Mezieobi (2023) asserted that the roles played by the categories of the school stakeholders have a direct bearing on the academic performance of school going children. The members of the academic committee of the SMCs in Ugandan schools make academic policies intended to improve learning and teaching with the ultimate goal of achieving good academic performance. The SMCs on the other hand are also involved in the running of the day-to day affairs of the schools including; monitoring and supervising teaching and learning. Apart from monitoring and supervising teaching and learning, they also teach the pupils. SMCs also inform the school stakeholders about the plans put in place by the school administration to improve teaching and learning. All these are intended to improve teaching and learning resulting into good academic performance outcomes. However, this study was carried out outside Uganda, not entirely primary schools based and carried out almost two years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Interesting, Tumushabe and Arinaitwe (2023) argues that SMCs have the powers for the most part to raise to raise money through school fees. In agreement to the above notion, (Omona, 2021) argued that SMC and other segments of the public in Mukono as part of central Uganda shall not tolerate inefficient and poorly managed schools. Thus, the SMCs follow-up to establish whether the decisions made aimed at improving learning and teaching are being implemented.

Further, Wanjohi (2021) asserted that SMCs conduct their affairs through committees who have to hold regular meetings where decisions and guidelines are made and issued in their respective areas. More so, Miriam & David (2022) asserted that SMCs enhance the academic performance of pupils and this because being the policy making and primary school supervisory body, and the SMCs members are experienced and professionals in the field of education/school management.

Furthermore, Otieno, Ochieng, and Dawo (2020) assert that the role of SMCs is to make sure that the school provides students with a good education. The SMCs sets the school plans and policies, and influence teacher-parents relationship. Every school has SMCs that work with the school manager to meet the educational needs of the school students in a secure and safe environment. On the other hand, Omona (2021) also noted that SMCs employs some of the school staff and manages how the school spends budget. Besides, Nassor (2017) also argued that the main duties of the SMCs are to supervise management, finances, and quality, thus able to provide strategic direction, cultivate school stakeholders' partnership, and promote ethical standards, values and compliance. On the other hand, Otieno, Ochieng, and Dawo (2020) asserts that the SMCs is the primary governing body of a system, overseeing all activities and assisting the system in implementing its policies. They are responsible for organizing and conducting school meetings to make decisions about crucial and strategic problems. With regards to the roles of SMCs in question, the researcher developed a sense of concern in achieving knowledge on the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in Mukono district.

2.3 Summary of Literature Review

After the review of related literature, the researcher realized that the related studies were dealing with the specific roles and contributions of SMCs the School Improvement Plan process in the primary schools, the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools, and the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in Uganda, but none of them was carried out in Mukono district. Theoretical review was also done to establish similar or varying theoretical perspectives. To sum up, it was upon this background that the researcher decided to investigate the influence of SMCs on the implementation of School Improvement Plan (SIP) in primary schools in Uganda. The next chapter covered the methodological aspects of this research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlined the manner in which the study was conducted. The key components included the study design, area of the study, information sources, description of the population and sampling techniques, variables and indicators, measurements levels, procedure for data collection, data collection instruments, quality/error control, strategy for data processing, analysis and interpretation, ethical consideration and approvals, and methodological constraints.

3.1 Research Design

Cooper and Schindler (2006) stated that research design is the manner in which data is collected, measured and analyzed in order to achieve certain research objectives. The study adopted a cross sectional research design. The study employed a cross-sectional survey design that involved selected public primary schools in Mukono district. The benefit of a cross-sectional study design is that it allows investigators to compare several different variables at the similar time. A cross-sectional survey design according to Kothari (2013) as cited in Tumuhimise (2017) is the type of research design where data can be collected from different respondents at a single point in time. This type of design was used because it enabled the investigator to collect data at once from only the sample population to generalize the study results on the entire target population within a shorter time and at a lower cost possible. The cross-sectional survey was handy in this study since it accommodates a variety of methods of data collection that facilitated a mixed approach in understanding of the study phenomenon (Nyenje and Nkata, 2016). It therefore enabled the application of both quantitative and

qualitative methods of data collection and analysis. The quantitative data was collected through the use of questionnaires; whereas, the qualitative data was collected using interview guide to cover areas where some variables couldn't easily be quantified.

3.2 Area of Study

The study was carried out among only eight selected government-aided selected primary schools in four Sub-Counties (Nakisunga, Ntenjeru, Nama and Nagoje). Nakisunga and Ntenjeru are Sub-Counties in Mukono South Constituency while Nama and Nagoje are Sub-Counties in Mukono North Constituency all in Mukono district. Nakisunga neighbours Buikwe in the East, Mpata Sub-County in South, Mukono Municipality in West and Nama Sub-County in the North. Nama neighbours Nakisunga in the East, Nagoje sub-county in the south, Kyampisi Sub-County in the North and Kimenyedde Sub-County in west. Nagoje neighbours Buikwe in the East, Nama Sub-County in the South, Nakisunga in West and Tunda Sub-County in the North. Ntenjeru neighbours Buikwe in the East, Mpata Sub-County in South, Nakisunga in West and Mpunge Sub-County in the North. These areas were selected because each of the sub-counties has 5 to 25 government aided primary schools which was used as good ground to study the influence of School Management Committees on implementation of School Improvement Plans in primary schools; however, this schools have continue to experience challenges related to SIPs (District Education office records, 2023).

3.3 Information Sources

According to Creswell (2018), information sources refer to the existing recognized literature whether published or unpublished as long as it had been accepted by the academic for any organization of good reputation. The researcher used both primary and secondary information sources.

3.3.1 Primary Sources

Cohen (2011) defined primary data as information obtained from first hand by the researcher on the variables of interest for the specific purpose of study. Primary sources of information are those which are original in nature and got for the first time. They were obtained by the use of questionnaires and interview guide. Data was collected by the use of questionnaires which was designed using likert scale and distributed to all respondents in order to get their views about the topic under study.

3.3.2 Secondary Sources

Kothari (2013) pointed out that secondary data is the data which is gathered and analyzed from already published and unpublished sources. A range of documents were gathered for analysis including; government policy documents, journals, magazines, research reports and internet sources which the researcher intends to use.

3.4 Population and Sampling Techniques

3.4.1 Population

Cohen (2011) puts it that population is the entire group of people, events or things that a researcher wishes to investigate. The study population comprised of the District Education Officer, Chairpersons of SMC, Chairpersons of PTA, head-teachers, deputy head-teachers, teachers, and pupils. The District Education officer was selected because he/she writes appointment letters to School Management Committee members and they report to him/her on matters concerning the school progress or regress. Chairpersons of SMC were selected to establish their role and involvement, and they represent the views of the rest of the parents. The head-teachers were selected and used in order to obtain reliable and valid information. Various head-teachers and deputy head-teachers were interviewed so as to get variety of views so as to

make the study findings more reliable and comprehensive. Teachers and pupils helped to provide the researcher with valuable and professional views which made the findings more credible.

3.4.2 Sample Size Determination

The ever-increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. According to Katamba and Nsubuga (2014) sample size is the portion or subset of the total population.

3.4.2.1 Selection of Qualitative Sample

These respondents were selected purposively, and this mainly included, one(1) District Education Officer, eight (8) Chairpersons of SMCs (one from each school), eight (8) Chairpersons of PTA (one from each school), eight (8) head-teachers (one per school), and eight (8) deputy head-teachers (one per school) (District Education office records, 2023). It was important to understand that all respondents were interviewed and their responses were well captured.

3.4.3.2 Selection of Quantitative Sample

For this, the study sample was selected following the recommendations of Krejcie and Morgan (1970) table in determining sample size to represent a cross section of people in this research (Appendix 1). In this regard, out of 483 target population, 242 sample size was considered. These included; eighty (80) teachers (10 per school) and one hundred sixty two (162) pupils (20 from 6 schools and 21 from two schools) (District Education office records, 2023). This enabled the researcher towards getting a variety of opinions, views and unbiased responses, made the

research study a reality. All the above targeted participants helped the investigator to not only access invaluable knowledge, but also to assist in creating a community of willing participants.

Table 3.1: Sampling Frame

Category	Population	Sample size	Selection	Tool
Head teachers	8	8	Purposive	Interviews
Deputy head teachers	8	8	Purposive	Interviews
District Education Officer	1	1	Purposive	Interviews
Chairpersons of SMCs	8	8	Purposive	Interviews
Chairpersons of PTAs	8	8	Purposive	Interviews
Pupils	310	162	Simple random	Questionnaire
Teachers	140	80	Simple random	Questionnaire

Source: Krejcie & Morgan (1970) table and District Education office records (2023).

3.4.3 Sampling Techniques

Sampling is a technique of selecting individual members or a sub-set of the population to make statistical inferences from them and estimate the characteristics of the whole population (Katamba and Nsubuga, 2014). The study employed simple random sampling and purposive sampling technique to select the study respondents.

3.4.3.1 Purposive Sampling

Purposive sampling was used to select District Education Officer, Head-teachers, deputy head-teachers, Chairpersons of PTA and Chairpersons of SMCs from whom the researcher got specific information. The researcher selected those particular respondents from their respective offices by purposive because there was no sampling. These categories of respondents were purposively selected because those officers were expected to possess specific information about the topic under study since they were regarded as custodians of education standards, given their roles and positions. The researcher intended to interview these officials from their places of

work basing on their positions. The information from these respondents helped in analyzing the validity of the research problem. Such sampling technique was used because it was quick and helped the researcher to collect the first-hand information. Purposive is a non-random sampling technique where respondents were selected because of some characteristic. Purposive is popular in qualitative research, and those respondents were chosen by purposive and interviewed to provide qualitative data.

3.4.3.2 Simple Random Sampling

Simple random sampling was used to select teachers and pupils; and these respondents were selected by proportionate representation using the stratified random sampling method to ensure that all of them were represented. Simple random sampling was used in order to avoid bias and to ensure that each teacher and pupils in upper classes in the selected primary schools would have an equal chance of being selected and to avoid biases. In this, one set of small pieces of paper of the same size was prepared for all the teachers for each school. That is; 80 small pieces of the papers for the teachers carried the writing ‘Yes’ and the rest carried the writing ‘No’. All these were placed in a container and each teacher was asked to take only one piece of paper from the container. If the writing on the paper read ‘Yes’, the teacher participated in answering the questionnaires. The similar approach was applied to the pupils from upper primary classes.

3.5 Variables and Indicators

Creswell (2018) asserts that a variable is a measurable characteristic that assumes different values among the subjects. There are different classifications of variables for example; there may be a dependent variable (DV) or an independent variable (IV). The study “used influence of SMCs” as independent and “implementation of SIPs” as dependent variable. The indicators of influence of SMCs included, monitoring, support supervision, mobilization of resources,

sensitization of stakeholder, community engagement, and staff discipline. On the other hand, the implementation of School Improvement Plan was indicated by improved staff welfare, increased enrollment in Schools, improved learners' academic performance, and adequate facilities and equipment whereas, the extraneous variables included; unqualified staff, absence of SIP, and absence of SMCs.

3.6 Measurement Level

Kothari (2013) asserts that sound measurement level should meet the tests of validity and reliability. A likert scale is a scale used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. It is recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale. The five-point scale which include the following kinds of answers will be used; 5 = Strongly Agree, 4= Agree, 3= Neither Agree nor Disagree, 2=Disagree and 1= Strongly Disagree, and the respondents were asked to indicate their degree of agreement with the statements by ticking what they considered appropriate. There are five types of measurement levels namely; ordinal, nominal, ratio and interval. The ordinal scale refers to ranking of the measure in order of importance. Nominal scale measures only terms of names or designation of discrete units or categories. Interval scales measures in terms equal intervals or degrees of different but with an arbitrary established zero point that doesn't represent nothing of something. Ordinal scales measures in terms of such value as more or less or larger or smaller but without specifying the size of the intervals. The nominal scale was used for gender and education level. The interval scale was used for period one as used in schools.

3.7 Procedure for Data Collection

The researcher obtained an introductory letter of authorization from the Uganda Christian University Research Ethics Committee (UCUREC) as well as Dean, School of Education at Uganda Christian University-main Campus to conduct research. The letter of permission was obtained in order for the researcher to present it to relevant authorities to be allowed to carry out the study. The letter was handed over to the Head-teachers of the selected government aided schools and individuals who were visited for the study to allow the researcher access their Chairpersons of SMC and PTA, staff and pupils for the study. Ethically, the researcher ensured that the principle of confidentiality throughout the research was observed given the fact that the topic being handled was very sensitive. For that matter, the tools of data collection remained anonymous on the side of the respondents. Where applicable, Pseudo names were used. The researcher intended to administer the questionnaire to teachers and pupils, and interview head-teachers, deputy head-teachers, Chairpersons of SMC and PTA and the DEO. The data was collected in the year 2024 using questionnaire and interview guide. The researcher intended to assure the respondents that the study was strictly for academic purposes and that utmost confidentiality was observed. The data used in this study would be anonymously coded and cannot therefore be traced back to individual respondents.

