

**SCHOOL MANAGEMENT COMMITTEE AND THE IMPLEMENTATION OF
UNIVERSAL PRIMARY EDUCATION IN PRIMARY SCHOOLS. A CASE OF
NAKASEKE CENTRAL CONSTITUENCY, UGANDA.**

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2020/A/EDM/2331/R

**A DISSERTATION SUBMITTED TO THE FACULTY OF EDUCATION IN
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A
DEGREE OF MASTER OF ARTS IN EDUCATIONAL
ADMINISTRATION AND MANAGEMENT
OF KABALE UNIVERSITY**

MAY, 2023

DECLARATION

I, **Isingoma Tomson**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award. Where the work of other authors will be used, it has been acknowledged.

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APPROVAL

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DEDICATION

I happily dedicate the research project to my wife, Namyalo Joan, my children, Linord, Linah, Leon, Lisa, Lizan and Lillian. I am grateful for your resilience, support and a shoulder you gave me to lean on during the turbulent times in pursuit for my education.

ACKNOWLEDGEMENT

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

I sincerely thank my supervisors, Dr Conrad Mike Mubarak and Associate Professor Nachuha Sarah, for their relentless guidance and support during the writing of this dissertation, and Dr Michael Etoru, the head of the department foundations of education and Doctor Francis Akena Adyang, for the parental encouragement and all lecturers at Kabale University.

Special thanks goes to Mr Kanakulya Fred, Mugisha David, and the "King of open book," Mr Auk Timothy, for the comfort and support extended to me. Mr Kanyesigye Paul, the academic support was immense, as were all my classmates: Bende, Asimwe, Agatha, Agnes, Norman, Kule, Alex, Vincent, Joseph, and Samuel. The great moment I shared with you put an indelible mark on my life, and I will forever cherish you.

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LIST OF ABBREVIATIONS/ACRONYMS

AGMs	Annual General Meetings
ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
CBM	Community Based Management
CU	Church of Uganda
DEO	District Education Office
FGD	Focused Group Discussion
IRB	Institute Review Board
KCU	Kiwoko Church of Uganda
KI	Key Informant
MAR	Maranatha
MO	Magoma Orthodox
MoES	Ministry of Education and Sports
MRC	Magoma Roman Catholic
P/S	Primary School
PS	Permanent Secretary
PTA	Parent Teachers Association
RC	Roman Catholic
SMC	School Management Committees
SBM	School Based Management
UNCST	Uganda National Council for Science and Technology
UNESCO	United Nations Educational and Cultural Organisation
UPE	Universal Primary Education

ABSTRACT

School management committees appeared not to be effective due to several factors that included some school heads refusing to accept SMC as part of the management system for local schools, SMC members' ignorance about their monitoring roles, among others. Thus, this study was to establish the relationship between School Management Committee and the implementation of UPE in primary schools Nakaseke Central Constituency, Uganda. Using qualitative and quantitative approach, data was collected from a sample of thirty six participants. The findings were that Consultative roles were the most executed as compared to supervisory/monitoring roles and administrative/ management roles. Also findings showed that the level of UPE implementation is low as measure from the administrative, government and parents' response rates although the implementation rate of UPE is still demanding as the turn up rate is less than 50%. Significantly, the study concludes that there is a relationship between the roles of SMCs and implementation of UPE in schools in Nakaseke Central Constituency because a positive linear correlation was observed at $r = +0.693$. On confirmatory level, this was a high positive significance level. Regression analysis concludes that the roles of SMCs significantly predict UPE implementation, $F(1, 31) = 1.546$, $B = 2.486$, $t = 4.768$, $P < 0.000$. Hence H_0 was rejected because the p-value was smaller than the significance level and alternative hypothesis was supported and confirmed that there is a significant relationship between the roles of SMCs and UPE implementation in schools. In conclusion, the study recommends that facilitation and adequate funding should be extended to schools for effective UPE implementation. This is because SMCs lack enough funds even if they want to work. It is therefore important to invest in resource mobilization.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter highlights the history to the research, the problem statement, goal of the study, specific study objectives, research questions, conceptual framework, and importance of the study, the scope of study and operational definitions.

1.1 Study Background

The background of this study was premised on four consistently connected perspectives; historical perspective that indicates the past studies conducted at given levels, theoretical perspective that indicates theory upon which the study was grounded, conceptual perspective that defines key concepts and contextual perspective that indicates the problem that gave a way to the study.

1.1.1 Historical Background

Universal Primary Education (UPE) is one of the major policy tool used in developing countries in their nations to achieve poverty reduction and human development in their development goals. UPE is considered as a means through which fundamental education can be transmitted to all learners in order to provide the requisite knowledge and skills for the job market (Mugabe, 2019).

The concept of UPE, according to UNESCO (2009), has been adopted by developing countries to give primary education to all learners of school-going age for the past twenty years. Thanks to international platforms like the World Round Table Forum which sat in Jomtien, the Education for all millennium summit that sat in September 2000(Mugabe, Robert, 2019). Globally countries have formulated and implemented numerous policies with an aim of operationalizing the policy of education for all. Such policies among many include capitation grants, giving of infrastructure like science laboratories, science chemicals and equipment, staff quarters, library text books and

employment of teaching and non-teaching staff (Kayani, Begum, Kayani, & Shazia, 2011; Ayeni & Olusola, 2013). According to Mugabe (2019) the policies are designed to ensure access to education for all, minimize inequality in education and ensuring that the standards of education are not compromised.

In order to achieve successful implementation of the UPE policy, different countries have adopted school-based management where the community through School Management Committees (SMC) participates in school management (Ayeni & Olusola, 2013). Such community participation is essential for management of schools through enhancing resource mobilization and their monitoring for quality education (UPE Handbook, 2007). The work of these SMCs, according to Osei-Owusu & Kwame (2012), is to develop and approve development plans and mobilize resources to complement capitation grant provided by government. Bategeka & Okurut (2006), and Mugabe (2019), Observed that among the key roles of SMCs is to monitor implementation of the UPE program.

According to Mubita, et, al, (2017), monitoring helps to improve trustworthiness, transparency and relevancy of a project. Mubita, et, al, (2017) further insists that monitoring helps policymakers to track and improve outcomes through organizations taking informed decisions.

Monitoring of schools by SMCs as an indicator of school-based management has however provided mixed results on implementation of educational programs such as UPE in Uganda. While studies such as that of Duflo, Pascaline & Micheal (2012), have found positive effect of school-based management on school performance, others like that of Mugabe & Robert (2019), have found minimal effect. The study at hand therefore, explored the role of SMC as a component of institutional administration in the carriage of UPE within Nakaseke district. Such was done through exploring the experience of SMCs in monitoring of UPE implementation.

1.1.2 Theoretical Background

The basis of this study was steered by the Community Participation Theory as advanced by Charles Abrams in 1975. The theory states that the local community should be given an active role in programs and improvements directly affecting it (Reaven, 2009). In another way considering the fact that no state has the power and ability to solve all the community issues adequately, it is prudent to involve communities in issues that affect them (Abrams, 1975). In Universal Primary Education provision, the people in the communities represented by the School Management Committees (SMCs) where these schools are located are the ones affected directly by the schools. The ideal would therefore be decision making and control of school affairs to be left in hands of the community.

The community involvement in this study was indicated by the active involvement of SMCs in evaluating implementation of UPE in Nakaseke District. In the study, it was assumed that the SMCs conduct evaluation in the areas of budget implementation, funds utilization, resources utilization and infrastructure monitoring in order to achieve the established goals of UPE. Such goals include; improvement of student academic performance, motivation of teachers, increase student enrollment among others.

1.1.3 Conceptual Background

There were two major concepts operationalized in this study: School management committee and UPE.

School management committee

According to the Education Act (2008), the School Management Committee (SMC) is a legitimate body responsible for making educational policies and working with head teachers to ensure quality teaching and learning in primary schools. As stated by the Government of Uganda (GoU, 2007),

the SMC is a statutory organ empowered by law to manage primary schools on behalf of the government, and is mandated to perform administrative, supervisory, monitoring and consultative roles. The administrative roles of the SMC involve planning, financial control, discipline maintenance, and policy implementation to create stability and enhance effective teaching and learning in primary schools. The supervisory role of the SMC includes monitoring and evaluating school development plans and performance-related targets within their jurisdiction.

Universal Primary Education

UPE was introduced in 1997 in all government aided primary schools. According to Bategeka & Okurut (2006), Uganda's UPE programme results can be assessed according to three criteria; access to education, quality of education, and equity.

1.1.4 Contextual background

Studies have shown that the success of UPE largely depends on the effective participation of SMCs in the management of schools. According to Kakuru and Kanyi (2012), the involvement of SMCs in school management leads to improved accountability and better resource management. However, the level of participation and effectiveness of SMCs varies across districts and schools, depending on several factors such as community support, training, and capacity building of SMC members (Lwanga, 2015).

After the implementation of Universal Primary Education (UPE), the government abolished all other school charges and introduced complementary financing measures to ensure its success. To ensure the effective implementation of the UPE policy, several partners are involved with clear roles, although sometimes these roles overlap (Bategeka & Okurut, 2006).

The UPE policy aims to provide free and compulsory primary education to all children in Uganda. To ensure the effective implementation of UPE, School Management Committees (SMCs) were

established as the overall governing body of the primary school system, with the responsibility of managing the schools on behalf of parents and the community.

The MoES, through the District Education Office (DEO) is charged with the responsibility to put in place SMCs which comprise of twelve members (Mwesigye, 2015). These include six members from the foundation body who includes the chairperson and at least two of whom must be women and a selected representative of the school staff, the old students, the parents, the district local council, the sub county/ town council representative and the head teacher who is supposed to be the secretary to the committee (Mwesigye, 2015; Najjumba, Habyarimana, & Lwanga, 2013).

Government aided primary schools in the district are characterized by low school enrollment, high dropout rate, as well as poor performance in Primary Leaving Examinations (Katamba Elijah, 2017). In 2018, over 30 teachers in Nakaseke district were demoted from being head teachers to classroom teachers because of the poor academic performance of learners in UPE (Daily Monitor Newspaper, 2017). Additional challenges in the district included low staffing, inadequate classrooms and staff quarters among others. It was not known whether SMCs were performing their roles in the government aided primary schools or not. This study aimed at evaluating SMCs performance of ascribed roles such as monitoring and supervising, administration and management and conducting consultancy for the implementation of UPE and to determine their relevancy for proper designing of sustainable solutions to existing challenges.

1.2 Problem Statement

Ideally, the implementation of UPE policies would have important effects on enrolment since increasing enrolment of children from poor households, eliminates the gender gap in terms of access, especially to primary education (Orodho, 2014). Similarly, the role of SMCs would be indispensable in enhancement of successful educational programmes (Kayani, *et al*, 2011). In

Uganda the role of monitoring and supervising, administration and management and conducting consultancy of basic education is vested in SMCs for all school stakeholders under the school-based management system. Whereas these roles are meant to track progress of programs for corrective reasons, study findings by (ANPPCAN, 2009) showed that they had not improved the implementation of UPE in Uganda. This was just a glimpse of the roles performed by the SMCs and thus would indicate inadequate performance of the ascribed roles to the SMCs. It was further found out that, there is need for SMCs to properly fulfil their responsibilities as in; school programs coordination, making by-laws for pupil's progress among others. While this was postulated by other researchers, there was insufficient information to establish the role of school management committee and the implementation of UPE in primary schools in Nakaseke Central Constituency, Uganda thus the reason for the study.

