School Management Committees' Oversight and Teachers' Performance in Primary Schools in Lamiyo Sub County, Agago District

By

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22/U/1565/MED/PS

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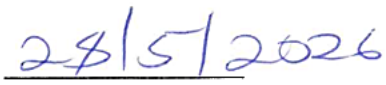
May, 2026

Declaration

I, Lanka Obicci declare that this Report entitled "School Management Committee oversight and Teachers' Performance in Primary Schools in Lamiyo Sub County, Agago District" is my original work and has never been submitted to any Institution of Higher Learning or University for any award.



Signature



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Approval

This is to certify that the Research Report entitled "School Management Committees oversight and Teachers' Performance in Primary Schools in Lamiyo Sub County, Agago District" is written under our guidance, mentorship and supervision and we recommended it for assessment.

1. Dr. Tom Henry Ogwang, PhD.

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2. Ms Okwir Pamela Peace.

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Sign..... Date 29/5/26

Dedication

I dedicate this work to my beloved parents for their unwavering support, encouragement, and sacrifices throughout my academic journey. Their guidance and belief in the value of education inspired me to remain committed to achieving my academic goals.

I also dedicate this study to my lecturers and supervisors whose professional guidance, constructive criticism, and continuous encouragement made this research possible. Their support greatly contributed to the successful completion of this study.

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Abstract

This study examined the influence of School Management Committee (SMC) oversight on teachers' performance in primary schools in Lamiyo Sub County. The study was guided by three objectives: to assess the status of teachers' performance, examine the level of School Management Committee oversight, and determine the relationship between SMC oversight and teachers' performance in primary schools. A cross-sectional survey design was adopted using both quantitative and qualitative approaches. The study targeted head teachers, teachers, and School Management Committee members from selected primary schools in Lamiyo Sub County, Agago District. Data were collected using questionnaires, interviews, and focus group discussions. Quantitative data were analyzed using descriptive statistics and correlation analysis, while qualitative data were analyzed using thematic analysis. Findings revealed that teachers' performance in Lamiyo Sub County was moderate, with gaps observed in lesson preparation, time management, and use of teaching aids. The study further established that School Management Committee oversight was moderate, with irregular monitoring visits and limited support for teachers. Correlation analysis indicated a statistically significant positive relationship between School Management Committee oversight and teachers' performance, suggesting that improved SMC oversight contributes to better teacher performance. The study concluded that strengthening School Management Committee oversight enhances teacher accountability and instructional effectiveness in primary schools. The study recommends that the Ministry of Education and Sports, district education officials, and school administrators strengthen SMC training, establish regular monitoring visits, and improve collaboration between teachers and School Management Committees. The study also suggests further research on the role of parental involvement, SMC capacity building, and comparative studies between rural and urban primary schools to enhance teacher performance in Uganda.

Keywords*:* *School Management Committee, Teachers' Performance, School Oversight, Primary Schools, Lamiyo Sub County, Agago District, School Governance, Educational Management, Teacher Supervision, Uganda.*

Chapter One: Introduction

1.0 Overview

Globally, School Management Committees (SMCs) play a vital role in strengthening accountability, school governance, and teacher performance, particularly in rural and low-income settings. They act as a link between schools and communities, supporting participatory decision-making and ensuring that school activities align with community expectations. Evidence shows that where SMCs are actively involved in governance, teacher accountability and learner outcomes tend to improve (Bruns, Filmer, & Patrinos, 2011). In many developing countries, including Uganda, Kenya, and India, decentralization reforms have strengthened community participation in education management with the expectation of improving service delivery (Banerjee et al., 2010).

In Uganda, SMCs were established under the Education Act (2008) to oversee school planning, budgeting, and monitoring of teaching standards. However, their effectiveness is limited by challenges such as inadequate training, low capacity, weak community engagement, and resource constraints (MoES, 2016). In rural areas like Lamiyo Sub County in Agago District, these challenges are more pronounced, affecting their ability to effectively supervise teachers.

When effectively functional, SMCs enhance teacher attendance, lesson preparation, curriculum coverage, and professional commitment. However, in post-conflict areas of Northern Uganda, teacher absenteeism remains high, and lesson planning is inconsistent, largely due to weak oversight structures (Karamagi et al., 2023; Oketch & Mugisha, 2023). Although programs such as UTSEP (2014–2020) trained SMC members, the impact has not been sustained in remote districts like Agago, where SMCs remain active but less effective (MoES, 2021). This study therefore examines the influence of SMC oversight on teacher performance in primary schools in

Lamiyo Sub County, Agago District, with the aim of identifying ways to strengthen their effectiveness and improve educational outcomes.

1.1.0 Background of the study

This section focuses on historical background, theoretical background, conceptual background and contextual background.