3.8 Data Collection Instruments

The study was guided by the following research instruments:-

3.8.1 The Questionnaires

Teachers and pupils answered a self-administered questionnaire. The instrument to use for data collection was a researcher-constructed questionnaire developed according to the sub-themes based on the specific objectives. The questionnaire contained 40 items designed to: establish

the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools under study, to identify the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools under study, and to assess the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in the area under study, as well as School Improvement Plans on educational quality and student outcomes in Uganda. The questionnaire was divided into five sections: section A consisting of 4 items on bio-data, section B consisting of 10 items, C contained 10 items, D contained 10 items and section E contained 6 items. A questionnaire with sufficient quantity was used because of their suitability in reaching participants in a large sample and also enabled them to give information that was free of influence. The questionnaires were used because they permit anonymity that results in more honest responses and they were the best tools for quantitative research.

3.8.2 Interview Guide

Interview method was applied to DEO, Chairpersons of SMC and PTA, head-teachers and deputy head-teachers, enabled the researcher to use probing and was able to get detailed information about the study problem. These respondents were interviewed because the researcher believed that they were having adequate information that was needed for the study. Interviews were used in order to obtain detailed information on the study variables. It was of great value because it was easier for the researcher to observe non-verbal behaviors. It helped the researcher to get first hand data since the respondents answered for themselves compared to the questionnaire method (Cohen, 2011). It also involved meeting respondents face-to-face and collecting information from the selected participants. The interviews were also used because of its flexibility not only in allowing rephrasing and rewording of questions to suit the

respondents but also in allowing the respondents to answer questions in an open-ended and therefore unlimited and exhaustive way.

3.9 Quality/Error Control

The research ensured credibility, transferability, dependability and confirmability through practical measures to be applied at each stage of collecting primary data and analysis. To establish credibility, I conducted member checks by sharing preliminary findings with school administrators for their feedback and validation, ensuring the interpretations reflecting their lived views, ideas and experiences.

More so, transferability was achieved by providing a detailed contextual description of the implementation of School Improvement Plan, allowing future investigators to assess the applicability of my findings to similar settings. Transferability was achieved by providing a detailed contextual description of the government aided secondary schools in Mukono district, allowing future investigators to assess the applicability of my findings to similar settings.

Similarly, dependability was ensured through the use of a detailed audit trail, where I documented the entire research process, including data collection methods, instruments of data collection, field notes and analytical decisions. This provided transparency and allow for the research process being reviewed for accuracy and consistency.

Finally, confirmability was ensured through data triangulation, where I compared findings from interviews, and questionnaires. Cross-referencing these sources to ensure that the basic conclusions being drawn are grounded in the data rather than in researcher bias. These practical strategies ensured the rigor and validity of my study.

3.9.1 Validity and Reliability

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

3.9.1.1 Validity

McMillan & Schumacher (2006) put it that validity is the extent to which the instrument gives the correct answer when applied to measure what it intends to measure. It is the degree of congruence between the explanations of the phenomena and the realities of the world. The content validity of the measuring instrument was determined by giving the questionnaire to 8 experts in the field of institutional leadership to determine the validity of the items. Pre-testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\text{CVI} = \frac{\text{No. of Items}}{\text{Total No. of Items}}$$

Where by' CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments. Ten questionnaires were pilot-tested in teachers, outside the sampled primary schools in Mukono District that did not participate in the study. Each questionnaire has 43 items.

$$\text{Total items} = 43 \times 10 = 430$$

$$\text{Invalid items} = 55$$

$$\text{Relevant items} = 430 - 55 = 375$$

$$\text{CVI} = 375/430 = 0.87$$

The instrument was valid when the CVI is above 0.7 being recommended value for validity. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. Similarly, the questionnaires items were constructed such that they were related to the questions in order to ensure that the research questions were well covered.

Table 3.2: Validity and Reliability Test Results

Variables	CVIs	Cronbach's alpha values	No. of items
Age bracket	0.78	.798	8
Sex (gender)	0.77	.787	8
Highest education qualifications	0.77	.787	8
Period spent at school	0.78	.795	8
Specific roles and contributions of SMCs	0.80	.816	8
Challenges faced by SMCs	0.79	.804	8
SMCs participation in the implementation of School Improvement Plans and school effectiveness	0.79	.807	8
The Implementation of School Improvement Plan (SIP)	0.81	.824	8

Source: *Primary data (2025)*

From the above validity statistics tables above, it can see that the total CVI is **0.78**, which indicated a high level of validity for our scale. Furthermore, it should also be noted that the CVI is above the recommended .70 that is (0.78) which implies that the questionnaire is valid and suitable for data collection.

3.9.1.2 Reliability

Pak (2008) considers reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Reliability of the instrument was established using a test re-test method of reliability before it was adopted. The instrument was administered twice with an interval of three days to the same respondents. The two sets of scores were correlated using Pearson Product Moment Correlation Co-efficient. A coefficient value of 0.75 was obtained. A

pre – test was carried out to check validity and reliability to minimize vagueness of the results to generated. In this study a Cronbach’s alpha coefficient was computed to show how reliable the data is using Statistical Package for Social Sciences (SPSS) and taking only variables scoring above 0.70.

Table 3.3: Reliability of instruments

Variables.	No. of items	Cronbach Alpha Co-efficient
Specific roles and contributions of SMCs	10.	0.79
Challenges faced by SMCs	10	0.83
SMCs participation in the implementation of School Improvement Plans and school effectiveness	08	0.87
The Implementation of School Improvement Plan (SIP)	09	0.81

The Cronbach’s alpha coefficients as indicated in Table 3.3 are above 0.70, the recommended reliability value (Amin, 2005). The results implied that the questionnaire is suitable for collecting the necessary data.

3.10 Strategy for Data Processing, Analysis and Interpretation

Data was analyzed using both quantitative and qualitative approach as follows:

3.10.1 Quantitative Data Analysis

Teachers and pupils responded to items in the self-administered questionnaire to provide quantitative data. Quantitative data was presented through statistical tools such as frequency distribution tables for easier understanding. Data was analyzed using statistical packages, specifically, the Statistical Package for Social Scientists (SPSS) to generate frequencies and percentages. For inferential statistics, correlation was applied to determine the relationships between the study variables. Other statistical tools such as regression were used to examine the

predictive power of independent variables on the dependent variable. This was useful and helped in generating Tables for easy presentation and interpretation of the study findings. From the evidence of the data collected, research findings were interpreted and conclusions made based on the findings. Descriptive statistics such as measures of central tendency was used to describe and summarize data. These included the mean, mode, and median. Mean scores clearly indicated hereunder; 1.0 – 1.78 (very low), 1.0 – 1.9 (low), 1.80 – 2.59 (low), 2.60 – 3.19 (moderate), 3.20 – 4.19 (high), and 4.20 – 5.00 (very high). Furthermore, frequencies and cross tabulations was used and it involved tabulating the lowest and highest values of the study variables for every respondent type and analyzing measures of central tendency and variability.

3.10.2 Qualitative Data Analysis

The DEO, Chairpersons of SMC and PTA, Head-teachers, and deputy head-teachers were interviewed to provide qualitative data. Thematic content analysis was used. The respondents' views were quoted verbatim to give their actual feeling about the issues that were raised. Qualitative data analysis involves translating spoken word and observed actions into text through transcribing interviews and typing up observation notes. At the end of each day, field notes were transcribed. Qualitative data was analyzed by content after transcribing and developing themes. The views were quoted verbatim to give their actual feeling about the issues that were raised. This allowed the analysis to be both deductive by relating to the research questions and inductive by responding to specific field-evidence. The analysis of the data was made using the information given by the participants through interview guide. The interview guide was in form of objective questions. This was done by way of content analysis where field notes from the respective respondents were summarized in brief each day.

3.11 Ethical Considerations and Approvals

In the process of educational research, ethics play a very important role because it involves people. According to Wellington (2000), the ethical protocols for every aspect of the research must be clear. Obtaining informed consent is necessary so that all respondents know what the research is about and what is involved in being a participant. This section was subdivided as indicated under the different subheadings:

3.11.1 Ethical Clearance

Ethical clearance was sought from Uganda Christian University Ethical Research Committee as well as School of Education, Department of Education, School of Education of Uganda Christian University to conduct research. Permission to carry out the study in the four Sub-Counties (Nakisunga, Ntenjeru, Nama and Nagoje) in Mukono district was sought from the Head-teachers and teachers for the selected government aided primary schools.

3.11.2 Informed Consent

Informed consent form that elaborates on the purpose of the study was filled by all those who participated in the study. In some cases, verbal consent was also obtained from the participants to enhance confidentiality of participants and respondents' information which increased their participation. The respondents and participants were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime.

3.11.3 Participants' Confidentiality

Each participant's record was coded. Participants were given written consent before participating and confidentiality and anonymity was emphasized at every stage. Data

identifying individual subjects were restricted to those involved in the study. Participants were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist). Names and other identifying information from subjects were obtained for quality assurance purposes only and no individual was identified by name.

3.11.4 Anonymity

The identity of research participants were kept as secret by ensuring responses cannot be linked back to specific respondents. Consideration was also made that no personal identification details such as names and residential addresses are collected during the research.

3.12 Methodological Constraints

Constraints anticipated in the course of this study included:

Limited range of information: The researcher overcome such challenge by visiting the internet and different library(s) to get more of the required data necessary to complete this research study.

Attrition: Not all selected participants were willing to participate in this study and this due to circumstances on the part of the participants such as supervising exams, travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size.

Limited funds to cater for all required items and data collection relevant expenses like transport, reams of paper, pens and binding services. This was managed by the researcher himself through

soliciting funds from family members and requesting cash from savings in researcher's SACCO group.

Time constraints: The researcher being an administrator and holding leadership places at the district level had a lot of office work on his table to handle coupled with the research work making it hectic. However, the researcher delegated some of the leadership roles and used the available time profitably to complete the research in time.

The researcher met un-co-operative participants who were unwilling to give relevant information. However, this was sorted by the investigators through showing and giving them a copy of an introductory/authorization letter and promising them that the relevant information given was confidential.

In the next section, the data presentation, analysis and interpretation was addressed

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter presents, analyses and interprets findings of the study. The data collected was analyzed by descriptive statistics using percentages and presented in table form. Study results were presented question by question under the following sub headings: the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools, the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools, and the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness.

Research results being presented in tables; narratives have been provided for each of the tables. Interview findings were obtained to further explain qualitatively how the influence of SMCs affects the implementation of School Improvement Plan (SIP) in primary schools in Uganda in form of verbatim and narrative individual statements as per participants' views and opinions in line to each research objectives. These personal views supplemented findings obtained with the help of the self-administered questionnaire. The study further give the presentation of the response rate of the respondents, clearly indicating the actual number of participants that properly responded to the research questions. Lastly, the personal details of the participants were also covered.

4.1 Participants' Response Rate

The above sub-section covers the response rate summary of the selected participants. Response rate is referred to as return or completion rate, is the number of individual who answers the

distributed tools, and this is divided by the number of the targeted sample (Orodho, 2019). Further response rate details are presented in summary in Table 4.1.

Table 4.1: Number of respondents participated in this research study

Category(s)	Targeted participants.	No. actually involved.	% of response rate.
District Education Officer	1	1	100%
Head teachers	8	8	100%
Deputy head teachers	8	8	100%
Chairpersons of SMCs	8	8	100%
Chairpersons of PTAs	8	8	100%
Pupils	162	154	95.1%
Teachers	80	76	95%
TOTAL.	275	263	95.6%

Source: Primary data (2025)

Out of the targeted total participants of 275, only 263 were reached. These 263 participants responded positively by accepting to participate in the research, giving the study a chance to get 95.6% of the response rate. However, the non-achievement of only 4.4% occurred as a result of the targeted participants was being too busy and others being out of work station during that particular period for the study despite several attempts made to reach them. This response rate found being higher than 70% as proposed and recommended by the Katamba and Nsubuga (2014) being good for a study to provide satisfactory results.

