

Administrative roles of school management committee (SMC) and performance of UPE schools in Chelekura sub-county schools. A cross-sectional study.

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Abstract

Background.

Universal Primary Education (UPE) in Uganda was introduced to improve educational access, quality, and learner outcomes. This study examined the influence of SMC administrative roles on the performance of UPE schools in Chelekura Sub-County, Pallisa District.

Methodology

A descriptive cross-sectional design was employed, utilizing both quantitative and qualitative approaches. Data were collected from upper primary school teachers, learners, head teachers, and school management committee members using self-administered questionnaires and interview guides. Qualitative data was analyzed using content analysis, and quantitative data were analyzed using SPSS. Descriptive statistics, Spearman correlation, coefficient of determination, and chi-square were used in data analysis.

Results

Males constituted 61% of respondents, most were aged 40-49 years (49%), and 42% had served for 4-6 years. Descriptive statistics indicated strong agreement that SMCs actively execute administrative duties, with mean scores ranging from 4.11 to 4.78. Administrative roles demonstrated a strong positive correlation with school performance ($r = 0.960$, $p < 0.01$). Chi-square results further confirmed a significant association between administrative functions and academic outcomes ($\chi^2 = 268.071$, $p < 0.05$). Regression analysis revealed that administrative roles significantly predicted UPE school performance ($\beta = 1.149$, $p < 0.05$), contributing substantially to the overall variance explained (Adjusted $R^2 = 0.943$).

Conclusion

There is a positive relationship between the administrative role of the School Management Committee (SMC) and the performance of UPE schools. The administrative role is the most important aspect of the SMC in ensuring the academic performance of government aided schools in the district.

Recommendation

School management committee capacity should be enhanced by the local government to improve on their administrative role.

Keywords. School Management Committee, UPE performance, administrative role, Chelekura Sub-County, Pallisa District.

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Background.

The administrative role of the SMCs includes: planning, financial management, enforcing discipline, and policies and procedures at the primary schools among others" (SMC Handbook, 2005). "Planning as part of the administrative role of the SMCs embraces examining the long range goals of the school, determining if both the human and material resources required for the attainment of the predetermined goals are adequate, and seeing into it that the deficit raised

locally (within the means of the local community) - which therefore implies setting both the 'means' and the 'ends' in the schools in consultation with the Municipal Council Authority" (Okumbe, 1998).

SMCs play a very important role in determining the goals and strategic plans of the schools which result into achieving high academic performance, through acquiring both human and material resources which are very vital aspects in teaching and learning activities, and also create a link between the local communities and the schools- hence

enhancing conducive atmosphere for learning, and that they help to enforce discipline in UPE schools and teachers which is a key factor to better performance According to Dean (1995).

The priority setting is done at the planning stage once the planning is not focused in the rightful direction, the result is always disastrous. Therefore, planning should be in line with the organization's vision and mission upon which the objective rests, and the school is evaluated. Once planning is done well, it helps top management to identify priorities, coordinate tasks, introduce standards, and clarify forces that bring about success. The administrative role of SMCs in financial management is extensive, especially after the government abolishing all tuition fees and PTA charges for primary education (Nishimura & Ogawa et al, 2009, ODI, 2005). The financial management aspects in some cases, have not been effective. SMCs are often found lacking the capacities to oversee and account for the utilization of resources under them. For instance, the inquiry of the Koech report in Kenya (Republic of Kenya, 1999) stated, "management of educational institutions in Kenya was found to be weak because most of the boards of governors lacked quality management capabilities". As Grogan, (2006) asserts: A Governing Body (such as SMC) that has good financial management competencies will fulfill its financial roles and responsibilities better and that it will be a more effective *Critical Friend* to the School's Management - the SMCs should provide a clearer strategic lead on Financial Management issues more robustly and ensure that the school is properly accountable for the financial aspects of its performance. Institutions should be strong, flexible, and capacity may need further development, for the sustainability of FPE progress. (Grogan, 2006).