1.1.1 Historical background

Historically, the origin of School Management Committees (SMCs) dates back to education reforms of the late 20th century, particularly in the 1980s and 1990s, when international development agencies encouraged decentralization and community involvement in school governance (Bray, 2001). However, renewed attention to SMCs emerged in 2010s as part of the Sustainable Development Goals (SDGs) agenda. By 2015, UNESCO and the World Bank began promoting SMCs as key instruments for ensuring inclusive, participatory, and accountable education systems. Studies by UNESCO, Global Education Monitoring Report (2022)**,** confirmed that, SMCs were most effective when given clear mandates, training, and legal backing to oversee teachers' performance and school management.

In Africa, community participation in school management has been growing since the 1990s**,** supported by structural adjustment programs and donor-led education reform. However, it was not until the 2010s that several African nations, including Ghana, Nigeria, and Malawi, integrated SMCs more formally into their education systems (Kyamusugulwa et al., 2007). By 2018, the World Bank study (Bashir et al., 2018) reported that active SMCs in Sub-Saharan Africa contributed to improved teacher punctualities and engagement, especially in rural areas.

Nonetheless, challenges such as low literacy amongst committee members and lack of operational funding continue to limit their effectiveness.

In East Africa, the development of School Management Committees (SMCs) gained renewed momentum after 2000, with significant reforms observed between 2013 and 2020. For example, in Kenya, the Basic Education Act of 2013 mandated the establishment of Boards of Management in every public primary and secondary school, providing a governance structure similar to SMCs (Republic of Kenya, 2013). In Tanzania, the Education and Training Policy of 2014 emphasized strengthening local accountability mechanisms, highlighting the role of School Management Committees in ensuring effective oversight and community participation in education (United Republic of Tanzania, 2014). According to UWESO's regional report in 2020**,** both countries showed improved teacher performance in schools with active SMCs. In Uganda, despite similar policies, implementation remains weaker, partly due to lack of enforcement and community engagement (Banerjee et al, 2010)

In Uganda, SMCs were formally introduced by the Education Act of 2008, but their history may be traced to the Universal Primary Education (UPE) policy launched in 1997(Government of Uganda, 1997). Initially formed to support UPE implementation, SMCs were legally mandated in 2008 to oversee financial management, teachers' discipline, and school planning (Government of Uganda, 2008). By 2021, the Ministry of Education and Sports acknowledged in its annual report that SMCs were still underperforming in many areas due to lack of orientation and support (MOES, 2021). In 2022, a Uganda National Examinations Board (UNEB) assessment linked poor learning outcomes in rural areas to ineffective school oversight by school management committees.The Education Act (2008) institutionalized SMCs as part of school governance, mandated them to

supervise both administrative and instructional processes. However, recent evidence suggest that the performance of SMCs in Uganda is still suboptimal due to low capacity, limited training, and irregular meetings. A study by Ndidde and Baluka (2021) found out that most rural SMCs lack the operational tools needed to enforce accountability among teachers. These structural weaknesses diminishes their capacity to impact positively on teacher performance.

According to the Uganda Protectorate Law (Law, 1942), the Uganda Education Ordinance of 1927 is a significant piece of legislation enacted during the British colonial era in Uganda that mandated the establishment of School Management Committees (SMCs) to oversee the administration and management of schools. These committees were responsible for overseeing the implementation of education policies and standards along with religious education in their respective schools.

Northern Uganda, including Agago District, has faced unique education challenges due to its history of conflict from the 1980s to mid-2000s. Since 2010**,** efforts have been made to strengthen SMCs in districts like Agago, but progress has been slow. A 2021 study by the Refugee Law Project revealed that in Lamiyo Sub County, many SMCs were formed but lacked training, resources, and community trust. The report emphasized that enhancing the oversight role of SMCs could improve teachers' commitment and school-level accountability in such fragile settings.

1.1.2 Theoretical Background

This study was guided by the Stakeholder Theory and the Principal–Agent Theory. These theories explain the role of School Management Committees in overseeing teachers' performance and improving school effectiveness. The section also presents a brief history of Uganda's education system to contextualize the role of School Management Committees in primary schools.

The development of formal education in Uganda dates back to 1877 when Church Missionary Society missionaries introduced Western education. This was followed by the arrival of the White Fathers in 1879, who also established schools to promote literacy and religious education. During this period, education mainly focused on religious instruction, reading, writing, and arithmetic.

During the colonial period, the British administration formalized education through the Phelps-Stokes Commission which recommended expansion of education and involvement of local communities in school management. This laid the foundation for community participation in school governance.

After independence in 1962, the Government of Uganda expanded access to education through the introduction of government-aided schools and increased public investment. However, political instability during the 1970s and early 1980s led to deterioration in educational infrastructure, teacher performance, and school management systems.