4.2 Background Details of the Participants

The background details of the participants included; gender, age of the respondents, highest education level, working period, ever filled the performance appraisal form, and its related other

details. Profiles of the participants who fully participated in this research are clearly shown in Table 4.2 below:

Table 4.2: Participants' Background Information

Demographic Information:			
		Freq. (f)	Percent (%)
Gender	Male.	121	46.1
	Female.	142	53.9
	Total	263	100%
Respondents' Age	Below 17 years	154	58.5
	18 – 27 years	9	3.4
	28 – 37 years	14	5.4
	38-47 years	68	25.8
	48 years and above	18	6.9
	Total.	263	100%
Respondents' education level	Others (still in primary)	154	58.5
	Diploma	43	16.5
	Bachelors' degree	54	20.5
	Masters' degree	10	3.8
	PhD holders	2	0.7
	Total.	263	100%
How long have you been in this school	Below 5 years	190	72.3
	Between 6 – 10 years	44	16.7
	Between 11 – 15 years	17	6.4
	Over 16 years	12	4.6
	Total.	263	100%

Source: Primary data (2025)

The gender difference was one of the main variables analyzed in the study. It aimed at ascertaining to whether the selected study sample was gender balanced. It is clearly observed in Table 4.2 above, that 263 participants participated in this study. Out of them, 121 respondents (46.1%) were males and 142 respondents (53.9%) were females. This implies that male participants were more during the study. The percentage of females was more than that of males because there were more females especially teachers than males in the area of study. This may imply that many school administrators and other participants in Mukono District teachers are male in primary schools compared to female.

As shown in Table 4.2 above, 154 respondents (58.5%) were aged below 17 years, and these were mostly pupils; 68 respondents (25.8%) were between 38-47 years, while 18 respondents (6.9%) were 48 years and above, and only 9 respondents (3.4%) were aged 18 – 27 years. This implies that those participants who fall in the age category of 38-47 years made the majority during the research carried out in different primary schools in Mukono District.

As shown in above Table 4.2, respondents varied in terms of education level. Majority of the respondents 154 (58.5%) were others (still in primary), 54(20.5%) were bachelor's degree holders, 43(16.5%) were diploma holders, while only 2(0.7%) were PhD holders. These results also indicated that the majority of participants were at primary level of education, but every participant had reasonable knowledge on the influence of SMCs as their responses were appropriate and corresponded to the questions asked.

Lastly, the majority of the participants 190(72.3%) indicated they have been studying or working with selected primary schools for a period of less than 5 years. Also, 44(16.7%) of the participants have indicated between 6 to 10 years, 17(6.4%) indicated of between 11 to 15 years, while, 12 (4.6%) stated of over 16 years. The indication of these results is that, all the participants

were too familiar with several ways of influence of SMCs and their related consequences to the implementation of School Improvement Plan (SIP) in primary schools in Mukono District. Put differently, majority of the sampled teachers had stayed long enough in the teaching profession hence understood specific challenges affecting them in handling implementing SIPs.

The results of the research are presented, and this is done in accordance with the stated research objectives that is to say: establishing the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools under study, identifying the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools under study, and assessing the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in the area under study. The findings are the views of respondents from influence of SMCs (“independent variable”); while, the implementation of School Improvement Plan (“dependent variable”). The descriptive statistics have been presented in form of frequency tables and they answer the research questions and correlations analysis was also presented.

4.3 The Specific Roles and Contributions of SMCS in the School Improvement Plan Process in the Primary Schools under Study

Objective one sought towards establish the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools under study. The structure was illustrated and measured by use different study variables and 5-point Likert scale whose findings are clearly elaborated in the below Table 4.3.

Table 4.3: Responses to the Specific Roles and Contributions of SMCS in the SIP Process in the Primary Schools

Item rated	Response (n-230)	Extent of (dis)agreement		Mean	Std. Devt
		(f)	(%)		
In our School, SMCs prepare and recommend School development plan	Accepted	213	92.6	3.99	0.974
	Neutral.	7	3.0		
	Disagree	10	4.4		
	Total	230	100%		
In our School, SMCs monitor the working of the School	Accepted	204	88.7	3.87	0.965
	Neutral.	9	3.9		
	Disagreed.	17	7.4		
	Total:	230	100%		
In our School, SMCs ensure the enrolment and continued attendance of all school going children	Accepted	197	85.6	3.81	0.844
	Neutral.	13	5.7		
	Disagreed.	20	8.7		
	Total:	230	100%		
In our School, SMCs ensure the provision of adequate materials and equipment	Accepted	188	81.7	3.89	0.963
	Neutral	17	7.4		
	Disagreed	25	10.9		
	Total:	230	100%		
In our School, SMCs monitor the implementation of School day meals	Accepted	181	78.7	3.78	0.851
	Neutral.	16	6.9		
	Disagreed.	33	14.2		
	Total	230	100%		
In our School, SMCs ensure the discipline of teachers and pupils	Accepted	176	76.5	3.69	0.832
	Neutral.	19	28.3		
	Disagreed.	35	15.2		
	Total:	230	100%		

In our School, SMCs ensures the regularity and punctuality of teaching staff	Accepted	175	76.1	3.57	0.743
	Neutral.	17	7.4		
	Disagreed.	38	16.5		
	Total:	230	100.0		
In our School, SMCs always practically fundraise for acquiring instructional materials	Accepted	171	74.3	3.44	0.644
	Neutral.	15	6.5		
	Disagreed.	44	19.2		
	Total:	230	100.0		
In our School, SMCs ensure the presence of conducive accommodation facilities	Accepted	163	70.8	3.32	0.543
	Neutral.	12	5.3		
	Disagreed.	55	23.9		
	Total:	230	100.0		

Source: Primary data (2025)

Table 4.3 above clear gives a clear representation of the descriptive statistics on the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools in Mukono District. The results from the field showed that 213(92.6%) of the participants accepted to this statements that SMCs prepare and recommend School development plan (represented by Mean=3.99); followed by 204(88.7%) of the respondents who accepted that SMCs monitor the working of the school (represented by Mean=3.87); the, respondents equivalent to 197(85.6%) accepted that SMCs ensure the enrolment and continued attendance of all school going children (represented by Mean=3.81); and, lastly, 188(81.7%) of the respondents accepted that SMCs ensure the provision of adequate materials and equipment (represented by Mean=3.89).

4.3.1 Presentation of Qualitative Results on the Specific Roles and Contributions of SMCS in the SIP Process in the Primary Schools

Thematic Area (n=33)	Frequency	Percentage
SMCs always practically fundraise for acquiring instructional materials	31	93.9%
SMCs ensure the presence of conducive accommodation facilities	29	87.8%
SMCs ensure the provision of adequate materials and equipment	27	81.8%
SMCs ensure the enrolment and continued attendance of all school going children	25	75.7%
SMCs monitor the implementation of School day meals	24	72.7%
SMCs ensure the discipline of teachers and pupils	21	63.6%
SMCs ensures the regularity and punctuality of teaching staff	19	57.6%
SMCs prepare and recommend School development plan	17	51.5%

Source: *Primary data (2025)*

The first objective was also set to establish the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools in Mukono District. The interviews managed to solicit adequate information from the administrators (head teachers, and deputy head teachers), Chairpersons of SMCs, Chairpersons of PTAs and District Education Officer considered. These participants were fully involved and participate in answering the interviews.

In interviews, it was showed that SMCs always practically fundraise for acquiring instructional materials; in fact one of the head teachers asserted that;

“...SMCs play a crucial role in school fundraising. Their networks, skills and resources can significantly efforts. They mobilize resources to fundraise adequate resources to acquire updated instructional materials. When SMCs are engaged, they can also help

identify specific needs within the school, making your fundraising goals more targeted and impactful.....” (Head teacher D from School A, 2025)

This might imply that when actively involved, SMCs bring enthusiasm and a sense of community, which can translate into higher participation rates and more successful events, acquiring instructional materials inclusive. SMCs involvement also fosters a sense of ownership and investment in the school’s success, which leads to sustained support over time.

The study noted that SMCs ensure the presence of conducive accommodation facilities. The interviewed deputy head teacher noted that;

“.....SMCs ensure that schools have conducive and well-ventilated accommodation facilities. School dormitories always have electricity, well ventilated and furnished to accommodate learners. Learners living in hostels are more likely to participate in school learning communities and by extension are more likely to have interaction with department through group or class discussions and remedial lessons, enriching their experience beyond the classroom setting.....” (Deputy head teacher A, from School B, 2025).

This implies that SMCs through having regular meetings and discussions, they always have regular plans and able to assess school-accommodation needs especially building more dormitories and repairing the old ones. Therefore, with motivate them to participate in proper budgeting and planning for school to have conducive accommodation facilities to encourage learners to participate in academic activities.

The study revealed that SMCs ensure the provision of adequate materials and equipment. While interviewing the Chairpersons of SMCs from School E noted that:

“.....SMCs ensure that the schools have adequate equipment and materials necessary to facilitate better learning of pupils. SMCs ensure that their schools have appropriate budgetary plan to acquire enough equipment and learning materials to motivate teachers

and encourage pupils to concentrate on their teaching-learning process. With adequate materials and equipment, it makes lessons interesting, learning easy and enable teachers to easily express concepts. Learning materials and equipment can significantly increase learners' achievement by supporting learning..." (Chairpersons of SMCs from School E, 2025)

It is evident from the opinions that SMCs timely plan and budget for the school to have adequate equipment and teaching materials. These materials and equipment are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resource materials and equipment allow pupils to have practical experiences which help them to develop skills and concepts and to work in a variety of ways.

It's clear from the views that SMCs ensure the enrolment and continued attendance of all school going children. When the head teachers were interviewed, XYD noted that:

".....SMCs always encourage parents to timely send their children to school. They always encourage fellow parents to send their children to school at an appropriate time. SMCs always control the enrolment of learners within school. They always set the class ceiling, thus help head teachers to admit learners basing on class ceiling to avoid overcrowding of classes....." (Head teacher XED, School D, 2025)

This clearly indicates that SMCs ensure conducive school environment to encourage and motivate learners' regularity for classes. School leadership conveys a clear message that good attendance is a top priority and explains how it's crucial for pupils' attainment, well-being and future success. The importance also emphasizes the importance of school as a safe and supportive environment where pupils can thrive.

The study noted that SMCs monitor the implementation of school day meals. One of the interviewed deputy head teacher noted;

“.....SMCs are involved in developing target criteria and mechanisms that focus on providing proper meals to pupils. They elaborate appropriate guidelines for children feeding, that school administrators need to analyse the nutrition and health needs of school-age children. SMCs make sure that school-going children get appropriate feeding programs, making pupils to have appropriate meals.....” (Deputy head teacher M, from School B, 2025)

This implies that SMCs provide guideline that can be appropriate for provision of feeding programs. Parents decide on the resources to be paid by the parents towards contribution of food. They also decide on the meals to be provided to learners.

Subsequently, the study also noted that SMCs ensure the discipline of teachers and pupils. In addition to this, YD a head teacher in School D noted that.

“.....SMCs ensures that teachers and pupils behave rightly as per available school rules and regulations. They have to make sure that teacher and learners are always regular and punctual for classes. SMCs are responsible for making school rules and regulations that govern the behavior of pupils and teachers....” (Head teacher YD, from School D, 2025)

This might imply that SMCs are responsible to drafting school rules and regulations to govern and regulate the discipline of teachers as well as learners. Teachers and pupils must be punctual and regular for classes or else face disciplinary measures. It is the vital role of SMCs to supervise the daily school activities, and make sure there is conducive school environment. With such discipline, it promotes a positive learning environment for pupils where they can study effectively and get chances to learn valuable knowledge and skills.

Lastly, the study revealed that SMCs prepare and recommend School development plan. One of the interviewed chairperson SMCs had these to say:

“...it is the role of SMCs to create a mission, a vision and objectives. They also set SMART goals by focusing more to those specific areas that need improvement, as well as allocating resources. With detailed SDP, school can achieve improved academic outcome and ensure its future prosperity. It offers a structure for aligning resources, setting strategic goals and establishing a unified strategy for improving the school....” (District Education Officer, 2025)

This indicates that SMCs responsible for thoughtful strategies and proper program implementation, thus schools can improve academic outcome, promote pupils well-being and create positive learning environments. SMCs provide school administrators with the resources and techniques to develop and execute school improvement plans, and such guide can help them at each stage of the process, from recognition of needs to maintaining ongoing improvement.

The qualitative findings complement the quantitative data by providing deeper analysis and insights into the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools in Mukono District. The responses from the respondents interviewed included among others attend meetings, supervise implementation, sensitize parents about their obligations, approve School budget, monitor School implementation of SIPs, mobilizing parents to raise funds, and lobby for financial support.

4.3.2 The Correlation Coefficient Results

Results from correlation analysis were run between specific roles and contributions of SMCs and School Improvement Plan process in the primary schools in Mukono District is presented in the table 4.4 below.