The misinterpretation of the policies and the law has also bred indiscipline among UPE schools in primary schools, as Namara (2016) noted that, setting misinterpretation of policies on promotion, the children have taken the law too far in that at the slightest provocation, the child will run to the authority to file a case of assault". This has put a big rift between the teachers and learners, asserting that the indiscipline cases have gone high because teachers have thrown in the gloves for fear of being jailed. So, children's performance has gone down because the learners do what they want and wish. The school management committee approves the budget with the working committees of finance, discipline, school rules and regulations, and

relevant policies in place. The administrative role of the school management committee has significant influence on UPE schools' performance in Pallisa district. This study examined the influence of SMC administrative roles on the performance of UPE schools in Chelekura Sub-County, Pallisa District.

Methodology.

Research Design

A cross-sectional survey research design was used in the study. The study also applied qualitative approaches, which involved in-depth probe and the application of interpreted data. "Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior". Quantitative approaches were adopted in sampling, collection of data, data quality control and in data analysis. The data was collected from the respondents in a single point in time to examine the relationship between management committee roles and school performance, the variables of interest.

Study Population

The population under study was four hundred and twenty 185 respondents, made up of School Management Committees, Head Teachers, and Teachers, in the selected UPE Schools in Chelekura sub county.

Target Population

It is "the entire aggregation of respondents that meet the designated set of criteria" (Burns & Grove, 1997:236). The target population was the UPE schools in Chelekura Sub-County. The study targeted 5 of the seven (7) UPE schools. The study targeted 60 SMC members, 5 headteachers, 65 teachers, and 55 PTA members from the five selected UPE schools in Chelekura sub-county.

Sample Size and Selection.

The study was based on a sample size of 127 respondents, which was drawn from a population of 185 respondents. The sample size of 127 was calculated using Krejcie & Morgan's (1970) table.

Table 1: The Population, Sample and Sampling Techniques

S/No	Category	No. per School selected	Total	Sample Size	Sampling Techniques
01	SMC	5	60	41	Simple Random
02	Head Teachers	5	5	3	Purposive
03	Teachers	5	65	45	Simple Random
	PTA	5	55	38	Simple Random
Total			185	127	

The head teachers were purposively selected to provide a documentary review of the UPE schools' performance at PLE for the last five years.

Sampling Techniques and Procedure.

Simple random and purposive sampling techniques were used in this study.

Simple Random Sampling.

Simple random sampling was used in this study to target Teachers, SMC members and PTA members for participation in this study. This method was used to target beneficiary and staff categories of respondents. Even in the selection of the schools for this study, a simple random sampling technique was applied.

Purposive Sampling

The study used purposive sampling to target Head Teachers from the participating schools. The head teachers were purposively selected because of their key position in the school management, as per the research area of interest.

Data Collection Methods

The study used a questionnaire survey and interviews. The study used interviews to collect data since they give an opportunity to probe further for in-depth information.

Questionnaire Survey

Data was collected through questioning of respondents using self-administered questionnaires.

Interviews.

Data was collected through face-to-face interviews. The method of interview using a semi-structured interview guide was used for the head teachers and the school management

committee, as earlier stated. The responses were transcribed and coded accordingly.

Documentary Review

Books, relevant pamphlets, articles, magazines, the website, minutes for meetings, and reports which particularly talk about SMCs and performance, including PLE results in the country, were reviewed.

Data Collection Instruments.

In this study it used self-administered questionnaire, interviews, and documentary review were used.

Questionnaire

Questionnaires were used to avoid subjectivity that results from close contact between the researcher and respondent. The self-administered questionnaires for school management committee, teachers and UPE schools were administered as earlier on stated.

Documentary review

It was used for reasons of reviewing documentary data. This data was obtained through the use of published and unpublished documents.

Interview

This tool was used to collect qualitative data. They are person-to-person verbal communications in which one person is interviewed at a time. They also give a chance to the researcher to revisit some of the issues that were an oversight in other instruments, yet relevant to this study. Interviews were used to collect information which cannot be observed in writing and to capture meanings

beyond words. Interviews were conducted with head teachers (6) and SMC.