Education reforms resumed in the 1990s following the introduction of Universal Primary Education in 1997 by the Government of Uganda. This policy significantly increased primary school enrollment from about 3 million pupils in 1996 to over 7 million pupils by 2003. However, the rapid expansion created challenges including overcrowded classrooms, inadequate teaching materials, and declining teacher performance.

To address governance challenges, the Government strengthened School Management Committees under the Education Act 2008. The Act mandated School Management Committees to supervise teachers, monitor school activities, support infrastructure development, and promote accountability in schools.

Despite these reforms, teacher performance challenges continue in rural districts such as Agago District, particularly in Lamiyo Sub County, where schools face limited resources, inadequate supervision, and post-conflict socio-economic challenges. This highlights the importance of strengthening School Management Committee oversight to improve teachers' performance.

The Stakeholder Theory was developed by R. Edward Freeman in 1984. The theory emphasizes that organizations function effectively when stakeholders actively participate in decision-making and oversight. In the education sector, stakeholders include teachers, parents, School Management Committees, learners, government officials, and local communities.

In primary schools, School Management Committees represent key stakeholders responsible for overseeing teachers' performance, monitoring school resources, and supporting school development. Recent studies indicate that effective stakeholder involvement improves teacher accountability, enhances school governance, and promotes better learning outcomes (Ndidde & Baluka, 2021; Karamagi et al., 2023).

This theory is relevant to this study because School Management Committees serve as stakeholders responsible for ensuring that teachers perform their duties effectively in primary schools in Lamiyo Sub County.

The Principal–Agent Theory was developed by Michael Jensen and William Meckling in 1976. The theory explains relationships where one party (principal) delegates responsibility to another party (agent) to perform tasks on their behalf.

In the education sector, School Management Committees act as principals while teachers act as agents responsible for delivering educational services. The theory suggests that without proper monitoring and accountability mechanisms, agents may not perform effectively.

Recent studies show that effective monitoring by school governance bodies improves teacher attendance, lesson preparation, and classroom management (Oketch & Mugisha, 2023; MoES, 2021). Therefore, School Management Committees play a critical role in supervising teachers and ensuring improved teacher performance.

This theory is relevant to this study because it explains how School Management Committee oversight influences teachers' performance in primary schools in Lamiyo Sub County, Agago District.

1.1.3 Conceptual Background

Teachers' performance remains a central component of education quality and effectiveness, particularly in primary education. It encompasses aspects such as punctuality, lesson preparation, instructional delivery, learners' engagement, and adherence to professional ethics. According to a study by Tadesse and Mengistu (2020) published in the International Journal of Educational Research Review, teacher performance is directly influenced by internal motivation and external supervision mechanisms. When these aspects are absent, teachers are more likely to demonstrate inconsistent classroom behaviour, which negatively affects learner outcomes.

Kyriakides, Creemers, and Antoniou (2009) define teacher performance as the behavior a teacher exhibits in the classroom and the impact it has on student outcomes, including academic

achievement and behavioral development. They emphasize that performance should be assessed both in terms of teaching processes and student results.

According to Stronge et al. (2011), teacher performance encompasses instructional planning, instructional delivery, classroom management, , assessment of student progress, and professional responsibilities. High-performing teachers demonstrate mastery in content knowledge, effective pedagogical skills, and the ability to engage learners meaningfully.

Effective school governance, especially through School Management Committees (SMCs), has been increasingly emphasized as a means of enhancing teacher performance. SMCs are responsible for monitoring teaching activities, managing school resources, ensuring teacher discipline, and evaluating educational progress. A study by Mulkeen et al. (2017) found out that in Sub-Saharan Africa, well-functioning SMCs positively correlate with improved teacher attendance and classroom performance. The researchers argued that strong community oversight creates a sense of accountability, which compels teachers to fulfil their duties more responsibly.

For this study, teachers' performance is conceptualized as the effective execution of professional responsibilities, including classroom management, lesson delivery, adherence to professional standards, and participation in school development activities. Drawing from Mulkeen et al. (2017), the study adopts the view that active oversight by School Management Committees (SMCs) enhances teacher performance by promoting accountability and ensuring optimal use of school resources. Therefore, teachers' performance will be assessed in terms of their professional responsibility, classroom effectiveness, and responsiveness to SMC guidance in school governance.

De Grauwe (2005) defines SMCs as decentralized structures established to involve local stakeholders in the governance of schools, particularly in monitoring the utilization of resources, supervising school staff, and improving accountability in education service delivery.

Bray (2001) emphasizes that SMCs play a key role in the decentralization of education by bridging the gap between the school and the community, thereby enhancing responsiveness to local needs and supporting teachers and head teachers in their work.