Table 4.4: The correlation coefficient results

		Roles and contributions of SMCs	School Improvement Plan process
Roles and contributions of SMCs	Pearson Correlation	1	.640**
	Sig. (2-tailed)		.000
	N	230	230
School Improvement Plan process	Pearson Correlation	.640**	1
	Sig. (2-tailed)	.000	
	N	230	230

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

Results in Table 4.4 above show the results from the correlations computed. The findings show that there was a strong positive correlation ($r = .640$, $n = 70$, $p < .01$) between roles and contributions of SMCs and the School Improvement Plan process in the primary schools under study. This implies that SMCs always practically fundraise for acquiring instructional materials, ensure the presence of conducive accommodation facilities, provides for adequate materials and equipment, monitor the implementation of School day meals, and SMCs ensure the discipline of teachers and pupils.

4.4 The Challenges faced by SMCs in their Roles Associated with the Development of SIPs in the Primary Schools

Objective two sought towards identifying the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools under study. The structure was illustrated and measured by use different study variables and 5-point Likert scale whose findings are clearly elaborated in the below Table 4.5.

Table 4.5: Responses to the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools

Item rated	Response (n-230)	Extent of (dis)agreement		Mean	Std. Devt
		(f)	(%)		
In our School, SMCs experience inadequate resources to implement SIPs	Accepted	221	96.1	3.97	0.971
	Neutral.	0	0.0		
	Disagree	9	3.9		
	Total	230	100%		
In our School, low levels of literacy and lack of training among members of SMCs limit their involvement in implementing SIPs	Accepted	214	93.1	3.88	0.962
	Neutral.	3	1.3		
	Disagreed.	13	5.6		
	Total:	230	100%		
In our School, SMC members are excluded by head teachers from participating in SIPs	Accepted	207	90	3.79	0.841
	Neutral.	6	2.6		
	Disagreed.	17	7.4		
	Total:	230	100%		
In our School, SMC members lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs.	Accepted	198	86.1	3.73	0.943
	Neutral	9	3.9		
	Disagreed	23	10		
	Total:	230	100%		
In our School, SMCs lack resources and ability to effectively finance the School daily plans	Accepted	187	81.3	3.71	0.821
	Neutral.	11	4.8		
	Disagreed.	32	13.9		
	Total	230	100%		
In our School, SMCs ensure the discipline of teachers and pupils	Accepted	173	75.2	3.67	0.831
	Neutral.	10	4.4		
	Disagreed.	47	20.4		
	Total:	230	100%		

In our School, SMC members the lack of interest in the SIP limit their involvement	Accepted	165	71.7	3.58	0.742
	Neutral.	15	6.6		
	Disagreed.	50	21.7		
	Total:	230	100.0		
In our School, lack of collaboration among School stakeholders limit SMC members' involvement in the implementation of SIPs	Accepted	154	66.9	3.41	0.643
	Neutral.	19	8.3		
	Disagreed.	57	24.8		
	Total:	230	100.0		

Source: *Primary data (2025)*

Table 4.5 above clear gives a clear representation of the descriptive statistics on the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools in Mukono District. The results from the field showed that 221(96.1%) of the participants accepted to this statements that SMCs experience inadequate resources to implement SIPs (represented by Mean=3.97); followed by 214(93.1%) of the respondents who accepted that low levels of literacy and lack of training among members of SMCs limit their involvement in implementing SIPs (represented by Mean=3.88); the, respondents equivalent to 207(90%) accepted that SMC members are excluded by head teachers from participating in SIPs (represented by Mean=3.79); and, lastly, 198(86.1%) of the respondents accepted that SMC members lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs (represented by Mean=3.73).

4.4.1 Presentation of Qualitative Results on the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools

Thematic Area (n=33)	Frequency	Percentage
SMCs experience inadequate resources to implement SIPs	30	90.9%
SMC members are excluded by head teachers from participating in SIPs	27	81.8%
SMCs lack resources and ability to effectively finance the School daily plans	24	72.7%
Low levels of literacy and lack of training among members of SMCs limit their involvement in implementing SIPs	23	69.7%
SMC members the lack of interest in the SIP limit their involvement	21	63.6%
SMC members lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs.	18	54.5%
Lack of collaboration among School stakeholders limit SMC members' involvement in the implementation of SIPs	16	48.5%

Source: *Primary data (2025)*

The second objective was also set to establish the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools in Mukono District. The interviews managed to solicit adequate information from the administrators (head teachers, and deputy head teachers), Chairpersons of SMCs, Chairpersons of PTAs and District Education Officer considered. These participants were fully involved and participate in answering the interviews.

In interviews, it was showed that SMCs experience inadequate resources to implement SIPs; in fact one of the head teachers asserted that;

“...SMCs experience lack of adequate resources to cater for the required learning materials and equipment. The available resources tend to be little to invest in building classrooms and buy other required teaching materials. The available school resources tend to be little to cater for the planned termly curriculum activities.....” (Head teacher D from School A, 2025)

This might imply that the available school resources remain less to cater for the planned curriculum activities. Most schools have remained with dilapidated classrooms; library and dormitories due to limited financial resources, and this eventually limit SMCs to fulfill the implementation of planned School Improvement Plans.

The study noted that SMC members are excluded by head teachers from participating in SIPs.

The interviewed deputy head teacher noted that;

“.....SMC members get excluded from participating in SIPs. Head teachers always have a tendency of excluding SMCs from participating in daily and termly school planned activities. SMCs get excluded from SIPs yet they have an important role in helping schools develop and maintain good behavior....” (Deputy head teacher C, from School B, 2025).

This implies that the head teachers exclude SMC members from all relevant SIPs. Head teachers have a tendency of considering most parents to be illiterate and ignorant about the SIPs, henceforth consider it unnecessary to consult or involve them in the implementation of SIPs.

Research findings still indicated that SMCs lack resources and ability to effectively finance the School daily plans. While interviewing the Chairpersons of PTAs from School E noted that:

“.....SMCs experiences limited financial resources due to budget cuts which affect schools’ daily plans. Budget cuts and limited financial resource allocations affects schools across the district, resulting in larger class sizes, reduced support for pupils and increased financial strain. For example, in 2023-24, 13% of primary schools were in deficit, up from 11% the previous year, showcasing the growing financial pressures...”
(Chairpersons of PTAs from School E, 2025)

It is evident from the opinions that with inflation driving up operational costs and government funding not keeping pace, several primary schools are finding themselves making difficult financial decisions. Limited financial resources have a significant impact on school operations and limiting SMCs to implement SIPs.

It’s clear from the views that low levels of literacy and lack of training among members of SMCs limit their involvement in implementing SIPs. When the Chairperson SMCs were interviewed, XD noted that:

“....SMCs members lack skills, knowledge and competence to implement SIPs. Most of members of SMCs experience low levels of education, and they lack necessary training and skills to effectively handle SIPs. Some of them experience limited knowledge on the benefits of SIPs and how it can be achieved.....” (Chairperson SMCs XD, School B, 2025)

This clearly indicates that with limited training acquisition among members of SMCs, they experience bottlenecks in the implementation of SIPs. Limited knowledge and low levels of literacy influence members of SMCs to get involved in the implementing SIPs. SMC members lack knowledge and required skills to effectively implanting school planned activities.

Study findings also indicated that SMC members lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs. In addition to this, YR a deputy head teacher in School B noted that;

“...members of SMC lacks adequate knowledge and relevant information concerning their roles and responsibilities towards the implementation of SIPs. They have limited skills, information and relevant knowledge on the SIPs related concerns. Due to limited knowledge and information, the implementation of SIPs has remained being a challenge to them....” (Deputy head teacher YR, from School B, 2025)

This might imply that members of SMC experience lack of relevant knowledge and adequate information for them to participate in their roles and responsibilities towards the implementation of SIPs. With limited information and knowledge, members of SMC get limited to conduct their roles and responsibilities for the effective implementation of SIPs.

Lastly, the study revealed that lack of collaboration among school stakeholders limit SMC members’ involvement in the implementation of SIPs. One of the interviewed chairperson SMCs had these to say:

“...with limited stakeholders’ collaboration, they less participate in decision making, participatory school planning and execution, and the implementation of SIPs remain a nightmare....” (District Education Officer, 2025)

This indicates that the stakeholder’s the most important resource in success and implementation of SIPs. For any SIPs implementation to succeed, participation of stakeholders is one aspect that cannot be overlooked. Thus, stakeholder participation and teamwork in monitoring, planning and execution of priority SIPs, have achieved on-time performance. Surprisingly, without their active engagement, implementation of SIPs remains unutilized.

The respondents interviewed echoed ignorance of parents, poor attendance in meetings, poor attitude towards school activities, lack of interest, lack of cooperation among stakeholders, false allegations on committee activities by parents which deters development, shortage/inadequate resources, and poor parental involvement in school activities.

4.5 The extent to which SMCs Participation in the Development of School Improvement Plans affects School Effectiveness

Objective three sought towards assessing the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in the area under study. The structure was illustrated and measured by use different study variables and 5-point Likert scale whose findings are clearly elaborated in the below Table 4.6.

Table 4.6: Responses to the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness

Item rated	Response (n-230)	Extent of (dis)agreement		Mean	Std. Devt
		(f)	(%)		
In our school, SMC members always budget for the required instructional materials	Accepted	219	95.2	3.98	0.962
	Neutral.	3	1.3		
	Disagree	8	3.5		
	Total	230	100%		
In our school, SMCs members always attend and participate in school academic meetings	Accepted	211	91.7	3.83	0.941
	Neutral.	7	3.1		
	Disagreed.	12	5.2		
	Total:	230	100%		
In our school, SMCs members always practically fundraise for acquiring materials and equipment	Accepted	208	90.4	3.72	0.832
	Neutral.	9	3.9		
	Disagreed.	13	5.7		
	Total:	230	100%		
In our school, SMCs members always plan for the expansion and renovation of classrooms	Accepted	203	88.3	3.72	0.831
	Neutral	8	3.5		
	Disagree	19	8.2		
	Total:	230	100%		

In our school, SMCs members encourage participatory academic decision making to be implemented	Accepted	197	85.6	3.53	0.832
	Neutral.	11	4.8		
	Disagreed.	22	9.6		
	Total	230	100%		
I always observe SMCs members sharing their views and ideas towards achievement of better academic results	Accepted	183	79.6	3.75	0.822
	Neutral.	13	5.6		
	Disagreed.	34	14.8		
	Total:	230	100%		
In our school, SMCs members supervise ensure efficiency and effectiveness in service delivery so that teaching and learning	Accepted	175	76.1	3.54	0.772
	Neutral.	15	6.5		
	Disagreed.	40	17.4		
	Total:	230	100.0		
In our school, SMCs members always monitor daily school curriculum activities	Accepted	167	72.6	3.43	0.641
	Neutral.	17	7.4		
	Disagreed.	46	20		
	Total:	230	100.0		
I always observe SMCs members plan and fundraise for the renovation and construction of physical facilities	Accepted	154	66.9	3.32	0.632
	Neutral.	21	9.2		
	Disagreed.	55	23.9		
	Total:	230	100.0		
SMCs provide strategic guidance for the school and oversee and review school's management effectively	Accepted	149	64.8	3.31	0.574
	Neutral.	23	10		
	Disagreed.	58	25.2		
	Total:	230	100.0		

Source: *Primary data (2025)*

Table 4.6 above gives a clear representation of the descriptive statistics on the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in Mukono District. The results from the field showed that 219(95.2%) of the

participants accepted to this statements that SMC members always budget for the required instructional materials (represented by Mean=3.98); followed by 211(91.7%) of the respondents who accepted that SMCs members always attend and participate in school academic meetings (represented by Mean=3.83); the, respondents equivalent to 208(90.4%) accepted that SMCs members always practically fundraise for acquiring materials and equipment (represented by Mean=3.72); and, lastly, 203 (88.3%) of the respondents accepted that SMCs members always plan for the expansion and renovation of classrooms (represented by Mean=3.72).

4.5.1 Presentation of Qualitative Results on the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness

Thematic Area (n=33)	Frequency	Percentage
SMC members always budget for the required instructional materials	28	84.8%
SMCs members encourage participatory academic decision making to be implemented	25	75.7%
SMCs members always attend and participate in school academic meetings	23	69.7%
SMCs members always monitor daily school curriculum activities	20	60.6%
SMCs provide strategic guidance for the school and oversee and review school's management effectively	18	54.5%
SMCs members always practically fundraise for acquiring materials and equipment	17	51.5%
SMCs members always plan for the expansion and renovation of classrooms	15	45.4%
SMCs members supervise ensure efficiency and effectiveness in service delivery so that teaching and learning	13	39.4%

Source: Primary data (2025)

The third objective was also set to establish the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in Mukono District. The

interviews managed to solicit adequate information from the administrators (head teachers, and deputy head teachers), Chairpersons of SMCs, Chairpersons of PTAs and District Education Officer considered. These participants were fully involved and participate in answering the interviews.