1.3 General Objective

The general objective of the study was to establish the relationship between School Management Committee and the implementation of Universal Primary Education in primary schools. A case of Nakaseke Central Constituency, Uganda.

1.3.1 Specific Objectives

The following were the specific objectives of this study;

1. To examine the roles of SMCs in primary schools in Nakaseke Central Constituency, Uganda.
2. To assess the level of UPE implementation in primary schools in Nakaseke Central Constituency, Uganda.
3. To establish the relationship between school management committee and the implementation of UPE in primary schools in Nakaseke Central Constituency, Uganda.

1.4 Research Questions

1. What are the roles of SMCs in primary schools in Nakaseke Central Constituency, Uganda?
2. What is the level of UPE implementation in primary schools in Nakaseke Central Constituency, Uganda?

1.5 Research Hypothesis

Ho: There is no significant relationship between the roles of SMCs and the implementation of UPE in primary schools in Nakaseke Central Constituency, Uganda.

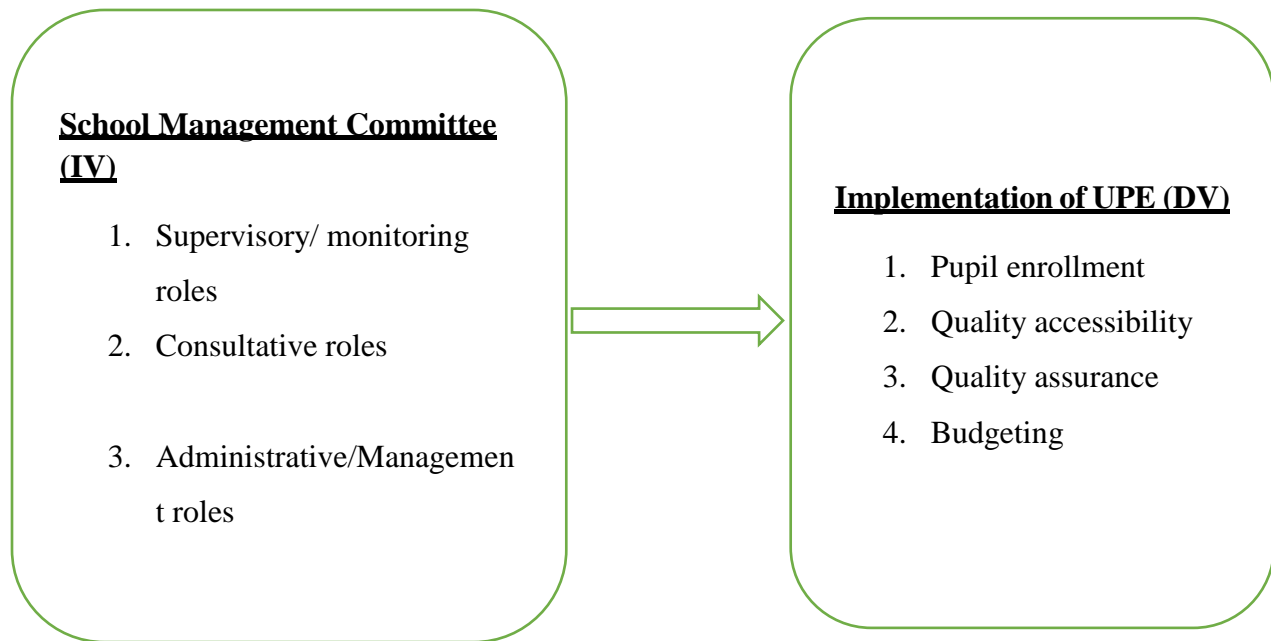
H1: There is a significant relationship between school management committee and the implementation of UPE in primary schools in Nakaseke Central Constituency, Uganda.

1.6 Conceptual Framework

From the conceptual framework below, school management committee roles were pictured to include monitoring of schools as well as day to supervision of school activities, consultative roles which involve SMCs consulting the community as well as district authorities for efficient running of the schools. Administrative and management roles such as approval of budgets, development of school plan among others were pictured to be key roles implemented by the school management committees and thus day to day experiences of the SMCs. Looking at the interactions between these variables, the theory of community participatory as advanced by Charles Abram in 1975 also plays important role in understanding this framework because community should be given an active role in programs and improvement directly affecting it. When the SMCs are engage in the school planning, monitoring and evaluation then UPE goals would be extensively implemented on a short and long run. Therefore the researcher construed that successful implementation of the SMC functions would be reflected on the rate of pupil enrollment in the schools, academic

performance of the pupils, quality of buildings (infrastructure) and motivation of teachers in undertaking their teaching obligations.

Figure 1.1: Conceptual framework



1.7 Significance of the study

Findings from this study will be so important in providing useful information toward primary education practitioners on what constitutes challenges in implementing Universal Primary Education in primary schools. The study generated knowledge and contributed to the basic pool of conducted empirical studies among researchers.

The study helped to shed light on how administrative tasks by the SMCs may be used by schools to improve academic performance of students and motivate teachers. Furthermore, the study provided the Ministry of Education and other stakeholders with the necessary data that can be used for resource allocation and policy changes with regard to the primary education in Uganda

1.8 Scope of the Study

The scope of the study was categorized into content, geographical and time scope.

1.8.1 Content Scope

The study focused majorly on the school management committee as the independent variable with a major constructs as supervisory/monitoring roles, consultative roles and administrative/management roles which was predicted by the dependent variable implementation of UPE with a constructs as pupil enrolment, quality accessibility, quality assurance and budgeting in primary school a case of Nakaseke Central Constituency, Uganda. SMCs and the District Education Officer were the main study population.

1.8.2 Geographical Scope

Nakaseke is a town in Nakaseke District in the Central Region of Uganda. It is the main municipal and commercial center of the district. However, the political and administrative capital in the district is Butalangu. Nakaseke is approximately 66 kilometres (41 mi) by road, northwest of Kampala, the capital and largest city of Uganda. The road from Kampala to Wobulenzi, a distance of about 47 kilometres (29 mi), is all-weather tarmac, with the last 19 kilometers (12 mi) to Nakaseke on a gravel-dirt road. The coordinates of the town are 0°43'48.0"N, 32°24'54.0"E (Latitude: 0.7300; Longitude: 32.4150). Nakaseke Town sits at an average elevation of 1,276 metres (4,186 ft) above mean sea level.

1.8.3 Time Scope

The study looked into the trend of establishment of UPE, 1997-2022. This was enough time to establish the level of its implementation in Primary School in Nakaseke Central Constituency, Uganda. The Universal Primary Education (UPE) program was introduced in 1997 for all people that wanted to access primary education to do so tuition-free. It has now become the provider of

primary education for the majority of children in Uganda. However, this special program has earned the spotlight for all the wrong reasons since its inception. Against this background the study was intended to establish the relationship between school management committee and the implementation of UPE in primary schools in Nakaseke Central Constituency.

1.9 Operational definitions

School management committee: In this study this was referred to as the established stakeholders responsible for implementation of UPE agenda in the playing a key role in monitoring, consultation and management to actualize UPE objectives in Nakaseke Central Constituency.

Implementation: This was applied in this study to mean putting into effect the plans and objectives of UPE into action in primary schools.

UPE: This is denoted in this study as a program set to ensure education for all in a free cost and specifically under primary schools and in this context Nakaseke Central Constituency in order to enhance pupil enrolment, quality accessibility, quality assurance and budgeting of UPE resources to actualize its agendas.

A school: can be defined as an educational institution where students of various ages are provided with structured instruction and guidance in a wide range of subjects, with the aim of promoting academic, social, and personal development. It serves as a place of learning, fostering the acquisition of knowledge, skills, and values necessary for students to thrive in society.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter matched, connected and disconnected written works from different authors, publications and researchers who had studied about the roles of SMCs. The reason was to acquaint with matters concerning roles of SMC's implementation of UPE as investigated by other people from different sources like the magazines, journals, websites that had been printed and published. The chapter entailed theoretical review, conceptual and actual reviews of the study which included: roles of SMCs in monitoring UPE implementation, challenges they faced and major ideas that arose from the literature review.

2.1 Theoretical Review

The study theoretical review was hinged on the Community Participation Theory as advanced by Charles Abrams in 1975. The theory asserts that the local people must be given an opportunity to be at the forefront on issues that affect them directly. Abrams (1975) asserts that it is only rational to give control of affairs and decisions to people most affected by them.

According to Abrams (1975) there is no regime with the power or ability to give solutions to all the community problems satisfactorily, it's therefore important to engage the community on issues which concern them. The theory further asserts that delegation of power to people isn't easy since it involves great mindset change in the attitudes of the professionals and the people in authority. This study will employ the theory of community participation since it is a powerful idea that leads to success of programs. Community participation in this study referred to the process by which

different stakeholders get together to work something out in academic performance, formally and or informally.

The community participation theory in this study guided involvement of SMCs in monitoring how UPE is implemented in Nakaseke District. Under SMCs the community is able to improve attainment of UPE outcome through monitoring budget implementation, funds utilization, resources utilization and infrastructure monitoring (Adeolu & Olusola, 2013). Such outcomes include improvement of student academic performance, motivation of teachers, increase student enrollment among others (Mugabe, 2019). Since SMCs are part and parcel in the exercise of monitoring UPE implementation, the theory reiterates that community engagements increases sense of ownership and control within the community.

2.2 The roles of SMCs in primary schools

According to Lakwo and Kura (2004), the school management committee is the main governing body of the primary school system. This committee was established by Statutory Instrument No. 244 of 1964 and later amended by Statutory Instrument No. 244 of 1969. Bategeka and Okurut (2006) explain that SMCs are government-appointed bodies that oversee the management of schools. SMCs play a crucial role in ensuring effective school operations, development planning, budget approval and management, financial monitoring, and transparency in the use of resources such as UPE grants to achieve better educational outcomes (Bategeka & Okurut, 2006).

Adong (2017) conducted a study on the roles and performance of primary schools in Lamwo District, Uganda. The study revealed that the school management committee has a crucial role to play in ensuring effective management of primary schools in Uganda. One of the significant roles of the SMC, as noted by Adong, is to provide consultative services to ensure proper decision-making and prevent issues that may hinder the smooth running of schools, staff, and pupils'

welfare. This role is supported by the Guidelines on policy, roles, and responsibilities of stakeholders in the implementation of UPE by the Ministry of Education and Sports Kampala (1996).

Kabiaru (2013) carried out a study on Analysis of the roles of school Management committees in the implementation of inductive education in public primary schools in Kasarani district, Kenya, she found out that the school Management committees (SMC) have roles to play in line with the education act and education regulations. This includes planning and procurement, supervision of construction projects in schools, mobilization of parents and community and sourcing for funds from project donors. School Management Committee Roles plays the role of procurement and learning resources and many others.