Reliability and Validity of Data Collection Instruments

Page | 4 The quality of data depended on the authenticity the validity, and reliability of the research instrument.

Reliability.

Reliability was determined by the split half method that was administered in a school in a nonelected sample within the Council. The Cronbach's Alpha Reliability correlation coefficient was worked out to establish the reliability of the instrument before putting it to use. Enon (1998) states that "reliability implies stability or dependability of an instrument in order to obtain information". The correlation coefficient of ≥ 0.5 was preferred; the greater the coefficient, the more reliable and valid the instrument was assumed to be.

Validity

"Validity refers to the truthfulness of findings or the extent to which the instrument is relevant in measuring what it is supposed to measure" (Earl-Babbie, 2013:58). Quantitatively, the validity of the tool was established using the Content Validity Index. It will involve expert scoring of the essence of the questions in the tool in relation to the study variables. The tool that yielded a CVI beyond 0.7 was within the accepted ranges. Index (CVI) was computed using the formula below:

Number of relevant items

$CVI = \frac{\text{Number of relevant items}}{\text{Total number of items}}$

To establish validity qualitatively, the instruments were given to the experts (supervisor) to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1).

Procedure of Data Collection

After the proposal defense, the researcher was given an introductory letter by the institute for the collection of data. The researcher tested for the validity and reliability first outside the research population. Upon the credibility of the instrument, the researcher came out with schedules for data collection for the respective schools and met the head of the schools to confirm the program's schedules and engaged in the data collection with the appointment of research assistance to support the study programs.

Data Analysis

Data was analysed both qualitatively and quantitatively. Both qualitative and quantitative data were analysed.

Qualitative analysis.

Qualitative data responses were transcribed, sorted and classified. The analysis was done manually, and responses were summarised in a narrative form of presentation of the findings of the study. The technique for qualitative data analysis was content analysis.

Quantitative Analysis

Quantitative data were coded and analysed using SPSS. Descriptive statistics like measures of central tendency, were used to describe and summarise data. Correlation coefficient, regression and cross tabulation were used to obtain the strength of the relationship between variables.

Measurement of Variable (Quantitative Studies)

Data was obtained using a 5-point Likert scale of 1=strongly disagree, 2=disagree, 3=not sure.

4=agree and 5=strongly agree were used to tap respondents' perception of their engagement. A 3

point likert scale of 1= strongly disagree 2=don't know 3= strongly agree. It was administered to the learners because of their understanding level which is limited. The questions were adjusted accordingly to match the targeted information by the researcher. Data generated from open-ended questions were used in the qualitative analysis. The data was transcribed, coded and manually analysed according to context; responses were grouped according to current issues. Questions from interviews were given as illustrations in some areas.

Ethical considerations

Informed consent of the respondent was requested before any documentation was recorded, especially in the interview interaction. It was upon granted acceptance by the respondent that the required data were collected and recorded. For the purpose of privacy, the respondent was informed that the data was meant for study, and their name was not required and confidentiality was observed. Participants' names were withheld to ensure confidentiality in case of future use. To avoid bias, a ballot using yes and no used for the learner's selection required random sampling. The researcher also tried to be as objective as

possible during the data collection and data analysis exercise. All work was cited and referenced to avoid plagiarism required of research work.

Results

Page | 5 Response Rate

The response rate is the percentage of projected participants who responded to the study. If the response rate is 50% or less, it shows that the data is inadequate for analysis, but if the response rate is 60%, it indicates that the data is good for analysis, and if it is 70% and above, then the data is considered as very good for analysis.

Table 2: Target sample and Response Rate.

Respondents	Sample Size	Responses	Response Rate
School Management Committee	41	39	95
Head teachers	3	3	100
teachers	45	40	89
PTA	38	32	84
Total	127	114	90

Table 2, indicates that out of a targeted sample of 127 respondents in total, 114 respondents provided information, giving a response rate of 90% which is good for analysis as per Mugenda & Mugenda (2003). However Amin (2005) assert that 70% of respondent are good enough to represent the sample size for the study. This means that the response

rate at 90% was good enough for the study. The questionnaires were administered to all the school management committees, the teachers, and PTA members in the UPE schools while interview was conducted to the head teachers.