According to Nishimura (2007), SMCs are designed to strengthen school-based management by giving parents and Communities authority to monitor teacher attendance, school infrastructure, pupil enrollment, and use of funds, particularly under Universal Primary Education (UPE) policies in countries like Uganda.

School Management Committees (SMCs) have been widely studied as critical governance structures in primary education. According to World Bank (2011)**,** SMCs are community-based bodies that promote transparency, accountability, and local participation in school management. Mulkeen et al. (2017) further highlight that SMCs play a vital role in monitoring teaching quality, supervising resource utilization, and ensuring teacher discipline. Lewin and Stuart (2003**)** note that the effectiveness of SMCs often depends on members' capacity, training, and community support.

While these definitions emphasize governance, accountability, and oversight, they vary in focus some prioritize financial and resource management, while others stress teacher supervision and academic quality. Synthesizing these perspectives, SMCs can be understood as formal community-led governance bodies that oversee school administration, monitor teacher performance, ensure prudent use of resources, and facilitate community engagement in education.

Specifically in Northern Uganda, post-conflict regions like Lamiyo Sub County still face unique governance and education challenges. While the presence of SMCs has expanded, their functional effectiveness remains questionable. A localized study by Okello and Arach (2020) reported that many SMCs in Agago District are inactive or lack knowledge of their roles. This absence of functional oversight is directly linked to high teacher absenteeism and low learner achievement. These findings reinforce the need to re-examine the conceptual connection between community oversight mechanisms and teacher performance, especially in fragile rural contexts.

1.1.4 Contextual background

This research study has taken place in Lamiyo Sub County in Agago District on School Management Committees' (SMCs) oversight and teachers' performance in primary schools. This area, like any others post- war conflict, continues to struggle with the long-term effects of the Lord's Resistance Army (LRA) insurgency, which severely disrupted public service delivery, including education. Primary schools in Lamiyo sub - county have challenges such as high teacher absenteeism, low learner performance, weak community participation, and limited school-level accountability. According to the Agago District Education Office (2023), many schools in the sub-county experience irregular SMC meetings and poor teacher supervision which contribute to low instructional standards and pupil achievement.

In Uganda's broader education system, government initiated the Universal Primary Education (UPE) program in 1997 to improve access to basic education. To complement this initiative, the Education Act (2008) mandates the establishment of School Management Committees as governance bodies responsible for overseeing school operations, supporting instructional supervision and representing community interests. In theory, these committees serve a vital role in

enhancing transparency, improving school performance and ensuring that teachers meet their professional obligations. However, practical implementation, especially in rural areas like Lamiyo Sub County remains limited due to resource constraints and lack of capacity among committee members (MOES, 2021).

Teacher performance is a major determinant of learner outcomes and its decline in Lamiyo Sub County is particularly concerning. Reports from the Uganda National Examinations Board (UNEB, 2022) show that pupils in Agago District consistently score below the national average in literacy and numeracy. Poor teacher preparation, limited classroom engagement, and absenteeism are cited as critical factors. Weak SMC oversight contributes to this situation, as committees often fail to monitor lesson delivery, review attendance records, or hold teachers accountable for poor performance. Consequently, the goals of quality and inclusive education, as outlined in Sustainable Development Goal 4, remains out of reach for many learners in the sub-county.

Moreover, the socio-economic conditions in Lamiyo Sub County further exacerbates the issue. The majority of residents rely on subsistence farming with low levels of formal education. This limits community involvement in school governance and reduces the effectiveness of SMCs, whose members often lack the knowledge and confidence to supervise trained educators. According to Save the Children (2021), rural SMCs in Uganda require sustained capacity building and government support to perform their roles effectively. Without this, the intended oversight function remains weak, resulting in minimal influence on teacher performance.

Given this context, the study examined how School Management Committees' oversight affected teacher performance in Lamiyo Sub County. Understanding the dynamics between local governance structures and classroom effectiveness was critical for designing contextually relevant

strategies to improve educational outcomes in post-conflict, rural settings like Agago District. The research provided evidence-based recommendations that may strengthen both policy and practice around school governance and teacher accountability.

1.2 Statement of the Problem

School Management Committees (SMCs) are expected to effectively supervise teachers to improve accountability, instructional quality, and learners' academic performance in primary schools. However, in Lamiyo Sub County, Agago District, teacher performance remains low, as reflected in poor pupil achievement, teacher absenteeism, inadequate lesson preparation, and limited use of teaching aids.

Despite government interventions such as Universal Primary Education (UPE), teacher training programs, and school effectiveness initiatives, teacher performance challenges persist, particularly in rural post-conflict areas like Lamiyo Sub County. This situation has led to poor Primary Leaving Examination (PLE) results, increased dropout rates, and declining community confidence in public primary schools.