Local Community involvement in the management of schools through SMCs is vital due to its ability to mobilize financial as well as human resources which are necessary for the provision of education needs of the community (Prew, 2009). Prew (2009) further argues that SMCs work more in developing countries where there is always scarcity of resources needed in running of education services and would thus require monitoring to ensure effective utilization. This is different in developed countries where schools are self-sustaining with less requirement for community to mobilize resources.

As per the Education (Pre-primary, primary and post-primary) Act, 2008, School Management Committees (SMCs) are governed by Regulation and comprise twelve members, including:

- i. Six members nominated by the foundation body, out of which at least two must be women, and the chairperson

- ii. One representative nominated by the district council's standing committee responsible for education, on behalf of the local government
- iii. One representative of the local council executive committee, either the education secretary at parish council or the chief, or their representative
- iv. One person elected by the sub-county or city division or municipal, as the case may be
- v. One representative of the school's parents elected at the annual general meeting
- vi. One representative of the school's staff, including both teaching and non-teaching staff, elected by the staff at a staff meeting
- vii. One representative of the school's former students, elected at a meeting of the association of former students (The Education (Pre-primary, primary and post-primary) Act, 2008).

According to Najjumba, Habyarimana, & Lwanga (2013) SMCs are entrusted with four major duties which include; the Management of finances, Conflict resolution, Staff and student management and Development of infrastructure. The roles of the school management committees can be categorized into three ways that is monitoring & supervisory roles, consultative roles as well as the administrative & management roles as indicated below

Better functioning of schools is an outcome of how its resources are effectively and efficiently handled in a manner that is transparent and accountable (Antonowicz, 2010). While financial monitoring is a key function of SMCs, varied results on financial monitoring by SMCs are given by different scholars. A study by (Longino, 2019) in Tanzania for example established that SMCs were active and facilitated planning, budgeting and implementation and monitoring capitation grants provided by the government. In that study it was revealed that in some schools, school administrations were unable to utilize schools' funds without the order of SMCs.

Bashaasha, Najjingo and Nkonya (2011) on the other hand note that many SMCs are unable to undertake their role of monitoring finances because they are denied access to information that is relevant for their monitoring by school administrations. The researchers assert that such denial is based on the excuse by school administrations that many SMCs are illiterate and as such lack knowledge and expertise to manage school activities. SMCs haven't fulfilled on their maiden roles due to inability to plan, budget, control and administer school resources (Kiprono et al., 2015).

Supervisions are key activities through which coordination of activities as well as identification of problems for appropriate action is undertaken. Different SMCs however perform this differently. A study by Longino (2019) identified that some SMCs supervised and ensured good coordination among school departments. This is highlighted to have contributed towards improvement in academic results. Key among the duties of SMCs is monitoring projects in schools. Njeru in his research carried out in many public schools in Kenya, Kasarani district discovered that the roles and mandate of SMCs is firmly engraved in the education act and the education regulations (Njeru et al., 2013).

The study by Njeru, (2013) further revealed that SMCs were responsible for smooth running and development of the school through sourcing for funds to finance construction projects, mobilization of parents for community engagements, planning and procurement and supervision curriculum delivery (Njeru, 2013). Unfortunately, Ayeni (2013) argues that a good number of SMC members have no idea on how school programs are managed and governed on a day to day basis. Such SMCs are also deficient of how personnel administration issues are dealt with, their constitutional mandate where they are supposed to offer technical guidance for better sustainability and performance of the institution (Ayeni & Olusola, 2013). Proper monitoring of a project requires knowledge of indicators for supervision as well as expected targets for those indicators

which are well engraved in a supervisory framework (Jerry and Anne, 2008). According to the Ministry of Education and Sports (2007), in Uganda, the monitoring framework for schools participating in UPE is created by the MoES and it is the responsibility of SMCs and the local community to execute it to monitor school programs. However, it was uncertain in Nakaseke whether the SMCs of UPE schools were aware of the monitoring framework established by the MoES and whether they were adhering to it. Thus, the purpose of this study was to investigate the experience of SMCs in Nakaseke in implementing the infrastructure monitoring framework of UPE.

On behalf of the community, school management committees are supposed to work together with school administrations to procure quality scholastic materials. Wada (2014) observes however that many SMCs are unable to undertake monitoring of quality scholastic materials because they lack necessary capacities and skills to support school administrations. On the other hand while the SMC's handbook revised edition (2007) in Uganda identified that the SMCs were to supervise resource utilization in the school and give advice where necessary, no study had explored in detail how this was done in UPE schools(Najjumba *et al.*, 2013).

Many studies among developing countries have highlighted the significance of SMCs in improved school academic performance. Studies by Mensah (2008), in Nigeria and Berg and Noort (2011), had for example observed that schools where SMCs were functional, academic performance was significantly higher than those where SMCs were absent or non-functional. It was not clear whether SMCs in Nakaseke district were monitoring academic performance in those schools. This study therefore aimed at establishing whether SMCs monitored academic performance and how they did it in Nakaseke.

In Uganda, the handbook for School Management Committees by the Ministry of Education and sports highlights that, SMCs should strive to ensure that learners, teachers and parents fulfil their obligations, so as to ensure that proper instruction of teaching and learning is moving on smoothly in schools, ensure scholastic materials like reading and writing books, laboratory equipment and chemicals, extra-curricular kits are provided to the learners, reassure school employees about the security of their jobs, supervise and appraise the teaching and non-teaching staff on a routine, make sure the time on task is adhered to by both teachers and learners and follow the calendar according to the Ministry of Education and Sports

While SMCs are mandated to monitor academic performance and ensure increased performance, many are unable to take action over existing gaps. A study by Longino (2019) for instance identified that SMCs were discouraged in monitoring performance due to failure by parents and community to contribute in teaching and learning resource. According to Longino (2019) this was because parents had a wrong attitude that government was providing free education to the children. The study further highlighted that failure to mobilize training of teachers during monitoring have posed a gaps in teaching which further demotivates them.

While SMCs monitoring function is shown to have an influence on academic performance of schools, most of these conducted studies do not show how monitoring process is done by the SMCs. Therefore, this research intended to explore such experience of SMCs in monitoring school performance.

According to the Education Act, (2008), (Pre-primary, primary and post-primary) the School Management Committees are mandated to perform consultative roles. SMCs are highlighted to be responsible for making arrangement to gather proposals, views or representation from staff members to enhance proper management of the school.

In the study carried by Lakwo and Kura (2004) SMCs training manual are responsible for supporting the head teacher by making follow-ups to the District Education Officer for administrative and personnel needs. In this SMCs consult with the DEO to ensure that any missing gap in the management of the schools is filled for success of education.

The Education Act of 2008 further establishes that School Management Committees should be consulted before transfer or posting of a head teacher and deputy head teacher. In this the SMC can appeal against any district authority action of transfer of such a head teacher when not consulted where they give reasons against or for the personnel in question for proper management of the schools (The Education (Pre-primary, primary and post-primary) Act, 2008).

A study by Njeru (2013) that analyzed the roles of SMCs in the implementation of inductive education in public primary schools in Kasarani district in Kenya established that SMCs are responsible for planning and procurement, mobilization of parents and community as well as sourcing for funds from donors to support successful running of the schools. According to (Bashaasha, Najjingo, & Nkonya, 2011) school management committees play a key role in the decentralization of education where they provide overall direction to the operation of the school it manages for which it has been established.

Further to facilitate proper management and administration, the Education Act, 2008 mandates SMC to declare vacancies of non-teaching staff for the school to the district service commission through Chief Administrative Officer in consultation with the District Education Officer for their recruitment. SMCs further perform day to day running of schools through the head teachers of those schools where such head teachers monitor teacher attendance to duty, management of resources and resolving child and parents' problems arising from the schools. (Lakwo & Kura, 2004)Further establishes that SMCs are responsible for mobilization and efficient use of resources

for schools that they are responsible for. The SMCs through the head teacher further ensure finance utilization transparency through displaying of received funds as well as expenditures on noticeboard on a monthly basis.

In a manual of training School Management Committees, (Lakwo & Kura, 2004) assert that SMCs play a role of procurement of necessary scholastic materials needed for effective running of schools. SMCs further are entrusted with writing off worn out, surplus or obsolete equipment with advance information of the District Education Officer. According to the Education Act, 2008 school management committees are mandated to ensure that schools have a development plan which is made in consultation with the community as well as the foundation bodies of schools. They further receive, discuss and make preliminary approval of school budgets from school staff in a full SMC meeting which they later send to the District Education Officer for final approval. This study aimed at establishing how the consultative and administrative roles were being conducted in Nakaseke since this was undocumented.

2.3 The level of UPE implementation in primary schools

The implementation of Universal Primary Education (UPE) in Uganda resulted in an instant increase in school enrolments, with primary school enrolment more than doubling from 3.1 million children in 1996 to 7.5 million in 2007. However, the elimination of school fees before necessary infrastructural developments or improvements were made in the school system led to a significant decrease in resources available per pupil and an increase in the pupil-teacher ratio.

This access shock continues to put a strain on the country's education infrastructure, causing a shortage of teachers, school materials, poor-quality education, overcrowding, and an increase in over-age students, limited school resources, school enrolment challenges, and high dropout rates. The HIV/AIDS epidemic has also negatively impacted school attendance, particularly for orphans

who are more likely to not enroll, dropout, and not complete. In light of these challenges, this study proposes a multi-dimensional approach to improve UPE implementation efficiency by challenging School Management Committees (SMCs) to effectively perform their various roles in schools in Nakaseke Central Constituency, Nakaseke District.

Similarly, a study on the functionality of Basic Education Programme (UBE) in Nigeria by Etor, Mbon, and Ekanem (2013) revealed serious challenges that hindered the implementation of the UBE programme in Nigeria, such as the lack of infrastructure and enabling environment to accommodate children, unequal participation among children, and underfunding. The study recommended that the government should improve infrastructural facilities in schools, promote a nationwide UBE awareness and enrolment campaign, and demonstrate serious commitment to ensuring quality control and general coordination of UBE implementation by setting aside 20% of its Consolidated Revenue Fund (CRF) to support the implementation of the program. However, despite these recommendations, this current study carried out a similar investigation in UPE in Nakaseke District to test the authenticity of the findings. Additionally, the location and year of the findings from the Nigerian study are too distant to confirm the statement, hence the need for the current study.

According Abuya, Admassu, Ngware, Onsomu and Oketch (2015) concluded that Free Primary Education Policy has substantially increased school enrollment rates in Sub-Saharan African countries. The success and sustainability depend on teachers' perception, motivation, and proper implementation of the policy in the classroom. Few studies focus on teachers' experiences and challenges in the process of implementing the policy. This study was based on theoretical reviews using the bottom-up or top-down and incremental policy frameworks. The study used a desk review of the documents from the Ministry of Education and other published materials from an

Education Research Program in Kenya. Findings suggest that there is no adequate empirical study to support the views and assertions concerning teachers' experiences and motivation toward the implementation of free universal primary education policy in Kenya. The researcher of this study has covered these gaps by carrying an empirical study which has encompassed these areas to ascertain the role of SMCs in the implementation of UPE in schools in Nakaseke District, Uganda.