Table 3: Respondents by Gender

Respondents	No	Male	No	Female	TOTAL
		%		%	
School Management Committee	22	56%	17	44%	39
Head teachers	1	33%	2	67%	3
teachers	23	56%	17	44%	40
PTA	23	72%	9	28%	32
Total	69	61%	45	39%	114

Demographic characteristics of respondents

The results in the table 3 show that in general, the majority (61 percent) of the respondents are male, which implies that the Chelekura Sub-County Schools mostly has males. However, the females are also significantly represented in the district at 39 percent.

Table 4: Age group of the respondents

Age group	Frequency	Percentage	Cumulative percent
20-29	14	12	12
30-39	45	39	51
40-49	55	49	100
50 and above	114	100	

Results in table 4 revealed that the majority of the respondents (49%) were in the age bracket of 40-49 years followed by age bracket 30-39 years (39%) while 12% were in the age bracket 20-29 year.

Table 5: Length years of service in school by respondents

	Frequency	Percent	Cumul. Percent
1-3 years	10	9%	9%
4-6 years	48	42%	51%
7-9 years	22	19%	70%
10 and above	34	30%	100.00%
TOTAL	114	100%	

Source: primary data.

The result in the above table 5 indicates that the majority (42 percent) have experience of 4-6 years while 30 percent have experience of 10 years and above.

Empirical finding on the influence of school management committee roles and performance of UPE schools in Chelekura Sub-County- Pallisa district

The result in the table 6 reveal the mean for all the items are above 3.7 with the Likert scale 1 strongly disagree to 5 strongly agree; 3.7 indicates the existence of the variable under study.

The study finding means that the administrative role of SMC influences UPE schools' performances in government aided

primary schools in Chelekura Sub-County (NDISTRICT). the items that confirm the above statistics ;SMC are involved in school planning (4.7), SMC prioritizes academic in their plan(4.2),SMC revisit their plan regularly to identify gaps to address(4.2),SMC involved other stake holders in school planning(4.6),SMC have functional SMC finance committee(4.6),SMC ensures that there is functional Staff finance committee (4.5),SMC approves school budgets(4.7),SMC prioritizes academics in budget(4.7),SMC get adequate financial support from parents towards academic program(3.7),SMC mobilizes resources to support the school from other stake holders(3.7).

Table 6: Descriptive Statistics on the administrative role of School Management Committee (SMC) in Chelekura Sub-County Schools

	SD	DA	N	A	SA	Mean	Std. Deviation
	1	2	3	4	5		
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
SMC are involved in school planning	0	0	0	8(29.6)	19(70.4)	4.7037	.46532
SMC prioritizes academic in their plan	0	0	4(14.8)	12(44.4)	11(40.7)	4.2593	.71213
SMC revisit their plan regularly to identify gaps to address	0	0	3(11.1)	13(48.1)	11(40.7)	4.2963	.66880
SMC involved other stake holders in school planning	0	0	0	10(37)	17(63)	4.6296	.49210
Functional SMC finance committee	0	1(3.7)	2(7.4)	4(14.8)	20(74.1)	4.5926	.79707