In interviews, it was showed that SMC members always budget for the required instructional materials; in fact one of the head teachers asserted that;

“....members of SMC always emphasize timely budgeting for the necessary and updated instructional materials to facilitate teaching-learning process. Enough resources are allocated to purchase of instructional materials to cover the increasing pupils’ enrolment with support of SMC members in schools.....” (Head teacher D from School A, 2025)

This might imply that timely budget for the required instructional materials in primary schools been observed with full involvement of SMC members. Those schools where SMC members have prioritized the allocation of enough resources to curriculum activities, the purchase adequate instructional materials been achieved in the long run.

The study noted that SMC members encourage participatory academic decision making to be implemented. The interviewed deputy head teacher noted that;

“.....there is participatory academic decision making being implemented in schools with support from members of SMCs. These members of SMC always motivate all school stakeholders to take part in academic decisions, making sure that every individual voice is heard. Members of SMCs always encourage all stakeholders to actively participate in career guidance and provision of other academic activities t achieve improved academic outcome.....” (Deputy head teacher C, from School B, 2025).

This implies that the members of SMC within schools always participate in academic decision making. These members of SMC have a tendency of encourage all stakeholders to actively give

their views and make sure that every individual voice on academic concern counts. Members sharing their voices and concerns about academic concerns been of paramount importance for the school to stand for the rights of learners and goals of education.

Research findings still indicated that SMC members always attend and participate in school academic meetings. While interviewing the Chairpersons of PTAs from School A noted that:

“.....members of SMC been encouraged to actively participate and attend academic meetings for their children. Attending academic meeting equip these members of SMC (parents) with information concerning their children’s academic outcome and motivate them to provide career guidance, help them in doing homework, as well as encourage their children to devote more of their time to academic work...” (Chairpersons of PTAs from School E, 2025)

It is evident from the opinions that through parents attending academic meetings, they are advised and equipped with vital knowledge on the need to help their children in doing homework and guiding their children in case of academic weaknesses. These members of SMCs are encouraged to make their children be punctual for classes and attend school on regular basis, as well as be able to provide conducive home environment that can encourage them (children) to participate in self-revision.

It’s clear from the views that SMC members always monitor daily school curriculum activities.

When the Chairperson SMCs were interviewed, XD noted that:

“....members of SMCs responsible for monitoring daily school curriculum activities to conform whether is being conducted in according to the planned school plan and designed curriculum. They always make follow-up to make sure teachers follow the scheme of work and lesson plans” (Chairperson SMCs XA, School C, 2025)

This clearly indicates that members of SMCs always devote more of their ample time to supervise and monitor daily school curriculum activities to make sure that the planned activities been completed within time. Supervision of academic activities motivates teachers to work-harder and complete the syllabus in time. It also encourages teachers to follow the scheme of work, enhancing academic outcomes in the long run.

Study findings also indicated that SMCs provide strategic guidance for the school and oversee and review school's management effectively. In addition to this, YR a deputy head teacher in School B noted that;

“...members of SMC always provides strategic guidance and advices for the school. These members always actively review and oversee school operations and management effectively. Members of SMCs always make sure that head teachers use the available resources for the planned academic activities. They always make sure the school environment is condusive to encourage proper teaching-learning process....” (Deputy head teacher YR, from School E, 2025)

This might imply that members of SMC provide strategic advice and guidance to the school managers. They always take their time to discuss and brainstorm on the planned activities to make sure they prioritize the most vital activities.

Lastly, the study revealed that SMC members always practically fundraise for acquiring materials and equipment. One of the interviewed chairperson SMCs had these to say:

“...members of SMCs in school always mobilize for fundraising to mobilize enough resources to purchase adequate instructional materials and equipment. Thy always schedule days for fundraising and mobilize enough resources to enable school managers to acquire enough materials and equipment for all teachers and pupils within school” (District Education Officer, 2025)

Research findings further indicated that SMC members always plan for fundraising so as to be able to expand and renovate of classrooms, as well as to acquire more instructional materials and equipment. It is clearly noted that SMC members supervise ensure efficiency and effectiveness in service delivery so that teaching and learning.

The overall interpretation of the above results is that SMCs participation in the development of School Improvement Plans has a significant effect on school effectiveness in primary schools in Mukono District.

4.5.2 The Correlation Coefficient Results

Table 4.7: The correlation coefficient results

		SMCs participation in the development of SIPs	School effectiveness
SMCs participation in the development of SIPs	Pearson	1	.816**
	Correlation		
	Sig. (2-tailed)		.000
	N	230	230
School effectiveness	Pearson	.816**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	230	230

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

The correlation coefficient results presented in the table indicate a strong positive relationship between SMCs participation in the development of School Improvement Plans and school effectiveness in primary schools in Mukono District. The Pearson correlation coefficient for the relationship between SMCs participation in the development of School Improvement Plans and school effectiveness is 0.816, which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000. This high correlation value suggests that as SMCs participation

in the development of SIPs increase, there is a strong positive impact on the school effectiveness. In practical terms, this means that SMC members always budget for the required instructional materials, encourage participatory academic decision making, attend and participate in school academic meetings, and monitor daily school curriculum activities. The result is significant across the 230 samples used in the analysis, confirming the strength of the relationship. The 0.816 correlation indicates that the two variables (SMCs participation in the development of SIPs and school effectiveness) are closely linked, though it does not imply causation. It is important to consider that while a strong relationship exists, other factors could also influence the school effectiveness.

The qualitative findings complement the quantitative data by providing deeper insights and views into the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in primary schools in Mukono District. The respondents interviewed echoed among others strengthening collaborative working approach among the stakeholders, share their views for success, their failure to participate deters development, they encourage full engagement of parents and other stakeholders, regular monitoring of school acts a check point for implementation of SIPs, their participation supports the head-teacher and the teachers leading to effectiveness, identification of barriers to School development is made possible by their participation, their active participation increases school enrolment The respondents interviewed echoed

4.6 The implementation of SIPs in Primary Schools in Uganda.

In response to the implementation of SIPs, the teachers and pupils gave their responses as captured in table 4.8.

Table 4.8: Responses to the implementation of SIPs in Primary Schools in Uganda

Item rated	Response (n-230)	Extent of (dis)agreement		Mean	Std. Devt
		(f)	(%)		
In our school, there is high pupils' academic outcome	Accepted	39	16.9	3.97	0.961
	Neutral.	11	4.8		
	Disagree	180	78.3		
	Total	230	100%		
In our school, there is improved teachers' welfare	Accepted	41	17.8	3.71	0.921
	Neutral.	13	5.7		
	Disagreed.	176	76.5		
	Total:	230	100%		
In our school, there is always participatory planning and budgeting	Accepted	48	20.8	3.63	0.810
	Neutral.	19	8.4		
	Disagreed.	163	70.8		
	Total:	230	100%		
In our school, there is always proper feeding programs	Accepted	53	23.1	3.61	0.821
	Neutral	18	7.8		
	Disagreed	159	69.1		
	Total:	230	100%		
In our school, there is an increase of pupils' enrolment	Accepted	56	24.3	3.52	0.820
	Neutral.	21	9.2		
	Disagreed.	153	66.5		
	Total	230	100%		

In our school, there is presence of adequate facilities and equipment	Accepted	69	30		
	Neutral.	17	7.4		
	Disagreed.	144	62.6	3.43	0.763
	Total:	230	100%		

Source: *Primary data (2025)*

From the above table, 78.3% of the respondents disagreed, 16.9% of them agreed, while, only 4.8% of them were not sure that in their school, there is high pupils' academic outcome. Therefore only 16.9% of the respondents were positive about the statement, 78.3% of them were negative and the least (4.8%) of them was undecided.

Study findings indicated that 76.5% of the respondents disagreed, 17.8% of them agreed, while, 5.7% of them were not sure that in their school, there is improved teachers' welfare. Therefore, only 17.8% of the respondents were positive about the statement, 76.5% of them were negative and the least (5.7%) of them were undecided.

Research findings further indicated that 70.8% of the respondents disagreed, 20.8% of them agreed, while, 8.4% of them were not sure that in their school, there is always participatory planning and budgeting. Therefore, only 20.8% of the respondents were positive about the statement, 70.8% of them were negative while the least (8.4%) of them were undecided.

Study findings also indicated that 69.1% of the respondents disagreed, 23.1% of them agreed, 7.8% of them were not sure that in their school, there is always proper feeding programs. Therefore, only 23.1% of the respondents were positive about the statement, 69.1% of them were negative while the least (7.8%) of them were undecided.

Research findings still indicated that 66.5% of the respondents disagreed, 24.3% of them agreed, and 9.2% of them were not sure that in their school, there is an increase of pupils' enrolment.

Therefore, only 24.3% of the respondents were positive about the statement, 66.5% of them were negative while the least (9.2%) of them were undecided.

Study findings also indicated that 62.6% of the respondents disagreed, 30% of them agreed, and 7.4% of them were not sure that in their school, there is presence of adequate facilities and equipment. Therefore, only 30% of the respondents were positive about the statement, 62.6% of them were negative while only 7.4% of them were undecided.

From the field study, different measures were suggested by the participants that should be adopted to improve on the influence of SMCs on the implementation of School Improvement Plan (SIP) in primary schools in Uganda and Mukono District in particular so as it is clearly indicated this report at the end of chapter six. In the next section, the discussion of results was addressed

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents the discussions of results towards establishing the influence of SMCs on the implementation of School Improvement Plan (SIP) in primary schools in Mukono based on the study findings, following the sequence developed from the stated research objectives. In this chapter, the findings of the study presented in Chapter four were discussed. The discussion was guided by objectives of the study and related with existing literature. The discussion was done under the following sub headings: the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools, the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools, and the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in Uganda.

5.1 Discussion of Results

The discussion of results is done basing on the results presented in chapter four in thematic manner as follows:

5.1.1 The specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools

The above study theme of establishing the specific roles and contributions of SMCs in the School Improvement Plan process in the primary schools in Mukono District was discussed as follows:

The findings revealed that there was a strong positive correlation ($r = .640, n = 70, p < .01$) between roles and contributions of SMCs and the School Improvement Plan process in the primary schools in Mukono District. This implies that SMCs always practically fundraise for acquiring instructional materials, ensure the presence of conducive accommodation facilities, provides for adequate materials and equipment, monitor the implementation of School day meals, and SMCs ensure the discipline of teachers and pupils. This concurs with Mezieobi (2023) arguing that empowering School Management Committees (SMCs) to develop and supervise SIPs. In Bangladesh, schools who have adequately involved parents' representatives (SMCs) in the implementation of School Improvement Plan, have achieved increased enrolment of learners, attained high academic outcomes, improved on teachers' welfare, and high staff retention, as well as have modern facilities and equipment like furnished library and laboratory to effectively enhance proper teaching-learning process, than their counterparts (Ballen & Moles, 2022). This clearly indicates that by encouraging SMCs to have a plan in place among primary schools, they can ensure that they are making the most of limited resources and making decisions that are in line with the community's needs.

The study was based on the Functionalist Theory. The Functionalist Theory cited by French Sociologist Emile Durkheim's theory of sociology is relevant to this research. This theory begins with a picture of society that stresses interdependence of the social system. The theory examines how well parts integrate with each other. Chester Bernard (1996) calls this set of inter-relationships as a "formal organization" which unlike the school authority activated concept is a cooperative system which is a system of consciously coordinated activities towards a common

goal. The theory believes that without a common bond to unite groups, society or school shall disintegrate and fail to achieve their goal, non-other than SIPs. This theory is useful in understanding the issues in school community (Wang, 2017). It is used to understand the relationships among school stakeholders working together to streamline the school plans. The theory is also extended to understanding issues such as participation in decision-making, monitoring and budgeting. Similarly, level of pupils' academic performance, feeding habits, accommodation, presence of instructional materials and equipment in primary schools largely depends on the influence of SMCs (Bhang., Yoon., Sung., Yoo., Sim., Lee., & Lee, 2018). The researcher assumed that the selected primary schools from central Uganda had the same SMCs as school governance to oversee, plan and monitor the implementation of SIPs. It is further assumed that the school leaders from central Uganda apply the same school bodies (SMCs) to influence implementation of SIPs.

The study noted that SMCs always practically fundraise for acquiring instructional materials, and this concurs with Chen (2022) who argued that when actively involved, SMCs bring enthusiasm and a sense of community, which can translate into higher participation rates and more successful events, acquiring instructional materials inclusive. Similarly, Jepkemei & Edabu (2023) noted that SMCs involvement also fosters a sense of ownership and investment in the school's success, which leads to sustained support over time. This clearly indicated that SMCs play a crucial role in school fundraising. Their networks, skills and resources can significantly efforts. They mobilize resources to fundraise adequate resources to acquire updated instructional materials. When SMCs are engaged, they can also help identify specific needs within the school, making your fundraising goals more targeted and impactful.