Although previous studies have examined School Management Committees and teacher performance, there is limited empirical evidence on the effects of SMC oversight on teacher performance in rural post-conflict settings such as Lamiyo Sub County, Agago District. Therefore, this study was conducted to examine the effects of School Management Committee oversight on teachers' performance in primary schools in Lamiyo Sub County, Agago District, in order to provide evidence-based recommendations for improving teacher performance.

1.3 General Objective.

The purpose of this study was to investigate the effects of School Management Committee oversight on teachers' performance in primary schools in Lamiyo Sub County, Agago District.

1.4 Objectives

This study was guided by the following specific objectives:

i) To assess the status of teachers' performance in primary schools in Lamiyo Sub County, Agago District.

ii) To examine the level of School Management Committee oversight on teachers' performance in primary schools in Lamiyo Sub County, Agago District.

iii) To establish the relationship between School Management Committee oversight and teachers' performance in primary schools in Agago District.

1.5 Research Questions

This study answers the following research questions

i) What is the status of teachers' performance in primary schools in Lamiyo sub- county Agago District?
ii) What is the level of School Management Committee oversight on teachers' performance in Lamiyo sub- county Agago District?

What is the relationship between School Management Committee oversight and teachers' performance in primary schools in Lamiyo sub- county Agago District?.

1.6 Research hypothesis

H_0 (Null Hypothesis): There is no statistically significant relationship between School Management Committee oversight and teachers' performance in primary schools in Lamiyo Sub County, Agago District ($r = 0$, $p > 0.05$).

H_1 (Alternative Hypothesis): There is a statistically significant positive relationship between School Management Committee oversight and teachers' performance in primary schools in Lamiyo Sub County, Agago District ($r > 0$, $p \leq 0.05$).

1.7 Scope of the study

1.7.1 Geographical scope

This study is geographically confined to Lamiyo Sub County, located in Agago District in Northern Uganda. Agago District is part of the larger Acholi sub-region. It is predominantly rural with the majority of its population engaging in subsistence farming. Many community members have had limited access to formal education. Lamiyo Sub County consists of several primary schools that are directly affected by local governance, educational interventions, and the oversight provided by School Management Committees (SMCs).

1.7.2 Content Scope

The study investigates the roles of SMCs' oversight functions in influencing teacher's performance in primary schools and examines the relationships between SMC's oversight role and teacher's performance, thus, establishing linkages therein. The study draws lessons and recommendations on how SMC's oversight functions may be most effective in enhancing teacher's performance in the primary schools in Lamiyo Sub-County, Agago district.

1.7.3 Time scope

This study covers the period from the establishment of Agago District in 2010 to the present day. It is expected that the School Management Committees in Agago District began operating the year that the district was established.

1.8 Significance of the Study

This study through its findings may be of great value to the education stakeholders that include, but are not necessarily limited to: Ministry of Education and Sports, School Management Committees, teachers, parents, head teachers, learners, and researcher Furthermore, being an educationist, the study may enrich the researcher's knowledge and enable her to address issues relating to teachers' performance in primary schools.

The study may enable education planners to gain a deeper understanding of the existing gaps between School Management Committees (SMCs) and teachers' performance, thereby informing strategies to address these challenges. Additionally, the findings may enhance the capacity of SMCs by reinforcing their roles and responsibilities.

To the policy makers, it may provide valuable insights into the effectiveness of the decentralization policy in Uganda, particularly in the education sector. The findings may inform policy recommendations that aim at strengthening the role of SMCs or improving their effectiveness, which could have broader implications for education practices in Uganda and beyond.

The study may further shed light on how SMCs motivate and support teachers, which may directly impact their job satisfaction, morale, and ultimately their performance. This study also provides insights into the specific challenges and opportunities faced by schools in Agago District, offering

context-specific recommendations for improving teacher performance. By examining the effects of SMCs on teachers' performance, the study contributes to enhancing the overall quality of education in the District which may have long-term benefits for students and the community.

1.9 Conceptual framework

The conceptual framework below illustrates the relationship between the study variables i.e. the independent variable “School Management Committees” and the dependent variable “Teachers’ Performance”.