In Kenya, the provision of basic education is considered a human right and citizens are entitled to free and compulsory education as outlined in the Constitution of Kenya and the Basic Education Bill of 2012. However, despite efforts made since independence and more recently in 2003 to implement Universal Primary Education, little has been done to assess the extent to which it has been achieved and whether there is equality in participation. A survey conducted by Uwezo in 2010 revealed that learning outcomes have been significantly compromised due to increasing enrollment of children from wealthier families in private schools, which perform better than public schools on the KCPE. This has led to concerns about rising inequality and stratification. The current study was conducted in Nakaseke District, in a different country and at a different time, in order to determine the current status of UPE implementation in schools and provide an authentic conclusion. The study was motivated by similar challenges faced in Kenya and aimed to assess how UPE is being implemented in schools in Nakaseke District. The citations have been maintained.

2.4 The relationship between school management committee and the implementation of UPE in primary schools

According the study by Mugabe (2018) it confirmed that SMCs influence on the implementation of UPE Results from the quantitative analysis further revealed a strong positive correlation between ascribed roles played by SMCs and implementation of UPE ($r=0.639$, $p<0.01$). This

analysis shows that there is an evidence to show that SMCs in schools are vital in UPE implementation. In confirming this findings, results from interview reveals that SMCs role in monitoring the implementation of UPE to a big extent has been effective. Pupil's access and enrolment in schools have increased and resource inputs that facilitate teaching and learning have been monitored and efficiently utilised. The findings from the interview give a clarification that seems to indicate that SMCs are committed in ensuring the successful implementation of UPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter showed the criteria that were followed by the researcher to realize the set targets. The section of methodology were sub-divided into the study design, population, sampling procedure and sample size, data collection methods, data collection instruments, data quality control, data analysis and presentation plan and ethical considerations as well as the data dissemination procedure.

3.1 Design of the Study

Research design is defined as the structure of the study (Gay & Airasian, 2003). The study adopted a mixed method. During data collection and analysis, the study employed both qualitative and quantitative approaches, supporting the triangulations necessary for contemporary scientific research. Qualitative means of collecting information are chosen in this research because qualitative methods are helpful in discovering the meaning that people give to events that they experience (Merriam, 1998). All these approaches were to ensure that rich and comprehensible data in reference to SMCs roles in implementation of UPE in schools in Nakaseke District.

3.2 Study area

The study was carried out in Nakaseke District, located in Central Uganda. The district is bordered by Luweero District to the north, South West is Kiboga, South East is Wakiso, Nakasongola District to the North, West to Kyankwanzi, and South to Mityana meanwhile Masindi lies to the North West. Nakaseke District is divided into 10 sub-counties and 5 town councils with an

estimated population 241,400 people covering an area of 3477.3 3km²(Uganda Bureau of Statistics, 2016).

3.3 Study population

The population of the study comprised of five selected UPE schools in Nakaseke Central Constituency which was chosen for easy accessible to the researcher as well as having a high concentration of government schools. The schools included Kiwoko Church of Uganda(C/U) Primary School, Magoma Roman Catholic (RC) Primary School, Maranatha Primary School, St. Jude Kabubbu RC Primary School and City of Faith Primary School.

3.4 Sample size determination

A sample size is the number of elements that the study intends to cover from the target population and these may be human beings, animals or other things (Amin, 2005). The study sample size was computed using the Krejcie and Morgan formula of Sample Size Determination (1970). This is supported by the formula below:

$$s = \frac{NP(P)(1 - P)}{(NP - 1) \left(\frac{B}{C}\right)^2 + P(1 - P)}$$

Whereby; s = sample size

NP=Population size = 40

P=Number expected to answer a certain way which is 50% =0.5

B=Sampling error = 5% = 0.05

C=Confidence level. The level of confidence used by most researchers is

1.960

Therefore, by substituting the variables and calculating for the sample size, s,

$$s = \frac{40(0.5)(1 - 0.5)}{(40 - 1) \left(\frac{0.05}{1.960} \right)^2 + 0.5(1 - 0.5)}$$

$$s = \frac{10}{39 \times 0.0006507751 + 0.25}$$

$$s = \frac{10}{0.2753802289}$$

$$s = 36.3$$

The total sample size is approximately 36

Therefore, sample size is = 36

Table 3.1 sampling methodological matrix

$$\text{Sample size per stratum} = \frac{\text{SampleSize}}{\text{TotalPopulation}} \times \text{StratumSize}$$

N =40

Category	Population	Sample size	Sampling technique
Members of SMCs	37	33	Stratified sampling
District Education officer	1	1	Purposive
Senior Inspector of Schools	1	1	Purposive
District secretary of Education and Health	1	1	Purposive
Total	40	36	

Source: Krejcie and Morgan (1970) table

3.5 Sources of data

The study focused on primary data which was collected from School Management Committee members from selected Universal Primary Education Schools within Nakaseke district and the key informants. On the other hand, secondary data was sought from different publications in line with the study objectives and concrete literature review was established.

3.6 Sampling technique

This study employed probability and non-probability sampling techniques. Simple random sampling was used to achieve desired presentation from the members of accessible population that is the selected schools. This sampling technique involved picking the schools at random without discrimination as far as it meets the inclusion and exclusion criteria.

Stratified sampling technique is a sampling strategy that categorizes study elements with homogenous characteristics into one group (Amin, 2005). The members of SMCs were sampled using stratified random sampling depending on UPE schools. Stratified sampling was used since these respondents have homogenous characteristics based on their areas of professionalism thus; it allowed representation of all categories appropriately.

Purposive sampling technique is a sampling strategy that is used on key respondents or informants with confidential information (Oso & Onen, 2009). District Education Officer, Senior Inspector of schools and District Secretary of Education and Health within Nakaseke District were sampled purposively basing on the responsibilities they have in monitoring, appraising and implementation process of UPE in schools.

3.7 Data collection methods

In this study quantitative and qualitative data collection methods were adopted. Primary data were collected using questionnaire and interview methods. Multiple data collection instruments were used to check the validity of the study findings; this allowed generalization of results to the target population.

3.7.1 Questionnaire

According to Touliatos and Compton (2018) a questionnaire is a document that has a set of questions that require responses. Questionnaire survey method was used to collect data from the members of SMCs because the study is concerned with variables that requires empirical statistics to help prove the extent of the implementation of UPE in Nakaseke District which cannot be just measure directly by observation thus require respondents' views, opinions and feelings. Closed ended questions were adopted. The questionnaire was structured under sections where section A includes background information; section B involves the independent variable and section C the dependent variable.

3.7.2 Interviews

The researcher also adopted an interview method to enrich the study findings. An interview is a face-to-face interaction between the interviewer and the interviewee (Fontana & Frey, 2005). The research participants were interviewed orally and wrote down memos and extracting the common themes of every interview sessions and matching them to the designated research objectives. These interviews were intended to gather information from participants with professional knowledge about the study, such as District Education Officer, Senior Inspector of Schools and District Secretary of Education and Health. Only the aforementioned research participants were interviewed because they are responsible for the implementation of UPE.

3.8 Data collection Instruments

The study adopted self-administered questionnaires and interview guides as the main instruments of data collection.

3.8.1 Questionnaire

Data was collected using a self-administered questionnaire with structured and closed ended questions. This questionnaire was for members of SMCs in the selected primary schools. The questionnaire was grouped into section A on Members of SMCs bio-data, B on Roles of SMCs and section C on Implementation of UPE. The use of a self-administered questionnaire allowed for secrecy because it helped prevent researcher tampering with the provided data.

3.8.2 Interview guide

The second tool used for data gathering was an interview guide. The three individual objectives were followed by sections of the interview guide. The researcher posed open-ended questions while taking notes, and the inquiries were not closed-ended. The district education officer, senior school inspector, and district secretary of education and health were interrogated regarding UPE implementation in Nakaseke District schools using the interview guide. It was used to help fill in the blanks left by the self-administered question.

3.9 Validity and Reliability

3.9.1 Validity

The degree to which an instrument measures what it was designed to measure is its validity (Kakinda-Mbaaga, 2000). With the assistance of professionals like the supervisors from Kabale University, the validity of the instruments was verified. Based on this, the validity of the questionnaire was assessed utilizing supervisory content experts. The supervisors were provided the tools to determine whether the questions were pertinent or not after a content validity index was determined using the following formula:

$$CVI = \frac{\text{Number of items judged right}}{\text{Total items in instrument}}$$

$$CVI = \frac{19}{20}$$

$$CVI=0.95$$

This instrument was valid at a high positive validity of 0.95 that is by approximation +1. Kakinda-Mbaag, (2000) confirmed that an instrument is considered valid when the final or computed value is greater than 0.5. Therefore the instrument is valid with a range value of 0.95.

3.9.2 Reliability

Using the Cronbach Alpha technique, the reliability of the instruments was determined. With SMC members, a total of 15 questionnaires were pretested and SPSS version 21 was used to enter the data that was obtained. Respondents were given access to the remaining questionnaires in order to collect data.

The consistency of the research instrument was assessed using reliability statistics, the Cronbach Alpha scale in order to ensure reliability.

Table 3.2: Reliability Statistics

Cronbach's Alpha	N of Items
.988	19

Source: filed data (2023)

The test above indicated that Cronbach's alpha range is at $\alpha = 0.988$, this means a high level of internal consistency for the scale with this specific study instrument which was in line with the confirmation by Cresswell (2009) who opined that with the use of Cronbach Alpha method the reliability of an instrument is reliable once they are greater than 0.5.

3.10 Data Collection Procedure

After the authorization of the research proposal, an introductory letter was issued from Kabale University to introduce the researcher to the Nakaseke District officials. The researcher also wrote a personal introductory letter requesting respondents to give primary data on consent. The data collected was sorted and then analyzed. Afterwards, the final report was compiled and submitted to Kabale University for examination.

3.11 Data analysis and presentation

Data analysis is the methodical application of logical and statistical approaches to explain and demonstrate, summarize and assess data (Shamoo & Resnick, 2013). To make data more understandable, it must be sorted, altered, coded, and categorized. It was crucial to make sure that any incompleteness and discrepancies in the data acquired were recorded and clarified as soon as the data had been collected from the respondents, therefore both qualitative and quantitative data were analyzed to make it more meaningful.

To achieve the necessary quality, accuracy, and completeness, quantitative and qualitative data were compiled, sorted, revised, and coded. It was placed into the Statistical Package for Social Sciences (SPSS) version 21 computer program for analysis. The SPSS computer program makes use of tables to enhance logical analysis. To determine the connection between SMCs roles and the implementation of UPE in schools in the Nakaseke district, correlations were conducted. Tables were used to present the results in a descriptive format. Verbatim transcriptions of the interviews' qualitative data were used for manual thematic analysis that incorporated the respondents' opinions. Based on the researcher's subjective assessment of the study's goals, a conclusion was drawn. The categorized, analyzed, and interpreted data was gathered in accordance with the objectives of the study.

3.11 Ethical considerations

The researcher sought permission to conduct the study from Kabale University after the proposal defense for data collection. Further authorization was sought from the District Education (DEO) of Nakaseke District, the Head teachers and chairpersons of the SMCs of the selected UPE schools. Informed consents were obtained from the participants to make their own decisions to participate in the study. Phone contact for principal investigator was given to them in case of need to provide further information to the study. The participants were informed about the aim of the study, and probable benefits, and assured that participation is voluntary where they could opt out at any time of the interview without any penalty. Confidentiality, anonymity and protection of the participants were ensured in the compilation of the report.