The study noted that SMCs ensure the presence of conducive accommodation facilities. This concurs with Miriam & David (2022) arguing that SMCs through having regular meetings and discussions, they always have regular plans and able to assess school-accommodation needs especially building more dormitories and repairing the old ones. Therefore, with motivate them to participate in proper budgeting and planning for school to have conducive accommodation facilities to encourage learners to participate in academic activities as ascertained by Wanjohi (2021). This clearly implies that SMCs ensure that schools have conducive and well-ventilated accommodation facilities. School dormitories always have electricity, well ventilated and furnished to accommodate learners. Learners living in residence halls are more likely to participate in school learning communities and by extension are more likely to have interaction with department through group or class discussions and remedial lessons, enriching their experience beyond the classroom setting.

The study noted that SMCs ensure the provision of adequate materials and equipment. This concurs with Zheng & Wang (2020) who noted that SMCs timely plan and budget for the school to have adequate equipment and teaching materials. These materials and equipment are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. More so, Kamuli (2020) noted that resource materials and equipment allow pupils to have practical experiences which help them to develop skills and concepts and to work in a variety of ways. SMCs ensure that the schools have adequate equipment and materials necessary to facilitate better learning of pupils. This implies that SMCs ensure that their schools have appropriate budgetary plan to acquire enough equipment and learning materials to motivate teachers and encourage pupils to concentrate on their teaching-learning process. With adequate materials and equipment, it makes lessons interesting, learning

easy and enable teachers to easily express concepts. Learning materials and equipment can significantly increase learners' achievement by supporting learning.

The study also noted that SMCs ensure the enrolment and continued attendance of all school going children. This concurs with Kiwanuka (2023) arguing that SMCs ensure conducive school environment to encourage and motivate learners' regularity for classes. School leadership conveys a clear message that good attendance is a top priority and explains how it's crucial for pupils' attainment, well-being and future success. More so, Kamuli (2020) asserts that the importance also emphasizes the importance of school as a safe and supportive environment where pupils can thrive. This implies that SMCs always encourage parents to timely send their children to school. They always encourage fellow parents to send their children to school at an appropriate time. SMCs always control the enrolment of learners within school. They always set the class ceiling, thus help head teachers to admit learners basing on class ceiling to avoid overcrowding of classes.

The study noted that SMCs monitor the implementation of school day meals. This is in agreement with Zheng and Wang (2020) arguing that SMCs provide guideline that can be appropriate for provision of feeding programs. Parents decide on the resources to be paid by the parents towards contribution of food. They also decide on the meals to be provided to learners. Besides, Zhao & Wang (2020) noted that SMCs are involved in developing target criteria and mechanisms that focus on providing proper meals to pupils. They elaborate appropriate guidelines for children feeding, that school administrators need to analyse the nutrition and health needs of school-age children. This clearly implies that SMCs make sure that school-going children get appropriate feeding programs, making pupils to have appropriate meals.

Subsequently, the study also noted that SMCs ensure the discipline of teachers and pupils. This concurs with Waters, Marzano, & McNulty (2022) noted that SMCs is responsible to drafting school rules and regulations to govern and regulate the discipline of teachers as well as learners. Teachers and pupils must be punctual and regular for classes or else face disciplinary measures. More, Kamuli (2020) noted that it is the vital role of SMCs to supervise the daily school activities, and make sure there is conducive school environment. With such discipline, it promotes a positive learning environment for pupils where they can study effectively and get chances to learn valuable knowledge and skills. This implies that SMCs ensures that teachers and pupils behave rightly as per available school rules and regulations. They have to make sure that teacher and learners are always regular and punctual for classes. SMCs are responsible for making school rules and regulations that govern the behavior of pupils and teachers.

From the study findings the SMCs prepare and recommend School development plans and this is in line with Mitengo (2021) who asserted that SMCs prepare and submit regular project-progress reports to the Local Government Authorities (LGAs) through council education officers, prepare and submit accurate and timely progress and financial/budgetary reports to the village council. Study findings indicated that SMCs approve School budgets and School improvement plans annually and this is in agreement with Jepkemei & Edabu (2023) who argues that in developing countries especially Bangladesh, more responsibilities and powers have been conferred on school committees to enable them to accomplish the key objectives like mobilize voluntary community contributions to projects, in the form of labor, money, or building materials such as timber, sand etc, SMCs are involved in facilitating school planning, budgeting, and the implementation of school policy decisions. Study findings showed that SMCs are involved in

organizing fundraising activities for activities for the implementation of School improvement plan.

Lastly, the study noted that SMCs prepare and recommend School development plan. This concurs with Achieng (2022) who argued that SMCs responsible for thoughtful strategies and proper program implementation, thus schools can improve academic outcome, promote pupils well-being and create positive learning environments. Similarly, Albasha (2018) argued that SMCs provide school administrators with the resources and techniques to develop and execute school improvement plans, and such guide can help them at each stage of the process, from recognition of needs to maintaining ongoing improvement. This implies that it is the role of SMCs to create a mission, a vision and objectives. They also set SMART goals by focusing more to those specific areas that need improvement, as well as allocating resources. With detailed SDP, school can achieve improved academic outcome and ensure its future prosperity. It offers a structure for aligning resources, setting strategic goals and establishing a unified strategy for improving the school.

5.1.2 The challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools

The above study theme of identifying the challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools in Mukono District ranges from:

The study noted that SMCs experience inadequate resources to implement SIPs; and this concurs with Mezieobi (2023) who argued that the available school resources remain less to cater for the planned curriculum activities. Most schools have remained with dilapidated classrooms; library and dormitories due to limited financial resources, and this eventually limit SMCs to fulfill the

implementation of planned School Improvement Plans as ascertained by Edge & Strenecky (2018). This implies that SMCs experience lack of adequate resources to cater for the required learning materials and equipment. The available resources tend to be little to invest in building classrooms and buy other required teaching materials. The available school resources tend to be little to cater for the planned termly curriculum activities.

The study findings also showed that low levels of literacy and lack of training among members of SMCs limit their involvement in implementing SIPs and this is in line with Gambia, Musoke (2023) In their study of Whole School Development programme assert that low levels of capacity within communities are also barriers to SMCs. Communities with high levels of illiteracy and/or with few educated parents do not seem to benefit from devolution of decisions to the community level. These stakeholders lack qualifications and competences in most schools to effectively or properly plan for the school activities. Similarly Tumushabe and Arinaitwe (2023) argue that a number of school stakeholders felt that SMCs lacked confidence and also were not sure about their duties, and therefore depended on the head-teacher who applies his or her professional power and information advantage to the SMCs. Their lack of effectiveness is attributed to lack of interest in the school, low levels of literacy and lack of training. Musoke (2023) argued that many schools SMCs were incompetent in school management and this is because majority of them had low level of education and lacked the necessary skills and experience in education, and therefore were compromising their services to the schools.

The study noted that SMC members are excluded by head teachers from participating in SIPs. This concurs with Ballen & Moles (2022) who noted that the head teachers exclude SMC members from all relevant SIPs. Head teachers have a tendency of considering most parents to be illiterate and ignorant about the SIPs, henceforth consider it unnecessary to consult or involve

them in the implementation of SIPs as ascertained by Anfara et al. (2021). This clearly implies that SMC members get excluded from participating in SIPs. Head teachers always have a tendency of excluding SMCs from participating in daily and termly school planned activities. SMCs get excluded from SIPs yet they have an important role in helping schools develop and maintain good behavior.

The study further noted that SMCs lack resources and ability to effectively finance the School daily plans. This concurs with Chen (2022) arguing that with inflation driving up operational costs and government funding not keeping pace, several primary schools are finding themselves making difficult financial decisions. Limited financial resources have a significant impact on school operations and limiting SMCs to implement SIPs as ascertained by Jepkemei & Edabu (2023). For example, in 2023-24, 13% of primary schools were in deficit, up from 11% the previous year, showcasing the growing financial pressures. This implies that SMCs experiences limited financial resources due to budget cuts which affect schools' daily plans. Budget cuts and limited financial resource allocations affects schools across the district, resulting in larger class sizes, reduced support for pupils and increased financial strain.

The study findings indicated that SMCs lack of resources and ability limit them from effectively finance the School daily plans and this is in agreement with World Bank (2020) which found that School Management Committees in rural communities in Kenya frequently opted to spend their grants on agricultural projects, instead of school materials, teacher incentives or other initiatives likely to affect educational outcomes. Such misappropriation of available school resources and diverting them from education priorities mainly purchasing instructional materials and equipment, as well as rewarding teachers limit the successful implementation of SIPs.

The study noted that low levels of literacy and lack of training among members of SMCs limit their involvement in implementing SIPs. This concurs with Miriam & David (2022) who noted that with limited training acquisition among members of SMCs, they experience bottlenecks in the implementation of SIPs. Limited knowledge and low levels of literacy influence members of SMCs to get involved in the implementing SIPs. SMC members lack knowledge and required skills to effectively implanting school planned activities as ascertained by Chen (2022). This implies that SMCs members lack skills, knowledge and competence to implement SIPs. Most of members of SMCs experience low levels of education, and they lack necessary training and skills to effectively handle SIPs. Some of them experience limited knowledge on the benefits of SIPs and how it can be achieved.

The study further noted that SMC members lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs. This concurs with Wanjohi (2021) who noted that members of SMC experience lack of relevant knowledge and adequate information for them to participate in their roles and responsibilities towards the implementation of SIPs. More so, (Zheng & Wang, 2020) suggests with limited information and knowledge, members of SMC get limited to conduct their roles and responsibilities for the effective implementation of SIPs. This implies that members of SMC lack adequate knowledge and relevant information concerning their roles and responsibilities towards the implementation of SIPs. They have limited skills, information and relevant knowledge on the SIPs related concerns. Due to limited knowledge and information, the implementation of SIPs has remained being a challenge to them.

The study findings also indicated that SMCs lack adequate knowledge and information concerning their daily rules and responsibilities towards SIPs and this in agreement with Mitengo

(2021) who asserts that SMCs face challenges in terms of formation, lack of regular meetings, preparation of School Implementation Plans, monitoring of grants, and lack of cooperation from school administration. He adds that SMCs in Bangladesh schools lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs.

Study findings showed that lack of collaboration among stakeholders limit their involvement in the implementation of SIPs and this is in agreement with Kiwanuka (2023) who puts it that the School stakeholders could not seat together or have regular meeting to plan and get involved in participatory decision making to effectively plan and manage the school activities.

Lastly, the study noted that lack of collaboration among school stakeholders limit SMC members' involvement in the implementation of SIPs. This is in agreement with Achieng (2022) who argued that the stakeholder's the most important resource in success and implementation of SIPs. For any SIPs implementation to succeed, participation of stakeholders is one aspect that cannot be overlooked. More so, Kamuli (2020) asserts that stakeholder participation and teamwork in monitoring, planning and execution of priority SIPs, have achieved on-time performance. Surprisingly, without their active engagement, implementation of SIPs remains unutilized. This clearly implies that with limited stakeholders' collaboration, they less participate in decision making, participatory school planning and execution, and the implementation of SIPs remain a nightmare.

5.1.3 The extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness

The above study theme of assessing the extent to which SMCs participation in the development of School Improvement Plans affects school effectiveness in Mukono District ranges from:

The study noted that there is a strong positive relationship between SMCs participation in the development of School Improvement Plans and school effectiveness in primary schools in Mukono District (0.816 which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000). This high correlation value suggests that as SMCs participation in the development of SIPs increase, there is a strong positive impact on the school effectiveness. In practical terms, this means that SMC members always budget for the required instructional materials, encourage participatory academic decision making, attend and participate in school academic meetings, and monitor daily school curriculum activities. This concurs with Kamuli (2020) who asserted that the implementation of School Improvement Plan in primary schools in Uganda can be observed by the improved school environment which directly corresponds to the better academic performance of pupils, improved teachers welfare, increased enrollment, adequate school facilities and equipment. More so, Achieng (2022) who noted that SMCs play pivotal roles in Ugandan schools and are integral to the education system. SMCs which comprise Foundation body representatives, parents' representative, teachers', and representatives of community members, are responsible for school governance and management. Given the critical roles of SMCs in the Ugandan education system, there is a need to assess their effectiveness in contributing to school improvement through SIPs.

The study noted that SMC members always budget for the required instructional materials; and this concurs with Kiwanuka (2023) who argued that timely budget for the required instructional materials in primary schools been observed with fully involvement of SMC members. Those schools where SMC members have prioritized the allocation of enough resources to curriculum activities, the purchase adequate instructional materials been achieved in the long run. This implies that members of SMC always emphasizes timely budgeting for the necessary and

updated instructional materials to facilitate teaching-learning process. Enough resources are allocated to purchase of instructional materials to cover the increasing pupils' enrolment with support of SMC members in schools.