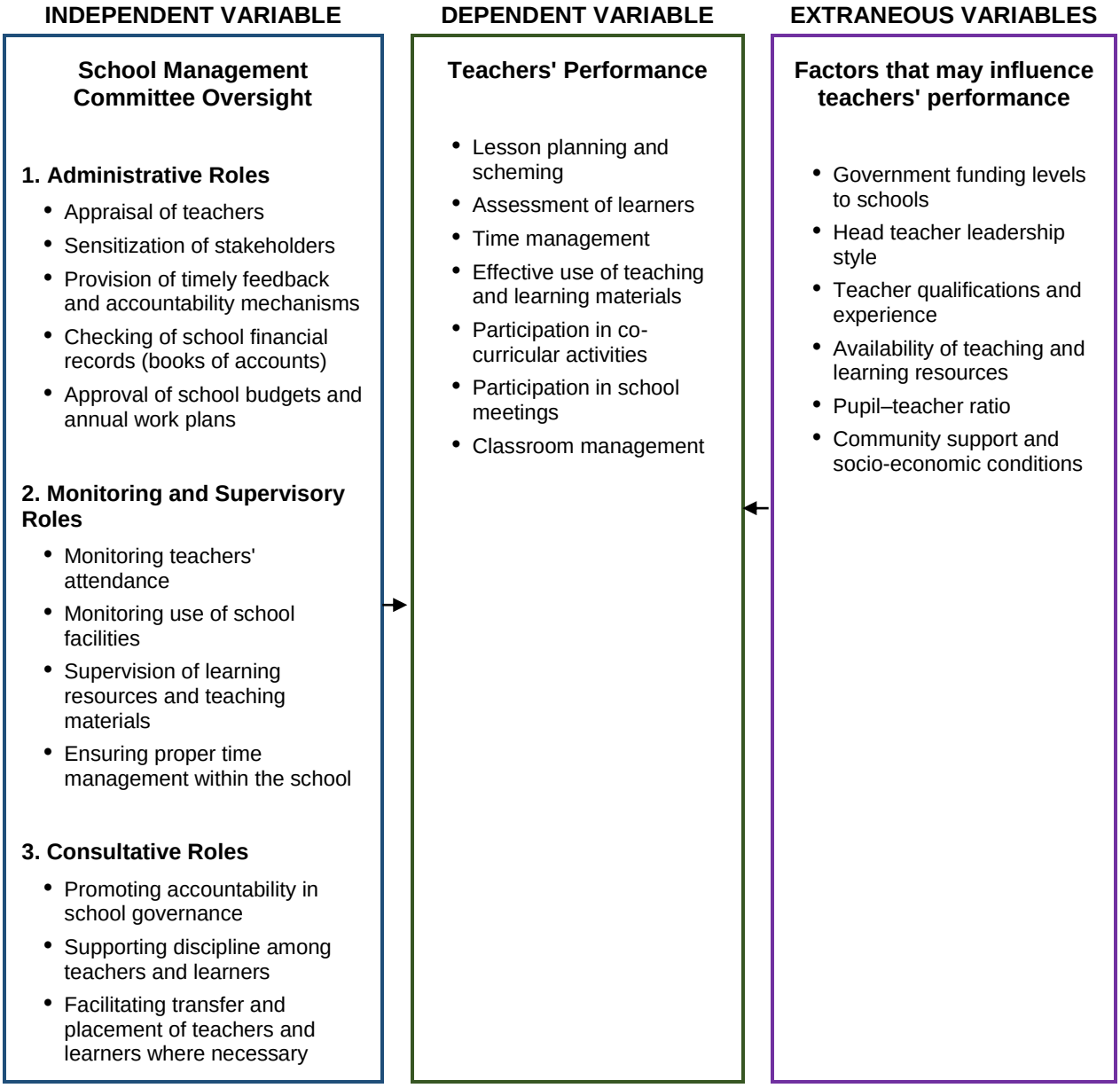


Figure 1: Conceptual Framework Showing the Relationship between School Management Committee Oversight and Teachers' Performance in Primary Schools.

Source: Adopted from Thomas Donaldson & Lee Preston, 2021 and modified by Researcher

The conceptual framework shows the relationship between the study variables that is School management Committee oversight role and teachers' performance in primary schools in Agago District. Under this conceptualization the School Management Committee oversight role is the independent variable while teachers' performance is the dependent variable. The independent variable is conceptualized into three indicators on the School Management Committee roles namely; supervisory/monitoring roles, administrative roles and consultative roles.

Supervisory /monitoring roles are defined in terms of school and security, checking of teachers and pupils' attendance, checking the use of school facilities from time to time, checking on the use of resource learning materials, and time management for everyone in the school. Administrative roles are defined in terms of timely feedback and accountability to the stake holders, checking the books of accounts, approval of the annual budget work plan and improvement of work plans for the school and others; consultative roles are defined by accountability, discipline, transfer of learners/teachers and payment of support staff in the school.

The dependent variable is teacher performance and is conceptualized in terms of job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, classroom management, general mental ability, time management, and assessment of students, preparation, planning and effectiveness in presenting subject matter. The term teacher performance is used to define observable outcomes on students' learning. Further still, teacher performance encompasses the ability of educators to fulfill their responsibilities effectively, impacting student learning outcomes and educational quality that involves actions, work performance and professional abilities.