SMC ensures that there is functional Staff finance committee	0	0	3(11.1)	8(29.6)	16(59.3)	4.4815	.70002
SMC approves school budgets	2(7.4)	0	0	0	25(92.6)	4.7037	1.06752
SMC prioritizes academics in budget	1(3.7)	1(3.7)	2(7.4)	9(33.3)	14(51.9)	4.2593	1.02254
SMC get adequate financial support from parents towards academic program	0	3(11.1)	9(33.3)	8(29.6)	7(25.9)	3.7037	.99285
SMC mobilizes resources to support the school from other stake holders	0	3(11.1)	9(33.3)	7(25.9)	8(29.6)	3.7407	1.02254
There is SMC Disciplinary committee in the school	0	0	6(22.2)	5(18.5)	16(59.3)	4.3704	.83887
The school has measures to control discipline	0	1(3.7)	3(11.1)	8(29.6)	15(55.6)	4.3704	.83887
The staff have recommendable level of discipline	0		5(18.5)	12(44.4)	10(37.0)	4.1852	.73574
The P7 class has recommendable level of discipline	0	2(7.4)	0	6(22.2)	19(70.4)	4.5556	.84732
The school has vision and mission statement	0	0	0	6(22.2)	21(77.8)	4.7778	.42366
The school has well stated objectives for achieving the mission	0	0	3(11.1)	8(29.6)	16(59.3)	4.4815	.70002
The school has functional school rules and regulation blessed by SMC	0	0	1(3.7)	10(37.0)	16(59.3)	4.5556	.57735
The SMC have developed policies which favors school academic program	0	0	5(18.5)	14(51.9)	8(29.6)	4.1111	.69798
The SMC from time to time review the success of the policies in place	1(3.7)	1(3.7)	4(14.8)	9(33.3)	12(44.4)	4.1111	1.05003

There is SMC Disciplinary committee in the school(4.3),The school has measures to control discipline(4.3),The staff has recommendable level of discipline(4.6),The school has vision and mission statement(4.7),The school has well stated objectives for achieving the mission(4.5),The school has functional school rules and regulation blessed by SMC(4.5),The SMC have developed policies which favors school academic program(4.1),The SMC from time to time review the success of the policies in place(4.1).

The study information is in agreement with interviewee response where one had to say “school management committee are very important for the success of any school, they help in planning and controlling the school resources, another interviewee added were the school management committee are week those schools are always in crises

because the head teacher takes the advantages of the weakness”

As a head teacher I take the day-to-day administration of the school as a primary role of the job. Academic excellence is a priority area in the school planning cycle, followed only by infrastructure. Another added that our role as head teachers we manage the school on behalf of the school management committee but control of finance is of paramount importance since accountability cannot be delegated, there has been no school management committee arrested on issue of accountability but many head teachers have suffered”

Regarding cases of indiscipline, another interviewee had this to say:

A number of measures have been put in place to curb indiscipline and these include: counseling the learners,

sensitizing them, creating rules and regulations, and giving powers to school prefects to control them and went on and affirm that discipline is a strong pillar in school performance at whatever level however the current generation are difficult to handle

All the responses from the interviews echo the SMC member responsibility regarding the various aspects of the supervisory role on UPE schools 'performance was on sound ground that could not be underestimated.

Table 7: Descriptive Statistics

	SD	DA	N	A	SA	Mean	Std. Deviation
	1	2	3	4	5		
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
The performance of the school has been very good at PLE for the last five years	3(11.1)	3(11.1)	12(44.4)	5(18.5)	4(14.8)	3.1481	1.16697
SMC good policies can improve performance in academic, retention, reduce repletion and dropout rate	1(3.7)	2(7.4)	2(7.4)	13(48.1)	9(33.3)	4.0000	1.03775
The SMC needed to know their roles to improve on the academic performance in PLE	1(3.7)	4(14.8)	6(22.2)	10(37.0)	6(22.2)	3.5926	1.11835
SMC focused on the best strategies to improve performance	1(3.7)	4(14.8)	6(22.2)	10(37.0)	10(37.0)	4.0741	0.87380
The consultative roles of the SMC can improve on UPE schools' academic results at PLE if well utilized	0	0	7(25.9)	12(44.4)	8(29.6)	4.0370	0.75862
Good school policies lead to improvement in academic at PLE	1(3.7)	3(11.1)	5(18.5)	12(44.4)	6(22.2)	3.703704	1.067521

The means score of above 3.5 relates to importance attached to the items by the respondents. In the likert scale 1 strongly disagree and 5 strongly agree any means from 3 to one reflected neutral and disagreement with the item in questions.