3.12 Study limitations

Information for this study was collected from SMCs in UPE schools in Nakaseke district. The outcomes were only for the people who had been interviewed and those who answered the questionnaire and which would make it inapplicable to other Districts. This was minimized through combination of data collection methods for validation. The outcomes of the research are restricted to the manner in which the members interpreted interview questions. This was minimized by probing further to ensure that more information is generated.

3.14 Dissemination plan of the results

Results of the study were disseminated as a report submitted to Kabale University. Furthermore, the Nakaseke District Education Office and the selected Universal Primary Education schools in the study also received a copy of the report upon approval.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study was intended to establish the relationship between School Management Committees and the implementation of Universal Primary Education in primary schools in Nakaseke Central Constituency, Uganda. The study findings were presented according to the demographic characteristics of the respondents who participated in the study; the analysis of the collected data and its interpretation were in relation to the study objectives.

4.1 Rate of response

After sorting the questionnaires that are valid base on the completed survey, out of the 33 questionnaires the researcher distributed, 33 were returned with all the necessary information, translating to a response rate of 100%. 3 key informants were interviewed, that is, District Education Officer, Senior Inspector of Schools and District Secretary of Education and Health accounting for 100% response rate. The table below has the details of the response rate.

Table 4.1: Rate of response

Instrument	No. Sampled	No. Interviewed	Percentage
Interview	3	3	100%
Instrument	No. Sampled	No. Returned	Percentage
Questionnaire	33	33	100%
Total	36	36	100%

Source: Field data (2023)

The overall response rate obtained was 100%. This can be supported by Mugenda (1999) who argues that a rate of response above 70% is sufficient to represent the research findings. This was a good response rate for this study.

4.2 Background Information of Respondents

It was crucial to ascertain the demography of the respondents, the main focus was on age, gender and educational background of the research participants. This is because, these characteristics may affect evaluation of SMCs roles in the implementation of UPE in schools was thought to be of utmost importance. Table 4.2 below has the details of their rate by age.

Table 4.2 Age of the respondents

	Frequency	Percent
Less than 25 Years	0	0
26-35 Years	8	24.2
36-45 Years	17	51.5
46 Years & above	8	24.2
Total	33	100.0

Source: Field data (2023)

From table 4.2, the majority of respondents 51.5% (n=17) were between the ages of 36-45 years; 24.2% (n=8) were between the ages of 26-35 years, 46 years and above respectively. The study found no one who is less than 25 years. The percentage of the findings above was an indication of matured and abled respondents that are quite aware of what their roles could be.

4.3 Gender of respondents

The research was carried out on respondents that consisted of both male and female as shown in Table 4.3 below:

Table 4.3 Gender of the respondents		
	Frequency	Percent
Male	15	45.5
Female	18	54.5
Total	33	100.0

Source: Field data (2023)

According to Table 4.3, it showed that 54.5% (n=18) respondents were male with greater percentage as compared to females with a rate of 45.5% (n=15) who participated in the study. This implies that in the context of this study, there were more male respondents than females who were represented as SMCs in the schools in Nakaseke Central Constituency, Nakaseke district.

4.4 Respondents educational level

More so, their educational level was accessed as presented in Table 4.4 below.

Table 4.4 Respondents Level of Education		
	Frequency	Percent
PhD	0	0
Masters	2	6.1
Bachelors	8	24.2
Diploma	4	12.1
Others	19	57.6
Total	33	100.0

Source: Field data (2023)

Evidently, the statistical findings in Table 4.4 above showed that the majority of the research participants have not attained higher level of education; others fall in the range of 57.6% (n=19); Bachelor's degree with a range of 24.2% (n=8) followed by Master's degree with a percentage of 6.1% (n=2), and Diploma holders with 12.1% (n=4) respectively. None of the participants have attained PhD. Basing on this, the study recommends that there should be an education limit for one to be appointed or elected it should assess to confirm whether these SMCs have experiences in Education and management as this would be better to implement the UPE instead of any random person been chosen.

4.4 The roles of SMCs in primary schools

The respondents were asked, the roles of SMCs in schools in Nakaseke Central constituency, Nakaseke District. The findings in table 4.5 indicated how they responded by case summary and categorical based on given roles. Data was collected using a Scale of 1= Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree and 5 = Strongly disagree using multiple response analysis to show their degree by percentages per cases.

Table 4.5 Case Summary on the Roles of SMCs

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Supervisory monitoring role	19	57.6%	14	42.4%	33	100.0%
Consultative roles	23	69.7%	10	30.3%	33	100.0%
Administrative management roles	15	45.5%	18	54.5%	33	100.0%

a. Dichotomy group tabulated at value 1.

Source: Field data (2023)

Evidently, Table 4.5 above the response rate showed that mostly the role of SMCs includes Consultative roles with agreeableness of 69.7% (n=23) followed by 57.6% (n=19) on supervisory/monitoring roles and finally 45.5% (n=15) agreed that administrative/ management roles are roles of SMCs in Nakaseke Central constituency. This finding denotes that despite the aforementioned roles there are other factors that may be necessary for the SMCs not agreeing

totally to the roles mentioned. These can be viewed in details by the following details below as represented by each categorical of roles played under each sub-divisions examined.

Table 4.6 Supervisory/monitoring role Frequencies		Responses	
		N	Percent
	SMCs carries out assessment of the overall academic performance and give reports to the different stakeholders	15	45.4%
Supervisory/monitoring roles	SMCs carries routine supervision of the school activities by the management	9	27.2%
	SMCs conduct follow up meetings on planned school activities/programs	11	33.3%
Total		33	100.0%

a. Dichotomy group tabulated at value 1.

Source: Field data (2023)

Table 4.6 showed vividly that among supervisory/monitoring role, SMCs carry out assessment of the overall academic performance and give reports of the different stakeholders at a percentage of

45.4% (n=15) followed by 33.3% (n=15) who carried out routine supervision of the school activities by the management and lastly, 27.2% (n=9) of the SMCs conduct follow up meetings on planned school activities/programs. Overall as stated above, this is less than 50%. That means the SMCs may not be playing their roles or does not know their roles or there are other factors that may be hindering them from performing their roles. Hence, this does lead to mismanagement of schools due to poor supervisory/monitoring by SMCs.

On the interviews regarding monitoring and supervisory roles performance by school Management Committee

Discussion with different key informants on how school management committees conducted monitoring and supervisory duties showed that this occurred in four major ways that included; budget execution; academic performance as well as management and school activities.

Budget execution

Budget execution was the most narrated mechanism through which school management committees performed their monitoring function being cited by all the three key informants. In budget execution, participants confirmed that the SMCs do prepare budget, approve it, analyze its implementation, keeping records of expenditure, following expenditures for proper utilization of funds and also declaring any UPE funds received by the school to the community. The key informant also affirmed that the school management committees do receive funds on a quarterly basis and the existing policies were giving them opportunity to sit on a quarterly basis to agree on the expenditures for that term;

I found out that before a new term begins, the SMCs prepare a budget to help in the running of the school as well as support the head teacher's work. After they have received money, it is utilized by the school on a quarterly basis (Key informant A).

I have witnessed from their records and minute books that the SMCs do have meetings and records are kept from the findings I got during supervision. (Key informant B).

This means, budget execution as one of the roles of SMC committee was fairly done basing on the information provided by the key informants.

Following up records of accountability was discussed as a mechanism used to monitor utilization of funds in the school. This according to one member was done by committee members asking for books of accountability and going through them to make sure that they are balancing and only expenditures agreed on are featuring in the books;

During inspection, I have monitored financial management of UPE funds through following the school records of funds to establish whether they balance and if expenditure is only for agreed items (Key informant B).

Therefore the SMCs monitored proper utilization of resources in schools by 27.2% as shown above

Academic performance

Academic monitoring was observed as a mechanism of monitoring the school management committees if they actually perform their roles. The study revealed that the main areas of academic monitoring were majorly entailed in pupils' performance, teacher performance and curriculum implementation. Teacher performance from the study was monitored through the reports from the key informants. Teacher performance was observed to be more monitored through following up attendance of teachers on duty both physically and in the registers. Inquiry was also being made

through the SMC members on availability of teachers. Monitoring of teachers was also enhanced through checking the arrival time of the teachers where teachers were often cautioned if they were found not to be arriving on time. Key informants also reported observing teachers' performance through following the pupils' performance in the subjects they teach;

As a team we also check the teachers' arrival book to establish whether they reach on time.

We told them that the latest time should be 8:30am but still some reach beyond that time (Key informant A).

We follow teachers' performance through observing how pupils perform their subjects on a termly basis (Key informant B).

Participants also affirmed that academic monitoring was conducted through visiting the school and checking the pupils' books. To improve performance, some school management committees put incentives such as rewards for best performing pupils;

We conduct monitoring of academic performance through visiting and checking pupils' books at the school. Where we find poor handwriting and scores, we talk to the teachers to help the learners (Key informant A).

Improving performance of pupils is one of the things that is challenging. We try rewarding the best performers in the school (Key informant C).

From the above submission the study concluded that SMCs visit schools as a way of monitoring academic performance.

Table 4.7 Consultative roles Frequencies

		Responses	
		N	Percent
Consultative roles	SMCs provides materials for learning in time	17	53.1%
	SMCs implements the work plan according to the time frame	9	28.1%
	SMCs check to ensure school have enough teaching staff	7	21.2%
Total		33	100.0%

a. Dichotomy group tabulated at value 1.

Source: Field data (2023)

Statistics from table 4.7 above clearly showed that on the consultative roles the SMCs know a bit their roles with an increase in the level of agreeableness of SMCs provides materials for learning in time, 53.1% (n=17). Others were slightly low especially on SMCs implementation of the work plan according to the time frame 28.1% (n=28) and SMCs check to ensure school have enough teaching staff 18.8% (n=6). This is quite a very low rate indicating that their roles are not properly performed and a need for restructuring SMCs system in the researcher's opinion.

Interviews from Consultative roles performance school Management committee

On conducting interview with different the key informants, it was revealed that school management committees conducted consultative roles in four main categories namely consultation with parents, existing policies, local leaders and foundation bodies.

Consultation with parents

Three of the key informants affirmed that they do consult parents in order to undertake their roles. They observed that it was often through parents meeting on an annual basis and the suggestions rose through suggestion boxes. Teachers also confirmed that parents are consulted through meeting them on an individual basis although this was tiresome and delayed decision making since parents were many.

I found out that parents are being consulted on issues regarding their children education though sometime decisions were made without them being informed. (Key informant A).

I confirmed the presence of suggestion box in the school for parents to air their views on how schools should run best in the interest of promoting UPE goals. (Key informant B).

The study found out that in some cases, the SMCs confirm with the inspectors that they just inform parents what they have resolved over some aspects in order to save time and address quickly the cropping problems

Consultation with existing policies

One of the participant noted that during inspection of schools they do check to see if the SMCs follow the UPE guidelines in order to conduct their work as the school management committee. However, on further probing, it was noted that members did not know much about the policy and had to rely on area leadership to implement such guidelines.