Chapter Two: Literature Review

2.0 Introduction

This chapter presents a review of related literature on the influence of School Management Committees' (SMCs) oversight on teachers' performance in primary schools. The literature is organized according to the study objectives, including the status of teachers' performance, the level of SMC oversight and the relationship between SMC oversight and teachers' performance. The chapter also highlights theoretical and empirical literature relevant to the study and identifies gaps in the existing literature.

2.1 Theoretical Review

The study is grounded in two key theoretical frameworks: Stakeholder Theory and Principal-Agent Theory which collectively provide a comprehensive lens through which the role of School Management Committees (SMCs) in influencing teacher performance may be analyzed.

The Stakeholder Theory, developed by Edward Freeman (1984), argued that for any organization to succeed, it must recognize and respond to the needs and interests of all its stakeholders. In the context of primary education, stakeholders include not only the government and teachers but also parents, students, community members, and school management bodies like SMCs. UNESCO (2021) further emphasizes that when these stakeholders are actively involved in decision-making and governance, the outcomes tend to be more sustainable and impactful. In schools, this translates into a more inclusive governance structure where teachers' performance influences expectations, support, and oversight of the wider school community.

Donaldson and Preston (2021) extended this perspective by advocating for participatory decision-making in educational institutions highlighting that stakeholder inclusion improves transparency, accountability and professional commitment among teachers. By involving SMCs and parents in activities such as performance appraisal, lesson plan reviews and policy enforcement, teachers are likely to feel more accountable and supported. This approach fosters a shared sense of responsibility and enhances motivation which ultimately lead to improved educational outcomes. In rural setting like Lamiyo Sub–county where institutional support is often lacking, strong stakeholder engagement may serve as a crucial lever for addressing gaps in teacher performance and school management.

Complementing Stakeholder Theory is the Principal-Agent Theory, introduced by Michael Jensen and William Meckling (1976), which explains the relationship between a principal (in this case, school management or SMCs) and an agent (teachers) who are expected to act on behalf of the principal. This theory is particularly relevant in educational governance, where oversight mechanisms are necessary to ensure that teachers fulfill their responsibilities effectively. The theory assumes that agents (teachers) may not always act in the best interests of the principal unless proper monitoring and incentive structures are in place. In this regard, SMCs serve as a critical link in ensuring that teachers are held accountable to agreed-upon performance standards.

Al-Hassan (2023) applied the Principal-Agent framework to school governance in Uganda, noting that when SMCs are empowered to conduct regular evaluations, review performance data, and enforce discipline, teacher efficiency and professionalism increases. This theory also underlines the importance of aligning incentives with expected outcomes. For example, recognition, constructive feedback, and opportunities for professional development serve as non-financial

incentives that improve teacher engagement. However, in rural schools such as those in Lamiyo Sub County, Principal-Agent dynamics are often weakened by limited resources, inadequate training of SMC members, and cultural barriers that hinder effective oversight and performance management.

Moreover, these theoretical perspectives also highlight the potential risks associated with poor implementation. Stakeholder Theory warns that when stakeholder voices particularly those of parents and community members are ignored, schools risk losing community support and accountability. Similarly, Principal-Agent Theory cautions that without robust oversight structures, teachers might deviate from expected norms, resulting in absenteeism, poor lesson delivery, and low morale. Thus, both theories converge on the importance of active, informed and participatory governance for achieving optimal teacher performance.

In addition to Stakeholder Theory, the Principal-Agent Theory (Jensen & Meckling, 1976) provides insights into the oversight role of SMCs. This theory suggests that there is a principal (school management) and an agent (teacher) relationship, where oversight mechanisms have to be in place to ensure teachers meet performance expectations. Al-Hassan (2023) applied this theory to school governance and found that clear accountability structures, including active SMC participation, lead to increased teacher efficiency. However, in rural settings like Lamiyo Sub county weak oversight and lack of motivation diminish the impact of these governance structures, requiring more localized strategies.

2.2 Status of Teachers' Performance in Primary Schools

Teachers' performance is a critical factor in determining the quality of education and student achievement in primary schools. Empirical studies in Sub-Saharan Africa have shown that teacher effectiveness is influenced by several factors, including professional training, motivation, supervision, and engagement in classroom activities (Mulkeen et al., 2017). Teachers who receive continuous professional development and regular monitoring tend to demonstrate higher attendance, better lesson preparation, and more effective classroom management. This underscores the importance of structural support mechanisms, such as School Management Committees (SMCs), in enhancing teacher performance.

In Uganda, research has highlighted persistent challenges affecting teachers' performance, particularly in rural schools. Aanyu et al. (2023) found that poor working conditions, inadequate supervision, and limited access to teaching resources contribute to high rates of teacher absenteeism. Similarly, Oketch and Mugisha (2023) noted that only a minority of teachers consistently prepare lesson plans, often citing lack of oversight and insufficient instructional materials as key barriers. These findings suggest that teacher performance is not only a function of individual competence but also of the institutional and governance structures that support teachers.