The respondents over 40% were not in agreement with the statement that the performance of the school has been very good at PLE for the last five years (mean=3.15, SD=1.167).

this mean the 40% of participants disagree with the item which was least scored, SMC good policies can improve performance in academic , retention, reduce repletion and dropout rate (4.0) which mean SMC should generate policies that can improve pass rate , reduce repletion, dropout rate and improve on retention , The SMC needed to know their roles to improve on the academic performance

in PLE (3.59) which mean the SMC success require them to know their roles, SMC focused on the best strategies to improve performance (4.07) this means there are supposed to be deliberate strategies to improve performance, The consultative roles of the SMC can improve on UPE schools' academic results at PLE if well utilized (4.03) this means the SMC are to consult with other stake holders for the results to improve, Good school policies can lead to improvement in academic at PLE (3.7) this means schools success depends on good policies laid down and well implemented.

Chi-Square tests

The Chi-square test was intended to test how likely it is that an observed distribution is due to chance. The test was used

to test independence between two variables. That means that it tests whether one variable is independent from another one. In this case, it tested whether or not a

Table 8: Chi-Square Tests.

statistically significant relationship existed between the role of school management committees and academic performance in schools.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	268.071 ^a	221	.017
Likelihood Ratio	112.596	221	1.000
Linear-by-Linear Association	2.962	1	.000
N of Valid Cases	27		

a. 252 cells (100.0%) have expected count less than 5. The minimum expected count is .04.

The study finding in the table 8 indicates that there is a strong association between the school management committee roles and UPE schools' performance in Chelekura Sub-County government aided primary school by the chi-square value of 268.

The p-value, denoted by "Asymp. Sig. (2-tailed)", is .000. This means that there's a 0% chance to find the observed (or a larger) degree of association between the variables if they are perfectly independent in the population.

However, the interviewee seems to contradict the findings and had this to say;

There are poor results in the school hence more should be done. The enrollment is still not okay, the dropout rate mostly for girls is generally high. There are many players not performing to the expectations which are a contributing factor to the current situation.

Another put the blame otherwise:

There is no support from the parents and the children don't have interest.

Table 9: Correlations

	Administrative	Supervisor y	Consultative	Performance
Administrative	1	.986**	.966**	.960**
Pearson Correlation		.000	.000	.000
Sig. (2-tailed)				
N	27	27	27	27
Performance of UPE schools	.960**	.941**	.966**	1
Pearson Correlation		.000	.000	
Sig. (2-tailed)				
N	27	27	27	27

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

Source: primary data.

Pearson's Correlation test between the variables

The study findings show that there is a significant strong positive relationship between studied variables and UPE schools' performance as shown by the $r > 0.9$ in all observed instances. This gives the implication that a change of 1 Standard Deviation in any of the SMC roles is associated with a change of more than 0.9000 standard deviations in

UPE schools' performance. The low P value of 0.01 implies a large significance of the findings.

The interviewee also agreed with the strong link between SMC roles and UPE school's performance. Some responses during the interviews are noted below:

More needs to be done by the stakeholders and management to improve the academic performance of the school.

Regression Results

The study findings indicate that the regression analysis that was used to examine the extent to which the administrative role, supervisory role and consultative role predict academic performance in the government aided schools in the district.

Table 10: Regression results for administrative role and UPE school's performance
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.975 ^a	.950	.943	.22856

a. Predictors: (Constant), Consultative, Supervisory, Administrative

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.801	.477		-5.876	.000
	Administrative	1.149	.431	.809	2.666	.014

a. Dependent Variable: UPE school Performance

The study findings in the table 10 reveals that administrative roles predict up to 94.3% of the total variance in UPE school's performance (Adjusted R-Square=0.943). This implies that the independent variables can only explain 94.3% of the changes in the dependent variable (UPE schools' performance) while the remaining percentage can be attributed to factors other than the administrative, supervisory and consultative role of the SMC, which are not part of the current study.