The study noted that SMCs members encourage participatory academic decision making to be implemented. This concurs with Edge & Strenecky (2018) arguing that the members of SMC within schools always participate in academic decision making. These members of SMC have a tendency of encourage all stakeholders to actively give their views and make sure that every individual voice on academic concern counts. More so, Waters, Marzano, & McNulty (2022) further noted that members sharing their voices and concerns about academic concerns been of paramount importance for the school to stand for the rights of learners and goals of education. This implies that there is participatory academic decision making being implemented in schools with support from members of SMCs. These members of SMC always motivate all school stakeholders to take part in academic decisions, making sure that every individual voice is heard. Members of SMCs always encourage all stakeholders to actively participate in career guidance and provision of other academic activities to achieve improved academic outcome.

The study noted that SMCs members always attend and participate in school academic meetings. This concurs with Albasha (2018) asserting that through parents attending academic meetings, they are advised and equipped with vital knowledge on the need to help their children in doing homework and guiding their children in case of academic weaknesses. These members of SMCs are encouraged to make their children be punctual for classes and attend school on regular basis, as well as be able to provide conducive home environment that can encourage them (children) to participate in self-revision as ascertained by Musoke (2023). This implies that members of SMC been encouraged to actively participate and attend academic meetings for their children.

Attending academic meeting equip these members of SMC (parents) with information concerning their children's academic outcome and motivate them to provide career guidance, help them in doing homework, as well as encourage their children to devote more of their time to academic work.

The study noted that SMCs members always monitor daily school curriculum activities. This concurs with Gurr, Drysdale & Walkley (2022) who argued that members of SMCs always devote more of their ample time to supervise and monitor daily school curriculum activities to make sure that the planned activities been completed within time. More so, Kamuli (2020) who noted that supervision of academic activities motivates teachers to work-harder and complete the syllabus in time. It also encourages teachers to follow the scheme of work, enhancing academic outcomes in the long run. This implies that members of SMCs responsible for monitoring daily school curriculum activities to conform whether is being conducted in according to the planned school plan and designed curriculum. They always make follow-up to make sure teachers follow the scheme of work and lesson plans.

Study findings also noted that SMCs provide strategic guidance for the school and oversee and review school's management effectively. This concurs with Jepkemei & Edabu (2023) who argued that members of SMC provide strategic advice and guidance to the school managers. They always take their time to discuss and brainstorm on the planned activities to make sure they prioritize the most vital activities. Similarly, Nassor (2017) argues that members of SMC always provide strategic guidance and advices for the school. These members always actively review and oversee school operations and management effectively. This implies that members of SMCs always make sure that head teachers use the available resources for the planned academic

activities. They always make sure the school environment is conducive to encourage proper teaching-learning process.

Lastly, the study noted that SMCs members always practically fundraise for acquiring materials and equipment. This concurs with Gurr, Drysdale & Walkley (2022) opines that SMCs members always plan for fundraising so as to be able to expand and renovate of classrooms, as well as to acquire more instructional materials and equipment. It is clearly noted that SMCs members supervise ensure efficiency and effectiveness in service delivery so that teaching and learning as ascertained by Kare mire et al. (2023). This implies that members of SMCs in school always mobilize for fundraising to mobilize enough resources to purchase adequate instructional materials and equipment. They always schedule days for fundraising and mobilize enough resources to enable school managers to acquire enough materials and equipment for all teachers and pupils within school.

In the next section, the conclusions, recommendations and areas of further research was addressed

CHAPTER SIX

CONCLUSION AND RECOMMEDATIONS

6.0 Introduction

The study established the influence of School Management Committees on implementation of School Improvement Plan in Mukono District, Uganda. The chapter covers the conclusions and pertinent recommendations basing on the research objectives and results presented in chapter four of this report. The areas of further research were also covered and equally presented.

6.1 Conclusions

The study conclusions were reached basing on the themes developed from the research objectives. This section concludes the key results in collaboration with the stated research objectives in order to formulate the recommendations of the study.

The study concluded that there was a strong positive correlation ($r = .640$, $n = 70$, $p < .01$) between roles and contributions of SMCs and the School Improvement Plan process in the primary schools under study. This implies that SMCs always practically fundraise for acquiring instructional materials, ensure the presence of conducive accommodation facilities, provides for adequate materials and equipment, monitor the implementation of School day meals, and SMCs ensure the discipline of teachers and pupils.

From the objective two, it is concluded that SMCs experience inadequate resources to implement SIPs, and low levels of literacy and lack of training among members of SMCs limit their involvement in implementing SIPs. SMC members are excluded by head teachers from participating in SIPs, and SMCs lack resources and ability to effectively finance the School daily plans. SMC members lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs. These are the major challenges faced by SMCs in their roles associated with the development of SIPs in the primary schools in Mukono District.

Lastly, the study concluded that there is a strong positive relationship between SMCs participation in the development of School Improvement Plans and school effectiveness in primary schools in Mukono District (0.816), which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000. This high correlation value suggests that as SMCs participation in the development of SIPs increase, there is a strong positive impact on the school effectiveness. In practical terms, this means that SMC members always budget for the required instructional materials, encourage participatory academic decision making, attend and participate in school academic meetings, and monitor daily school curriculum activities.

6.2 Recommendations

The study recommends the following:

The study recommends that the government, Ministry of Education and Sports and Mukono district to always budget and allocate enough resources to schools so as to subsequently increase their financial allocation to SMCs and their roles to the implementation of School Improvement Plan (SIP) in primary schools in Uganda.

The study also recommends that Mukono district to always plan for timely training and skill programs among members of SMCs should be encouraged by head teachers in primary schools so as to equip them with relevant skills and knowledge on SIPs.

The study recommends that the district and school stakeholders to always encourage for streamlined school rules and regulations that foster school stakeholders' collaborations and this will eventually boost SMC members' involvement in the implementation of SIPs.

The study also recommends that SMC members of schools in Mukono district to be equipped with adequate knowledge and information concerning their daily roles and responsibilities towards SIPs. This can be attained through head teachers having streamlined school training programs.

The study recommends that there is need for massive mobilization of Mukono parents to attend meetings, give them sitting and transport allowances, organize orientation and refresher courses for SMC members on their roles and responsibilities, motivate them to work,.

Lastly, the study recommends that lobbying for funds, sensitization of stakeholders, head-teachers should follow the plans as per the budget, community involvement should be encouraged, increase capitation grant by the government, regular monitoring and evaluation

basing on the set targets, set clear and achievable goals, handling one activity at a time, collaborative working approach should be adopted, train SMCs and Head teachers on how to make SIPs and involve SMCs in developing the School budget.

6.3 Recommendations for Further Studies

The investigator carried this research in order to establish “Influence of School Management Committees on Implementation of School Improvement Plan in Primary Schools in Mukono, Uganda” but this research has not been extensively exhausted owing to several bottlenecks. More areas that need more research is vital in scope of:

- i) A study should also be conducted to determine influence of financial allocations on Implementation of School Improvement Plan across Uganda.
- ii) Another study should be done to assess the digital tools for SIP implementation among primary schools in Uganda.
- iii) The study recommends that similar studies should be done in other districts in the country for comparison purpose and allow generalization of the findings on the influence of School Management Committees on Implementation of School Improvement Plan among primary schools in other districts in Uganda.
- iv) The study was only confined in public primary schools in Mukono District, Uganda. Related research needs to be done in all other schools especially secondary schools in Uganda, thus able to identify other areas for improvement.

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APPENDICES

APPENDIX 1: SAMPLE SIZE DETERMINATION TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX II: CONSENT FORM FOR PARTICIPANTS

TOPIC: INFLUENCE OF SCHOOL MANAGEMENT COMMITTEES ON IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN IN PRIMARY SCHOOLS IN MUKONO DISTRICT

Introduction

I am, TEKO LIVINGSTONE (RJ22M06/018), a researcher from Uganda Christian University.

I am conducting a study entitled “Influence of School Management Committees on Implementation of School Improvement Plan in Primary Schools in Mukono District.

Research Purpose

The purpose of the study shall be to establish the influence of School Management Committees on implementation of School Improvement Plan in Primary Schools in Mukono District.

Research Procedures

You have been identified to participate in the study and I wish to ask a few questions regarding the “Influence of School Management Committees on implementation of School Improvement Plans in Primary Schools in Mukono District”. Your responses/answers will help us to establish how best we can improve on the implementation of School Improvement Plans in selected government aided Primary schools in Mukono district. The responses will be recorded on the questionnaire.

Confidentiality

It is not necessary that you give your name and nobody will be allowed access to the questionnaires used as they will be immediately collected and kept by the principal investigator only. Your answers will be taken generally as a contribution from one member of the participants. The answers will be treated in confidence and used for purposes of this study only.

Benefits and Risks

APPENDIX III: QUESTIONNAIRE

Teachers and Pupils' Information

Introduction

Dear respondent,

My name is TEKO LIVINGSTONE (RJ22M06/018), a Masters student of Uganda Christian University carrying out a study on “Influence of School Management Committees on Implementation of School Improvement Plan in Primary Schools in Mukono District”. This questionnaire aims to get participant views in order to enhance the Implementation of School Improvement Plan in the district. Your views and opinions are central to all the decisions that will be made in ensuring that every school is supported to Implement of School Improvement Plan.

The information provided for this research will be purely for academic purposes and will be treated with utmost confidentiality.

Thank you for the time to complete this questionnaire.

Date:

School.....

I request you to read the instruction against each section/question carefully and answer it accordingly.

Instruction:

Kindly tick or precisely fill in where applicable or respond according to the instruction given.

Section A: Bio data

1- Age

- Below 17 years
- 18 – 27 years
- 28 – 37 years
- 38 – 47 years
- 48years & above

2- Sex (Gender)

- Male
- Female

3- What is the highest qualification that you have attained?

- PhD
- Masters' Degree
- Bachelor's Degree
- Diploma
- Others (specify) -----

4- How long have you been in this school?

- Below 5 years
- Between 6 – 10 years
- Between 11 – 15 years
- Over 16 years

General Instruction on Sections B, C, D & E

Using the scale below, please tick the score you think is most appropriate to the issues in the given item(s)

Scale:

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

Section B

	B, Items	5	4	3	2	1
	Specific roles and contributions of SMCs in the School					
	Improvement Plan process in the primary schools					
5.	In our school, SMCs prepare and recommend school development plan					
6.	In our school, SMCs monitor the working of the school					
7.	In our school, SMCs monitor the utilization of the grants received from the government or any other development partners					
8.	In our school, SMCs ensure the enrolment and continued attendance of all school going children					
9.	In our school, SMCs ensure the provision of adequate materials and equipment					
10.	In our school, SMCs monitor the implementation of school day meals (feeding)					
11.	In our school, SMCs ensure the discipline of teachers and pupils					
12.	In our school, SMCs ensures the regularity and punctuality of teaching staff					
13.	In our school, SMCs always practically fundraise for acquiring instructional materials					
14.	In our school, SMCs ensure the presence of conducive accommodation facilities					

Section C

	C, Items	5	4	3	2	1
	Challenges faced by SMCs in their roles associated with the implementation of SIPs in the primary schools in Mukono District					
15.	In our school, SMCs experience inadequate resources to implement SIPs					
16.	In our school, SMCs members lack adequate knowledge and information concerning their daily roles and responsibilities towards SIPs.					
17.	In our school, SMCs members lack confidence and competence to handle School Improvement Plan					
18.	In our school, SMCs members are excluded by head-teachers from participating in SIPs					
19.	In our school, low levels of literacy and lack of training among members SMCs limit their involvement in implementing SIPs					
20.	In our school, SMCs members experience weaknesses in school rules and regulations to implement SIPs					
21.	In our school, SMCs members lack resources and ability to effectively finance the school daily plans.					
22.	In our school, SMCs members lack of interest in the school SIPs limit their involvement					
23.	In our school, SMCs members are excluded by head-teachers from participating in SIPs					
24.	In our school, lack of collaboration among school stakeholders limit SMCs members involvement in the implementation of SIPs					

Section D

	D, Items	5	4	3	2	1
	Extent to which SMCs participation in the implementation of School Improvement Plans affects school effectiveness					
25.	In our school, SMCs members always budget for the required instructional materials					
26.	In our school, SMCs members always attend and participate in school academic meetings					
27.	In our school, SMCs members always practically fundraise for acquiring materials and equipment					
28.	In our school, SMCs members always plan for the expansion and renovation of classrooms					
29.	In our school, SMCs members encourage participatory academic decision making to be implemented					
30.	I always observe SMCs members sharing their views and ideas towards achievement of better academic results					
31.	In our school, SMCs members supervise ensure efficiency and effectiveness in service delivery so that teaching and learning					
32.	In our school, SMCs members always monitor daily school curriculum activities					
33.	I always observe SMCs members plan and fundraise for the renovation and construction of physical facilities					
34.	SMCs provide strategic guidance for the school and oversee and review school's management effectively					

Section E

	E, Items	5	4	3	2	1
	The Implementation of School Improvement Plan (SIP) in primary schools in Mukono District					
35.	In our school, there is high pupils' academic outcome					
36.	In our school, there is improved teachers' welfare					
37.	In our school, there is always participatory planning and budgeting					
38.	In our school, there is always proper feeding programs					
39.	In our school, there is an increase of pupils' enrolment					
40.	In our school, there is presence of adequate facilities and equipment					

41. What should be done to improve on the influence of SMCs in schools?

42. What should be done to improve on implementation of School Improvement Plans?

Thank You Very Much for Your Response

APPENDIX IV: INTERVIEW GUIDE

Interview Guide for DEO, Head teachers, Deputy Head Teachers and Chairpersons of SMCs and PTAs

Guiding Questions

- 1. In your view, what are the roles and contributions of SMCs in the implementation of School Improvement Plans?