Consultation with local leaders and foundation bodies

Interview conducted revealed that it is the role school management committees to make consultations regarding their roles. From the findings, it was noted that during school inspection SMCs do sometimes have meetings with foundation bodies of the school where they inquired from them how they thought the school should be best run, how specific problems could be solved and how they could help mobilize more resources for the school;

It is one of the roles of SMCs to consult where necessary for proper guidance in order to function in their duties. (Key informant C).

Table 4.8 Administrative/management roles Frequencies

	Responses	
	N	Percent

a. Dichotomy group tabulated at value 1.

Source: Field data (2023)

Table 4.8 statistically showed that the management actively participate in budgeting for school funds and monitors its utilization with a greater rate of 54.5% (n=18). SMCs check on time Management for everyone in the school 24.2% (n=8) and the SMCs are generally supporting and promoting good accountability processes in schools 21.2% (n=7) were very low. Invariably the administrative/management roles of the SMCs are lacking as confirmed from the study findings. Interview response from Administrative and management roles performance by School Management Committee

Findings from the discussion revealed that School management committees conducted administrative and management roles through three main approaches that included holding meetings and follow up on resolutions; infrastructure and financial management; as well as planning and decision making.

During inspection, we have seen from the reports that the SMCs hold regular meetings most especially at the beginning of the term to address possible challenges during the term and also to approve the budget (Key informant A).

I have also heard during school inspection that SMCs participate in mobilization of parents to do their work. (Key informant B).

I confirm that SMCs help in the administration of the school by sitting with the head teacher to decide what to do for the school in case of any challenge (Key informant C).

The key informants also noted that financial management was also a key component of how SMCs performed their management functions during supervision of the school. SMCs were involved in

funds mobilization, checking of funds utilization and accountability for UPE implementation as well as games.

4.5 The level of UPE implementation in primary schools

Furthermore, respondents were asked how much they agree or disagree with the following statements regarding the level of UPE implementation in schools in Nakaseke Central Constituency, Nakaseke District. Their responses are presented in Table 4.9 below per response wise

Table 4.9 Level of UPE implementation			
		Responses	
		N	Percent
Administrative response to UPE implementation	Ensure effective teaching	7	11.3%
	Identify teaching needs	12	19.4%
	Enroll children	10	16.1%
	Keep UPE records	13	21%
	Accessibility	8	12.9%
	Quality assurance	9	14.5%
	Budgeting	3	4.8%

a. Dichotomy group tabulated at value 1.

Source: Field data (2023)

According to Table 4.9, the level of UPE implementation in schools in Nakaseke Central Constituency, Nakaseke District was rated from strongly agrees to strongly disagree. Different questions were used to rate the level. On administrative response, statistics showed that keeping UPE records has been implemented at the rate of 21% (n=13) followed by identifying teaching needs with 12.4% (n=12). The implementation level is still much lower in enrolment of children at the rate of 16.1% (n=10) Quality assurance with the rate of 14.5% (n=9), Accessibility with 12.9% (n=8), Ensuring effective teaching at the rate of 11.3% (n=7) and Budgeting with the least rate of 4.8% (n=3). This implies that under the administrative response, the implementation rate of UPE is still demanding as the turn up rate is less than 50%.

The Government response was also sought from the respondents and their level of agreeableness has been presented in table 4.10 below.

Table 4.10 Government response Frequencies

		Responses	
		N	Percent
Government response to UPE Implementation	Textbooks	19	57.7%
	Paying pupils' tuition fee	11	33.3%
	Training teachers	10	30.0%
	Building materials	8	24.2%

a. Dichotomy group tabulated at value 1.

Source: Field data (2023)

Table 4.10 showed the level of Government response to UPE Implementation. Textbooks supply by government has a greater rate of response of 57.7% (n=19) followed by paying pupils tuition fee 33.3% (n=11). Training of teachers and building materials were slightly lower with a percentage rate of 30.0% (n=10) and 24.2% (n=8) respectively. This was a low implementation rate as the average fall in the rate of 36.3% that is also < 50%. Affirmatively, government needs to accelerate in its response towards the implementation of UPE in Nakaseke Central Constituency, Nakaseke District.

Parent response rate was also measured as it helped to understand from their perspectives in fulfilling their duties in the implementation of UPE in Nakaseke Central Constituency.

Table 4.11 Parents response Frequencies

				Responses	
				N	Percent
Parents response to UPE Implementation	Provide children writing materials			8	53.3%
	Buy uniforms			7	46.7%
Total				15	100.0%

a. Dichotomy group tabulated at value 1.

Source: Field data (2023)

Table 4.11 showed that parents response in providing children with writing materials was slightly higher at 53.3% (n=8) as compared to buying Uniform at a rate of 46.7%. The research surmised that this is a bit encouraging although a lot needs to be done to ensure pupils are in school uniform

while they are at school with all the required scholastic materials to improve on learning process and as well boost children moral instead of looking indifferent from other pupils. This may have an effect on a child esteem and concentration at school.

Interview question on how easy or difficult has the UPE implementation been to date?

Findings from interview with the key informants revealed that it hasn't been easy to implement UPE although there is progress. These were mainly found to be facilitation and budget related; infrastructure related; knowledge and skills related; other duties; parents' responsiveness as well as other administrative related challenges.

UPE funds cannot run all school affairs according to the needs and requirements like co-curricular activities Government should increase it if it is to be of benefit (Key informant A).

The school UPE funds have no percentage of feeding the teachers and learners. The school relies on a few items which are donated by parents as well as a few parents who can pay for their children (Key informant B).

The school lack structure for nursery section. This affects early enrollment of children and comprehension. Government should therefore think about beginning nursery section (Key informant C).

I found out that most of the school management committees are not knowledgeable enough on matters relating to management issues and cannot make meaningful follow up to the detail. This hinders them from undertaking certain expected roles (Key informant A)

During my inspection I realized that a child was sent to school with no books and other scholastic materials. Some of the parents cannot provide these to their children this is a hindrance to UPE

implementation as not all learners are equipped with the requirements hence some will be left behind despite the intention for education for all (Key informant B).

All the aforementioned factors point towards lack of UPE implementation, needs to be improved by the government, school administrators and parents for UPE implementation to be effective just like the quantitative findings also suggested.

Interview on what is needed to promote UPE implementation in your school

The participants identified creation of awareness programs as a recommendation for solving challenges in UPE implementation. Awareness programs with SMCs were mostly suggested. Participants suggested induction sessions to be conducted for all school management committee members in the district in their clusters on their roles. Continuous education sessions with SMCs were also suggested in form of workshops to remind them of their core duties;

The district should think about inducting SMCs because many of them don't know what to do and where to end. Even we are so many in the district it can be done in clusters but we need the induction (Key informant A).

Participants also suggested that that parent should be sensitized about their roles in education in order to take up their responsibilities as well as the future of their children;

If we just sit and watch what is happening in the nation we are in trouble. We need to educate our parents about the future of our children (Key informant B).

Additionally, in one of the key informant interviews, a participant recommended that internal assessment is important in ascertaining the knowledge gaps among school management committees upon which sensitizations could always be organized;

To improve SMC performance, there should be targeted internal assessment to assess their performance and also identify gaps for better action planning and organization (Key informant C).

The other two continues to propose that;

Government should increase the funding to the school that would increase the impetus to do the work (Key informant A).

There is need for cost sharing; parents should formally contribute some money for proper functioning of the school (Key informant B).

In summary, for effective implementation of UPE in schools, it requires collaborative efforts from different stakeholders of SMCs to enforce the above suggestion that is, governmental fulfillment of their roles in time, training of the SMCs to understand their roles, parental cooperation and school administrations responsive roles in making the whole process effective and efficient.

4.6 The relationship between school management committee and the implementation of UPE in primary schools

The relationship between the roles of SMCs and UPE implementation in schools was crucial to the study in understanding if there is any association or differences that exist with these two variables. Table 4.12 below has the Pearson Correlation coefficient and regression analysis in confirming the null hypothesis and alternative hypothesis. In order to do this, the researcher first transformed all the categorical data into numeric data for all the contentious variables there after compute the mean for all individual variables before bivariate analysis was run to check the strength of the correlation.

Table 4.12: Correlations Analysis

Correlations		UPE Implementation on		SMCs implements the work plan according to the time frame
UPE Implementation	Pearson	1	.693**	
	Correlation			
	Sig. (2-tailed)		.000	
	N	33	33	
SMCs implements the work plan according to the time frame	Pearson	.693**	1	
	Correlation			
	Sig. (2-tailed)	.000		
	N	33	33	

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

Source: Field data (2023)

The above data represents the correlation coefficients between two variables:

UPE Implementation and SMCs implementing work plan according to the time frame

The Pearson correlation coefficient between the two variables is 0.693, which is a strong positive correlation. The p-value associated with this correlation coefficient is 0.000, which is less than the commonly used alpha level of 0.05. This means that there is statistically significant evidence of a relationship between the two variables at the 0.01 level (2-tailed).

Therefore, the researcher can conclude that there is a strong positive relationship between UPE Implementation and SMCs implementing the work plan according to the time frame, and this relationship is statistically significant. This suggests that effective implementation of UPE can positively impact the timely implementation of work plans by SMCs.

Table 4.13 Hypothesis Result				
Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.911 ^a	.830	.790	.15545
a. Predictors: (Constant), Budgeting, Identify teaching needs, Accessibility, Quality Assurance, Ensure effective teaching, Enroll children				

The model summary table 4.13 presents several measures of the goodness of fit for the regression model with the dependent variable (UPE Implementation) and six independent variables: Budgeting, Keep UPE records, Quality Assurance, Accessibility, Ensure effective teaching, and Enroll children. The following is a brief interpretation of the model summary:

The adjusted R-square for this model is 0.790, which means that the six predictor variables collectively explain 79% of the variation in UPE Implementation, adjusted for the number of predictors in the model. This indicates that the model has a good fit and is useful for predicting UPE Implementation.

The model summary table suggests that the independent variables (Budgeting, Keep UPE records, Quality Assurance, Accessibility, Ensure effective teaching, and Enroll children) are strongly and positively correlated with the dependent variable (UPE Implementation), and that these

independent variables explain a significant proportion of the variance in the dependent variable. However, the adjusted R Square suggests that the number of independent variables may reduce the accuracy of the predictions made by the model. Therefore, it may be beneficial to further refine the model or consider alternative models with fewer independent variables.

Table 4.14 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.061	6	.510	21.112	.000
	Residual	.628	26	.024		
	Total	3.689	32			

a. Dependent Variable: UPE Implementation

b. Predictors: (Constant), Budgeting, Identify teaching needs, Accessibility, Quality Assurance, Ensure effective teaching, Enroll children

The ANOVA Table 4.14 shows the results of the analysis of variance for the regression model with the dependent variable UPE Implementation and six independent variables: Budgeting, Identify teaching needs, Accessibility, Quality Assurance, Ensure effective teaching, and Enroll children. The following is a brief interpretation of the ANOVA table:

The significance level (or p-value) indicates the probability of obtaining an F-ratio as large as the one observed, assuming that the null hypothesis (i.e., the regression model is not significant) is

true. In this case, the significance level is .000, which is less than .05, indicating that the regression model is significant.