More to that, among the independent variables, administrative role ($\beta=1.149$, $p<0.05$) was the better significant predictor of the UPE school's performance.

One interviewee recognised the role of the SMC, though he noted that:

There is a need to help the SMC improve on performance. This can be done through training, after all, most of them have a sound education background.

This statement shows an underlying agreement with the link between the SMC roles. Some of the interviewees said that for the best performance to be realised more all the stakeholders should be brought on board, especially parents who tend not to give adequate support to the UPE schools as required of them.

One of the interviewees had this to say, *We have been given sensitive responsibility, but we have not yet been fully trained on our roles. It may only be good for those coming*

to the office not for the first time, and yet all of us are expected to perform as required of our roles. Please hurry to come and train us"

Discussion of results

The relationship between the administrative role of the School Management Committee (SMC) and the performance of UPE schools at Chelekura Sub-County Schools

The study finding indicates that the administrative role of SMC has a significant effect on the performance of UPE schools; members agreed with the statements in the questionnaire regarding the administrative role of the SMC. The interview revealed that the administrative role of the school management committee has a significant impact on the UPE school's performance.

This is in agreement with such scholars as Dean (1995), Okumbe (1998) and Mukwaya (2012) who noted that SMCs play a very important role in determining the goals and strategic plans of the schools, which result in achieving high academic performance, through acquiring both human and material resources, which are very vital aspects in teaching and learning activities.

As Du Preez & Grobler (1998) have also agreed with the findings, reporting that there is a correlation between sound

financial management and effective, efficient SGBs (in this case, the SMCs).

Whereas members agree with the statements on the policies, the discrepancy in academic performance can be attributed to the fact reported by Namara (2016) that misinterpretation of policies has also been a problem for some of the SMCs, which limits the efficacy of the administrative role on academic performance. Antonowicz et al (2010) agree with the findings on the performance aspect in that SMCs are often found lacking the capacities to oversee and account for the utilisation of resources under them. However, the demographic information on the education level of the school management in Chelekura Sub-County tend to put this aspect at better level since over 70% of the school management committee attained education level from the level of ordinary level to diploma, this seem to assert that the management committee in urban setting have better education background and therefore can perform their roles with less challenges expected of them.

Conclusion

The findings of the study showed that the School Management Committees' Administrative role has a significant influence on the performance of UPE schools. It is therefore concluded that the performance of Chelekura Sub-County is highly associated with the administrative role of the school management committee. There is a positive relationship between the administrative role of the School Management Committee (SMC) and the performance of UPE schools. The administrative role is the most important aspect of the SMC in ensuring the academic performance of government aided schools in the district.

Recommendation

School management committee capacity should be enhanced by the local government to improve on their administrative role implementation.

There is a need to empower the SMCs to independently take steps which will improve the academic performance of UPE schools school reduce the repetition rate, improve on retention in and reduce the dropout rates in the schools instead of tying them to be rigid in general. An approach which only serves to promote laxity and kill innovation by discourage in the school setting. This is because each school is in a unique academic performance environment, and general guidelines should simply be provided, but specifics left to individual schools.

SMCs should provide a clearer strategic lead on Financial Management issues more robustly and ensure that the school is properly accountable for the financial aspects of its performance. This should be done by recruiting qualified

financial analysts by the government and deploying them to these schools with a view to boosting the academic performance therein.

An aspect of the minimum education entry point into the management committee should be established by the relevant authority for policy analysis and implementation, improving the quality of the SMC.

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List of abbreviations

CVI — Content Validity Index
FPE — Free Primary Education
ODI — Overseas Development Institute
PLE — Primary Leaving Examination
PTA — Parents Teachers Association
SMC — School Management Committee
SPSS — Statistical Package for Social Sciences
UPE — Universal Primary Education

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Conflict of interest

There is no conflict of interest.

Availability of data

Page | 12 Data used in this study is available upon request from the corresponding author

Authors contribution

MO designed the study, conducted data collection, cleaned and analyzed data and draft the manuscript and SM supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

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