- 2. What challenges and barriers do SMCs face in fulfilling their roles related to School Improvement Plans in the area under study?

- 3. To what extent does the participation of SMCs in the development of the School Improvement Plans affect school effectiveness in the area under study?

- 4. What should be done to improve on the influence of SMCs in schools?

- 5. What should be done to improve on implementation of School Improvement Plans?

Thank you for your Co-operation

APPENDIX V: PROPOSED WORK PLAN

No	Activity	Time schedule
1.	Topic Submission and Approval	Oct, 2023
2.	Proposal writing	Nov - Dec2023
3.	Proposal submission (1 st draft)	January, 2024
4.	Proposal editing	April, 2024
4.	VIVA-Proposal	May, 2024
5.	REC Approval	April, 2024
6.	Field work –data collection	May, 2024
7.	Dissertation/Report compilation	June, 2024
8.	Dissertation submission (1 st draft)	June, 2024
9.	Editing and re-submission of dissertation for marking	June-July, 2024
10.	Final copy submission	July, 2024
11.	Submission to External Examiners	July-August, 2025
12.	VIVA VOCA (Presentation)	Sept, 2025
13.	Final Submission	Sept, 2025

APPENDIX VI: PROPOSED BUDGET

Activity	Budget
Stationary	70,000
Printing & Photocopying	330,000
Flash Disk	40,000
Data collection	500,000
Data Processing and analysis	1,000,000
Final Report Binding	240,000
Total	2,090,000

APPENDIX VII: ETHICAL CLEARANCE



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UNIVERSITY**

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Office of the Vice Chancellor
Research Ethics Committee UG-026



14th November, 2024

TEKO LIVINGSTONE
Uganda Christian University
+2567725789793
Email: teko2ston@gmail.com

UG-REC-026 APPROVAL NOTICE

To: Teko Livingstone Principal Investigator

Re: UCU-REC Application titled: *Influence Of School Management Committees on Implementation of School Improvement Plan In Uganda (A Case Study Of Mukono District)*

Application Number: **UCUREC-2024-1124-1**

Version: 4.1

Type: INITIAL REVIEW
 Protocol Amendment
 Letter of Amendment (Loa)
 Continuing Review
 Material Transfer Agreement
 Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 14th November, 2024, to 14th November, 2025

This research is considered minimal risk category.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.

1 of 3

Research and Ethics

P.O. Box 4, Mukono, Uganda, Plot 67-173, Bishop Tucker Road, Mukono Hill
Tel: +256 (0) 312 350 885 Fax: +256 (0) 4142 90 800 Email: rec@ucu.ac.ug Web: www.ucu.ac.ug
UCUREC is accredited by Uganda National Council for Science & Technology, FDA, and National Institutes for Health of the United States of America



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Office of the Vice Chancellor
Research Ethics Committee UG-026

3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. **Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 14th November, 2025 in order to continue the study beyond the approved period.** Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are **not** required to get clearance since you are a Master's Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-11-09
2	Questionnaire	English	1.0	2024-11-09
3	Interview Guide	English	1.0	

Signed and Stamped


.....
Prof. Peter Waiswa.
UCUREC Chairperson,
pwaiswa@musph.ac.ug





PAPER NAME

TEKO LIVINGSTONE-Thesis

AUTHOR

Teko Livingstone

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Signed

Candidate

Signed

Dr. Wambi Moses

15/09/2025



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UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

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

Date: 15/09/2025

Name of Candidate: Teko Livingstone

REG. NO: RJ22M06/018

Title of Dissertation: Influence of School Management Committees on Implementation of School Improvement Plan in Mukono District,
Uganda

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	Overall structure and presentation		
1	<p>The candidate should consider applying the APA citation and referencing styles more consistently.</p> <p>The candidate should adhere with the University's format indicated in the Postgraduate Academic Handbook, revised in</p>	<p>APA 7th citation and referencing styles been consistently used throughout this work as suggested.</p> <p>Postgraduate Academic Handbook, revised in 2023</p>	Entire dissertation

	2023 consistently.	been consistently followed as suggested.	
	Chapter Two: Literature Review		
2.	In this chapter, except for the language issues, this chapter is well presented.	Language issues (typos and grammatical errors) been corrected as suggested.	Literature review (Page 18-36)
	Chapter Three: Methodology		
3.	The chapter is fairly very good. However: <ul style="list-style-type: none"> the candidate did not indicate the way “validity and reliability” of qualitative data was addressed. The candidate is advised to integrate the issues of the issues of credibility, dependability, and confirmability, and transferability which are used to address the issues of validity and reliability in qualitative approach. 	More issues of credibility, dependability, and confirmability, and transferability been integrated as suggested.	Data quality Control (Page 46-47)
4.	The justifications for selecting location of the study is not empirically evidenced. Why eight selected government-aided selected primary schools in four Sub-Counties. What so special in these sub-counties?	Justification and evidence for selection of study area been provided as suggested.	Area of study (Page 38)

	Chapter Four: Presentation and Analysis of Data		
5.	In this chapter, the candidate has presented both qualitative and quantitative findings. Except for errors in language and poorly formatted paragraphs, this chapter has provided dense findings that are relevant to the study. The findings are rich enough and have fairly addressed the study's research objectives.	Errors in language been adequately corrected Poorly formatted paragraphs also been corrected as suggested.	Chapter 4 (Page 54-83)
	Chapter Five: Discussion of Results		
6.	The candidate has satisfactorily presented this chapter. However, generally, most of the findings have not been discussed in relation to the theory and conceptual framework that guided the study. The candidate is reminded that theories and conceptual frameworks are provided to provide theory-based evidence supporting the study findings.	Discussions has been done in accordance to the theoretical review and conceptual framework as suggested.	Discussions (Page 84-98)
	Chapter Six: Conclusion (and Recommendation)		
7.	This chapter is well written. However, the conclusion section could benefit from a more critical approach and establishing connections to the findings and theoretical framework upon which the study was based.	Conclusions has been more strengthened as suggested.	Conclusions (Page 99-100)

	References and Appendices		
8.	This is weakly written. The candidate is urged, in referencing and formatting, to use the latest APA citation style (7th ed.)	All references in consistent with APA 7 th edition	References (Page 103-107)
SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	Overall Structure and Presentation		
9.	The dissertation is well-organized with a clear table of contents and consistent formatting. However, there are minor typographical errors (e.g., "RECOMMEDATIONS" instead of "RECOMMENDATIONS" on p. 98) and inconsistent spacing in some sections (e.g., pp. 16-17). Transitions between chapters could be improved for better coherence. Suggestions: Proofread for typographical errors (p. 98, p. 107). Standardize spacing/formatting (pp. 16-17). Enhance transitions between chapters to improve flow.	Grammatical errors and typos been given attention and corrected Spacing/formatting been also adjusted as suggested Transitions between chapters also been improved as suggested	Entire dissertation
	Chapter One: Introduction		
10.	The problem statement (pp. 12-13) is clear but could include more specific data on Mukono's SIP challenges. The conceptual framework (p. 16) is relevant but lacks clarity on how extraneous variables	The specific data on Mukono's SIP challenges been included as suggested.	Problem statement (Page 10-11)

	(e.g., unqualified staff) were addressed. Suggestions: Include Mukono-specific data in the problem statement (pp. 12-13). Clarify the role of extraneous variables in the framework (p. 16).	Extraneous variables been removed as suggested.	Conceptual framework (Page 16-17)
	Chapter Two: Literature Review		
11	The literature review is thorough, covering Functionalist Theory and relevant studies (pp. 16-30). However, reliance on older sources (e.g., Durkheim, 1895, p. 17; Bernard, 1996, p. 17) limits relevance, and recent studies (post-2020) are underutilized. The research gap (p. 30) is identified but lacks depth in explaining the study's unique contribution. Suggestions: Incorporate more recent literature (2020-2025) for relevance (pp. 16-30). Expand the research gap section to clarify the study's unique contribution (p. 30).	Recent citations been incorporated as suggested. Research gap section been expanded	Theoretical framework (Page 18-21) Literature review (Page 20-36)
	Chapter Three: Methodology		
12.	The cross-sectional survey design and mixed-methods approach are well-justified (pp. 37-48). Sampling techniques and data collection methods (questionnaires, interviews) are appropriate (pp. 41-47), but validity and reliability processes (p. 47) lack detailed results (e.g., specific CVI calculations). The sample size justification (p. 41) could better reflect Mukono's context. Suggestions: Provide detailed	CVI calculations included as suggested Sample size justification with Mukono context been strengthened as suggested	Validity (Page 47) Sample size determination (Page 40-41)

	validity/reliability results, including CVI calculations (p. 47). Strengthen sample size justification with Mukono-specific context (p. 41).		
	Chapter Four: Presentation and Analysis of Findings		
13.	The findings are clearly presented with strong alignment to objectives (pp. 53-80). The correlation results ($r=0.640$, p. 64; $r=0.816$, p. 78) are robust, but qualitative analysis (pp. 60-74) is descriptive and lacks critical discussion of limitations. Tables (e.g., p. 58) need clearer labeling. Suggestions: Deepen qualitative analysis by discussing limitations (pp. 60-74). Improve table clarity with descriptive titles and variable definitions (p. 58).	Deep qualitative analysis by discussion limitations provided as suggested. Variable definitions and table clarity with descriptive titles been provided as suggested	Findings (61-80)
	Chapter Five: Discussion of Findings		
	The discussion effectively links findings to literature and objectives (pp. 83-93). However, it is repetitive in sections (e.g., roles of SMCs, pp. 83-85) and overstates causal relationships (e.g., p. 89) not supported by the study design. Comparisons with recent studies are limited. Suggestions: Reduce repetition in discussion (pp. 83-85). Clarify that findings show correlations, not causation (p. 89). Strengthen comparisons with recent literature (pp. 83-93).	Repetition has been reduced. Correlations been clarified and strengthened with empirical literature as suggested.	Discussions (Page 84-98)

	Chapter Six: Conclusions and Recommendations		
	<p>Conclusions align with findings (p. 98), but recommendations (pp. 99-100) are somewhat generic and lack specificity to Mukono's context (e.g., resource constraints). Suggestions for further research (p. 100) are relevant but not innovative. Suggestions: Tailor recommendations to Mukono's specific challenges, such as resource limitations (pp. 99-100). Propose novel research areas, like digital tools for SIP implementation (p. 100).</p>	<p>Recommendations changed to captured Mukono context as suggested.</p> <p>Novel areas of further research been suggested</p>	<p>Recommendations (Page 100-101)</p> <p>Areas of further research (Page 101-102)</p>
	References and Appendices		
	<p>The reference list (pp. 101-106) is comprehensive but contains formatting inconsistencies (e.g., APA 7th edition not fully followed, missing DOIs). Appendices (pp. 107-117) are detailed, but the Krejcie and Morgan table (p. 107) could be summarized in the methodology. Suggestions: Ensure consistent APA 7th edition formatting and complete citation details (pp. 101-106). Summarize the Krejcie and Morgan table in the methodology (p. 107).</p>	<p>APA 7th citations been used as suggested.</p> <p>Krejcie and Morgan table in the methodology as summarized as suggested.</p>	<p>References (Page 103-107)</p>
SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR

6	Advised to use Mukono instead of Uganda	Mukono context has been used as suggested.	Cover page (Topic) and entire dissertation
7	The conceptual framework, objectives should align	Objectives been aligned with conceptual framework as suggested.	Objectives (Page 12) Conceptual framework (Page 16-17)

TEKO LIVINGSTONE 

Candidate's Name



Signature

DR. MOSES WAMBI 

Supervisor's Name



Signature