The ANOVA Table suggests that the regression model with the six independent variables (Budgeting, Identify teaching needs, Accessibility, Quality Assurance, Ensure effective teaching, and Enroll children) is a good fit for the dependent variable UPE Implementation. The significant F-ratio indicates that the independent variables have a significant impact on the dependent variable, and the high mean square for the regression suggests that the variation in the dependent variable is largely explained by the independent variables. However, the residual sum of squares and the relatively.

Table 4.15 Coefficients

		Unstandardized		Standardized		t	Sig.
Model		Coefficients		Coefficients			
		B	Std. Error	Beta			
(Constant)		2.025	.151			13.389	.000
Ensure effective teaching		.034	.020	.147		1.653	.110
Identify teaching needs		.236	.023	.958		10.324	.000
Enroll children		-.109	.021	-.474		-5.291	.000
Accessibility		-.048	.022	-.183		-2.164	.040
Quality Assurance		.006	.021	.026		.304	.764
Budgeting		.048	.023	.176		2.046	.051

a. Dependent Variable: UPE Implementation

The table shows the results of a multiple regression analysis, which examines the relationship between several independent variables (Ensure effective teaching, Identify teaching needs, Enroll children, Accessibility, Quality Assurance, and Budgeting) and a dependent variable that is not specified. Here is an interpretation of the table:

The constant term in this regression analysis is 2.025. This represents the estimated value of the dependent variable (UPE Implementation) when all of the independent variables are zero. In other words, the constant term represents the baseline level of UPE Implementation that would be expected in the absence of any of the other independent variables. In this case, the constant term has a highly significant t-value ($t = 13.389$) and a p-value of 0.000, indicating that it is highly unlikely that this value would be observed by chance. Therefore, we can conclude that there is a significant baseline level of UPE Implementation that is not explained by any of the independent variables included in the analysis.

In this regression analysis, there are three independent variables that have highly significant ($p < .005$) coefficients: "Identify teaching needs" ($B = .236$, $p < .001$), "Enroll children" ($B = -.109$, $p < .001$), and "Accessibility" ($B = -.048$, $p = .040$).

The coefficient for "Identify teaching needs" suggests that for every one-unit increase in the score on this variable, there is an estimated increase of .236 units in UPE Implementation, holding all other variables constant. This variable appears to be the strongest predictor of UPE Implementation in the analysis, with a high standardized coefficient of .958.

The coefficient for "Enroll children" suggests that for every one-unit decrease in the number of children enrolled, there is an estimated decrease of .109 units in UPE Implementation, holding all

other variables constant. This variable appears to be a negative predictor of UPE Implementation, indicating that higher levels of enrollment are associated with higher levels of implementation.

Finally, the coefficient for "Accessibility" suggests that for every one-unit decrease in the score on this variable, there is an estimated decrease of .048 units in UPE Implementation, holding all other variables constant. This variable appears to be a weaker predictor of UPE Implementation than the other two, but still has a significant effect.

Overall, these results suggest that identifying teaching needs, increasing enrollment, and improving accessibility are all important factors for increasing the implementation of UPE. Schools or education programs should consider focusing on these areas in order to improve UPE Implementation.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter discusses the study's summary of the findings, conclusions, recommendations and areas for further studies. The discussion of the findings, conclusions, and suggestions in this chapter is organized in accordance with the study objectives and also in connection with appropriate literature reviewed in line with the study main objectives; School Management Committee and the implementation of UPE in Primary Schools in Nakaseke Central Constituency, Uganda.

5.1 Discussion of the findings

5.1.1 The roles of SMCs in primary schools

The findings in table 4.5 confirmed that SMCs in their ascribed roles have improved with Consultative roles having a great level of agreeableness of 69.7% (n=23) followed by 57.6% (n=19) on supervisory/monitoring roles and finally 45.5% (n=15) expressed their experience on the administrative/ management roles of SMCs in Nakaseke Central constituency. This finding denotes that despite the aforementioned roles there are other factors that may be necessary for the SMCs not agreeing totally to the roles mentioned. School management committees on behalf of the community are supposed to work together with school administrations to procure quality scholastic materials. In the work of Wada (2014) it affirmed that many SMCs are unable to undertake monitoring of quality scholastic materials because they lack necessary capacities and skills to support school administrations. On the other hand while the SMC's handbook revised edition (2007) in Uganda identified that the SMCs were to supervise resource utilization in the

school and give advice where necessary, no study had explored in detail how this was done in UPE schools Najjumba et al., (2013). Regardless of all these, the researcher surmised that this study have exposed the reality of what is going on with the experience of SMCs in execution of their ascribed roles; these roles are ongoing however they are not yet satisfactorily as confirmed by the study findings.

Additionally, Table 4.6 vividly confirmed that the highest role of SMCs is to carry out assessment of the overall academic performance and give reports of the different stakeholders at a percentage of 44.4% (n=12) followed by 29.6% (n=8) who carried out routine supervision of the school activities by the management and lastly, 25.9% (n=7) of the SMCs conduct follow up meetings on planned school activities/programs. Overall as stated above, this is less than 50%. That means the SMCs may not be playing their roles or does not know their roles or there are other factors that may be hindering them from performing their roles. Hence, this does lead to mismanagement of schools due to poor supervisory/monitoring by SMCs.

A study by Longino (2019) for instance identified that SMCs were discouraged in monitoring performance due to failure by parents and community to contribute in teaching and learning resource. According to Longino (2019) this was because parents had a wrong attitude that government was providing free education to the children. The study further highlighted failure to mobilize for training of teachers that they identified during monitoring to have gaps in teaching which further demotivated them. Despite the result above, the current study was different in the sense that SMCs are monitoring performance although the degree of their visibility in this role are not yet seen as it ought to be.

More so, statistics from table 4.7 clearly construed that only on the consultative roles that the SMCs know a bit their roles with an increase in the level of agreeableness of SMCs provides

materials for learning in time, 53.1% (n=17). Others were slightly low especially on SMCs implements the work plan according to the time frame 28.1% (n=28) and SMCs check to ensure school have enough teaching staff 18.8% (n=6). This is quite a very low rate indicating that their roles are not properly performed and need for restructuring this system is called for in the researcher's opinion.

A study by Njeru (2013) that analyzed the roles of SMCs in the implementation of inductive education in public primary schools in Kasarani district in Kenya established that SMCs are responsible for planning and procurement, mobilization of parents and community as well as sourcing for funds from donors to support successful running of the schools. According to Bashaasha, Najjingo and Nkonya, (2011) school management committees play a key role in the decentralization of education where they provide overall direction to the operation of the school it manages for which it has been established.

5.1.2 The level of UPE implementation in primary schools

The study findings confirmed that the level of UPE implementation is low as measure from the administrative, government and parents' response rates. According to Table 4.9 on administrative response, statistics showed that identifying teaching needs have been implemented at the rate of 21% (n=13) followed by identifying teaching needs with 12.4% (n=12). The implementation level is still much lower in enrolment of children at the rate of 16.1% (n=10) Quality assurance with the rate of 14.5% (n=9), Accessibility with 12.9% (n=8), Ensuring effective teaching at the rate of 11.3% (n=7) and Budgeting with the least rate of 4.8% (n=3). This implies that under the administrative response, the implementation rate of UPE is still demanding as the turn up rate is less than 50%.

Most vividly, evidence from Kyambadde and Khumalo (2022) also exposed that implementing the UPE policy in primary schools in Uganda is a significant challenge for the country's primary education sector. To ensure efficient implementation of the UPE policy, there is a need for proper consultation, organization, planning, coordination, communication, accountability, and robust cooperation among all stakeholders, including the MoES and primary schools. The researcher found that the low response rate and lack of understanding of key factors indicate a decrease in the SMCs' role in overseeing school administrative functions, such as recommending and approving funding and proper planning to keep the school program running. These shortcomings are hindering the successful implementation of the UPE policy.

The MoES report of 2017 presented a slightly different viewpoint compared to the findings of the previous study, which suggested that the introduction of the UPE policy by the GoU in 1997, resulting in the elimination of primary school fees in government-aided primary schools, led to a significant increase in primary school enrolment (as per UBoS, 2014 and MoES, 2017). Despite the many challenges facing the UPE system, enrolment remains high, with underprivileged children, rural residents, and girls benefitting the most from increased access. However, the previous study was conducted six years ago, and this current study serves as a benchmark to accurately assess and modify the state of UPE implementation in Nakaseke Central Constituency to bring about positive change.

Noteworthy, Table 4.10 confirmed the level of Government response to UPE Implementation. Textbooks supply has a greater rate of response of 57.7% (n=19) followed by paying pupils tuition fee 33.3% (n=11). Training of teachers and building materials were slightly lower with a percentage rate of 30.0% (n=10) and 24.2% (n=8) respectively. This was a low implementation rate as the average fall in the rate of 36.3% that is also < 50%. Affirmatively, government needs

to accelerate in its response towards the implementation of UPE in Nakaseke Central Constituency, Nakaseke District.

According to Sakaue (2018) and the World Bank (2018), there is an alternative explanation for the aforementioned findings. The study suggests that due to inadequate infrastructure to accommodate the surge in enrolment brought about by the UPE policy, primary school classes in Uganda became overcrowded, resulting in poor retention and completion rates, decline in the quality of education, limited funding, insufficient teachers, and low enrolment. Furthermore, the implementation of UPE has led to a significant number of adult students enrolling in the first year, well above the standard school entry age, which has had a negative impact on the UPE education system, as reported by MoES (2017).

Consequently, Table 4.11 also confirmed that parents response in providing children with writing materials was slightly higher at 53.3% (n=8) as compared to buying Uniform at a rate of 46.7%. The research surmised that this is a bit encouraging although a lot needs to be done to ensure pupils are in their school uniform while they are at school with all the required scholastic materials to improve on learning process and as well boost children's morale instead of looking different from other pupils. This may have an effect on a child esteem and concentration at school.

Overall, MoES, (2017); WB (2018) accentuated that the UPE access shock is continuing to put significant stress on the country's education infrastructure and has caused a shortage of teachers, school materials, poor-quality education, overcrowding, an increase in over-age students, limited school resources, school enrolment challenges and high dropout rates.

5.1.3 The relationship between the roles of SMCs and UPE implementation in schools

The study findings confirmed that there is a relationship between the roles of SMCs and UPE implementations in schools. From the above table 4.12, Pearson product correlation of SMCs roles and implementation of UPE was found to be moderately positive significant. The strength of the relationship is .662. Was it significant, yes because the $P < .001$. Therefore it was statistically significant ($r = .662$, $p < .001$). Hence, H_1 that is the alternative hypothesis was supported. This shows that an increase in the roles of SMCs would lead to a higher implementation of UPE in schools. On confirmatory level, there is a high positive significance level. Thus there is a relationship between roles of SMCs and implementation of UPE in schools in Nakaseke Central Constituency. Similarly, the research conducted by Etor, Mbon, and Ekanem (2013) on the effectiveness of the Basic Education Programme (UBE) in Nigeria as it is currently being practiced revealed that several obstacles such as insufficient infrastructure and resources to accommodate children, unequal participation among students, inadequate funding, and other factors significantly impede the successful implementation of the Universal Basic Education program in Nigeria.

Nonetheless, table 4.13 also confirmed that, the dependent variable (UPE implementation) was regressed on independent variable (Roles of SMCs). The roles of SMCs significantly predict UPE implementation, $F(1, 31) = 1.546$, $P < 0.000$, which indicates that the roles of SMCs under study have significant impact on UPE implementation. Moreover, the $R^2 = .048$ depicts that the model explains 4.8% of variance on UPE implementation.

Ngugi, Mumiukha, Fedha, and Ndiga (2015) conducted a similar study in Kenya that recognizes the provision of basic education as a human right, as outlined in the Constitution of Kenya (2010). Despite the Kenyan government's commitment to this cause since the country's independence in 1963 and later in 2003, little has been done to determine the level of progress in implementing

Universal Primary Education in Kenya, or whether there is equal access to education, even with the introduction of free primary education (OSSREA, 2010). The right to education also includes the availability of schools and qualified teachers for learners. Unfortunately, according to a survey conducted by Uwezo (2010), learning has been significantly compromised. This is due to the increasing number of children from well-to-do families enrolling in private schools, resulting in growing inequality and stratification concerns, particularly in light of the ongoing superior performance of private schools in comparison to public schools in Kenya Certificate of Primary Education (KCPE).

Additionally, coefficients were further assessed to ascertain the influence of each role of SMCs on UPE implementation. The result showed that the roles of SMCs has a significant and positive impact on UPE implementation ($B = 2.486$, $t = 4.768$, $P=0.000$). This predicts 2.5% difference between SMC roles and UPE implementation. The volatility in the role of SMCs has an impact at degree of 25%. The t-test of significance also showed that there is a slight difference in between SMCs roles and UPE implementation. Hence H_0 was rejected because the $p < 0.000$ than the significance level and alternative hypothesis was supported that there is a significant relationship between the roles of SMCs and UPE implementation in schools in Nakaseke Central Constituency, Nakaseke District.

According Abuya, Admassu, Ngware, Onsomu and Oketch (2015) it confirmed that free primary education policy has substantially increased school enrollment rates in Sub-Saharan African countries. The success and sustainability depend on teachers' perception, motivation, and proper implementation of the policy in the classroom.

5.2 Conclusions

The study was intended to establish the relationship between school management committees' and the implementation of UPE in primary schools. A case of Nakaseke Central Constituency, Uganda.

Objective one was to examine the roles of SMCs in primary schools. The study concludes that consultative roles were the most executed and functional roles of SMCs as compared to supervisory/monitoring, administrative, and management roles.

Objective two assessed the level of UPE implementation in primary schools and the study as a result of the findings concludes that a low implementation rate of UPE from administrative, government, and parent.

Objective three about the relationship between school management committee and the implementation of UPE in primary schools, study validated that there is a moderately significant level of relationship between school management committee and the implementation of UPE in primary schools in Nakaseke Central Constituency, Uganda.

5.3 Recommendations

Due to the various conclusions made above from the study findings, the study recommends the following;

The first objective was to examine the roles of SMCs in primary schools and study findings showed that Consultative roles have been highly reflected in the roles of SMCs. Hence it recommends that effort should be made to ensure that SMCs also play their administrative/management roles and monitoring/supervisory roles as a way to achieve greater level of the implementation of UPE in Nakaseke Central Constituency.

In addition, the study confirmed that the level of the implementation of UPE is still low. Therefore it recommends that all the stakeholder that is involved in the implementation of UPE should play their roles to improve the level of UPE implementation in Nakaseke Central Constituency, Uganda.

Furthermore, the study also recommends that creation of awareness programs as a recommendation for solving challenges in UPE implementation. Awareness programs with SMCs were more suggested with the other being with parents. Participants suggested induction sessions to be conducted for all school management committee members in the district in their clusters on their roles. Continuous education sessions with SMCs were also suggested in form of workshops to remind them of their core duties.

Significantly, ministry of education should review the policy on the selection of SMCs such as specifying qualification; having a child in the school; nearness to the school; and incorporation of LCI chairperson for the LC where the school is situated.

Finally, the study established that there is a relationship between school management committee and the implementation of UPE in primary schools in Nakaseke Central Constituency, Uganda. Therefore recommend that SMCs should play their roles to ensure the actualization of UPE agenda through implementation these objectives.

5.4 Areas for Further Study

Areas for further research have been suggested as follows;

Another study should be carried out to investigate the impact of UPE implementation of Pupils academic performance.

More so, further research should be carried out to find out the level of teacher roles in the implementation of UPE in schools.

Lastly, future research should assess the impact of parental participation on pupils' academic achievement.

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APPENDICES

Appendix 1: Informed Consent to Participate in Research

Study title: School Management Committees and the Implementation of Universal Primary Education in Nakaseke Central Constituency, Uganda.

I cordially invite you to participate in a research study named "School Management Committee and Implementation of Universal Primary Education in Nakaseke Central Constituency, Uganda" The study will be conducted by Isingoma Tomson in Nakaseke District, Uganda.

Purpose of the study

The purpose of this study is to:

Assess how SMCs implement their ascribed roles in implementation of Universal Primary Education in Nakaseke Central, Nakaseke district

Benefits

There may be no direct benefits associated with your participation in the study, but the information you will provide will be useful in planning better monitoring strategies of UPE as well as learning purposes.

Risks or Discomfort

This research is considered to be minimal risk. That means the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

No research participants will be compensated

Privacy and Confidentiality

I guarantee the privacy and confidentiality of your study records. While some individuals may require access to your records, they are bound by law to maintain complete confidentiality. Only members of the research team, including the Principal Investigator and those directly involved in the study, will be permitted to access these records. If I choose to publish any findings from this study, I will ensure that your identity is not disclosed, and no information will be included that would enable others to identify you.

Voluntary Participation / Withdrawal

Your participation in this study is entirely voluntary, and you should only participate if you choose to do so. You should not feel any obligation or pressure to take part in the study. You are free to withdraw from the study at any time without any penalty or loss of benefits that you are entitled to receive.

You can get the answers to your questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, or experience an adverse event or unanticipated problem, contact the researcher on 0772625191/ 0702625191

Assessment of understanding

Please check which box best describes your assessment of understanding of the above informed consent document:

I have read the above informed consent document and understand the information provided to me regarding participation in the study and benefits and risks. I give consent to take part in the study and will sign the following page. ☐

I have read the above informed consent document, but still have questions about the study; therefore I do not give yet give my full consent to take part in the study. ☐

Signature of Person Taking Part in Study Date

Printed Name of Person Taking Part in Study

Thumb print of Person Taking Part in Study

Note: Leave this space for the Official University stamp

Signature of Person Obtaining Informed Consent / Research Authorization Date

Printed Name of Person Obtaining Informed Consent / Research Authorization

Appendix II: Questionnaire for Members of SMCs

PART A: BACKGROUND INFORMATION

Please tick the appropriate boxes and fill in where necessary.

1	Age (Years)			
	Less than 25 years	26-35 years	36-45 years	46 years & above
	1	2	3	4

2	Gender	
	Male	Female
	1	2

3	Education qualification (Highest level attained)				
	PhD	Masters	Bachelors	Diploma	Other
	1	2	3	4	Specify

PART B: VIEWS ON THE ROLES OF SMCS IN PRIMARY SCHOOLS

Kindly tick or circle the number that best indicates your opinion on the question using the following scales:

Scale	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	1	2	3	4	5

No	Statement	1	2	3	4	5
	ROLES OF SMCs	SA	A	N	D	SD
	Supervisory/monitoring role					
1	SMCs carries out assessment of the overall academic performance and give reports to the different stakeholders					
2	SMCs carries routine supervision of the school activities by the management					
3	SMCs conduct follow up meetings on planned school activities/programs					
	Consultative Role					
4	SMCs provides materials for learning in time					
5	SMCs implements the work plan according to the time frame					

6	SMCs check to ensure school have enough teaching staff					
	Administrative/Management roles					
7	The SMCs are generally supporting and promoting good accountability processes in schools					
8	The management actively participate in budgeting for school funds and monitors its utilization					
9	SMCs check on time Management for everyone in the school					

PART C: VIEWS ON THE IMPLEMENTATION OF UPE IN PRIMARY SCHOOLS

Kindly tick or circle the number that best indicates your opinion on the question using the following scales:

Scale	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	1	2	3	4	5

No	Statement	1	2	3	4	5
	UPE IMPLEMENTATION	SA	A	N	D	SD
	Administrative response to UPE Implementation					
1	Ensure effective teaching					

2	Identify teaching needs					
3	Enroll children					
4	Keep UPE records					
	Government response to UPE implementation					
5	Textbooks					
6	Paying pupils' tuition fee					
7	Training teachers					
8	Building materials					
	Parents response to UPE implementation					
9	Provide children writing materials					
10	Buy uniforms					

Thank you for your kind response

Appendix I1I: Interview guide

Section A: Demographic characteristics

1. Title/position
2. Level of education:

Section B: Interview Question:

1. Tell me about the duties of the School Management Committee – Describe what you have observed and How do the SMCs conduct:
 - a) Monitoring of UPE implementation?
 - b) Consultative function?
 - c) Administrative/management roles?
2. How easy or difficult has the UPE implementation been to date?
3. Which aspects of UPE implementation have been specifically successful or unsuccessful? Why?
4. In your view, what is needed to promote UPE implementation in your school?

Thank you for participating in the study

ACTIVITY	JAN-DEC 2022													RESPONSIBLE PERSON
	Jan	Feb	Mar	Apr	May	Jun	Jun	Jul	Aug	Sept	Oct	Nov	Dec	
Research proposal development														Researcher
Proposal approval														Research supervisor
Submission of research proposal														Researcher
	JAN-APRIL 2023													
Data collection														Researcher
Report writing														Researcher

Research report approval														Research supervisor
Submission of research report														Researcher
Disseminati on of research results														Researcher

Appendix III: Work plan

**APPENDIX IV: TABLE OF MORGAN AND KREJCIE (1970) FOR DETERMINING
POPULATION SAMPLE SIZES IN EDUCATIONAL RESEARCH**

<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	1000000	384

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

Source: Krejcie & Morgan, 1970

Appendix V: Letter of Approval for Data Collection

KABALE

P.O. Box 317
Kabale - Uganda
Email: info@kab.ac.ug
admissions@kab.ac.ug



UNIVERSITY

Tel: 256-392-848355/04864-26463
Mob: 256-782860259
Fax: 256-4864-22803
Website: www.kab.ac.ug

DIRECTORATE OF POSTGRADUATE TRAINING

September 13th, 2022

To whom it may concern

This is to certify that *Mr. Isingoma Tomson* Reg. No: 2020/A/EDM/2331/R is a postgraduate student of Kabale University studying for a *Masters of Arts in Educational Management* in the department of *Foundations of Education*.

He has successfully defended his Research Proposal for a study entitled, *"Evaluation of School Management Committees' roles in implementation of Universal Primary Education in Nakaseke central constituency, Nakaseke District"*

The student is now ready for field work to collect data for his study. Please give the student any assistance you can to enable him accomplish the task.

Thanking you for your assistance.

Yours sincerely

pp 

DIRECTOR, POSTGRADUATE TRAINING
P.O. BOX 317, KABALE

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