Beyond lesson preparation and attendance, teacher effectiveness also encompasses classroom engagement and participation in co-curricular activities. Namukasa (2021) and Kaggwa (2022) indicate that teachers who actively plan lessons, assess students regularly, and engage learners in co-curricular activities contribute significantly to holistic student development. Such practices enhance learning outcomes and foster a positive school environment. This highlights the

multidimensional nature of teacher performance and the need for comprehensive frameworks to assess it.

Furthermore, empirical evidence demonstrates that oversight and governance structures directly impact teacher effectiveness. Schools with functional SMCs, which monitor teacher attendance, supervise lesson delivery, and ensure accountability, tend to report better teacher performance and improved student outcomes (Mulkeen et al., 2017; Oketch & Mugisha, 2023). This is particularly relevant for the current study, which seeks to examine how SMCs influence teacher performance in primary schools by providing guidance, supervision, and resource management.

Empirical studies on teachers' effectiveness in primary schools have highlighted key indicators such as structured lesson planning, regular student assessments, and participation in co-curricular activities as essential for improving learning outcomes (Oketch & Mugisha, 2023; Namukasa, 2021). The findings from Northern Uganda, where only 40% of teachers consistently prepare lesson plans due to lack of resources and inadequate supervision, are particularly relevant for this study because they illustrate the gaps in teacher performance that SMCs are expected to address.

In Lamiyo Sub-County, similar challenges poor lesson planning and teacher absenteeism have been linked to declining performance in PLE results, indicating that teacher effectiveness directly impacts student achievement (Oketch & Mugisha, 2023). This underscores the importance of examining the role of SMCs in providing oversight, guidance, and resource support to teachers. By focusing on how SMCs influence teacher behavior and performance, the current study seeks to identify mechanisms through which governance structures can mitigate absenteeism, improve lesson preparation, and ultimately enhance student learning outcomes in primary schools.

2.3 Role of School Management Committees in Enhancing Teachers' Performance

School Management Committees (SMCs) are formal governance structures in primary schools that promote accountability, transparency, and community participation. Empirical studies suggest that effective SMCs positively influence teacher performance by providing oversight and support that encourage teachers to fulfill their professional duties (Mulkeen et al., 2017). By engaging in governance, SMCs bridge the gap between policy and practice, creating an environment conducive to teaching effectiveness and improved student outcomes.

2.3.1 Administrative Roles of SMCs

SMCs perform crucial administrative functions that directly impact teacher performance. First, they are responsible for monitoring school finances and resource allocation, ensuring that teaching and learning materials are available when needed. According to Oketch and Mugisha (2023), schools with active SMCs are better able to allocate resources efficiently, which reduces teacher frustration and allows them to focus on instructional duties. Proper management of finances also ensures that salaries and incentives are disbursed on time, which indirectly affects teacher attendance and commitment.

SMCs perform administrative functions such as financial management, policy implementation, and resource allocation. In Uganda, mismanagement of school funds has been linked to poor teacher motivation, affecting overall school performance (MoES, 2023).

Another crucial administrative function is policy implementation. SMCs are responsible for ensuring that schools adhere to government regulations and education policies. Failure to comply with these policies results in inefficiencies, leading to poor academic outcomes. Studies indicate

that where SMCs effectively implement policies, there is improved teacher attendance and syllabus coverage (UNESCO, 2021).

SMCs influence discipline among teachers. A study by Nakimera (2022) found that teachers in schools with strong administrative oversight exhibit better punctuality, class preparation, and student engagement. This suggests that administrative roles play a fundamental role in shaping teacher behavior and performance. School Management Committees (SMCs) perform critical administrative functions that directly influence school effectiveness and teacher performance. These roles encompass financial oversight, policy implementation, resource allocation, and administrative monitoring. Effective execution of these responsibilities enables schools to operate efficiently and promotes a conducive environment where teachers may perform optimally. GoU (2018) underscores the importance of financial management as one of the core administrative duties of SMCs noting that proper budgeting and financial oversight ensure funds are allocated appropriately to support key areas such as staff remuneration, instructional materials, and infrastructural development. When school funds are mismanaged, teacher morale often declines due to delay in salary payments, lack of teaching resources, and poor working conditions (MoES, 2023). Therefore, financial transparency and accountability fostered by SMCs are crucial for sustaining teacher motivation.

Another fundamental administrative function is the implementation of educational policies and regulatory compliance. SMCs are charged with ensuring that schools adhere to national education policies, curriculum standards, and codes of conduct (UNESCO, 2021). Their role in policy enforcement helps maintain consistency in school operations, promotes professional behavior among teachers and ensures alignment with government objectives. UNICEF (2018) found that

schools with proactive SMCs are more likely to comply with inspection guidelines, implement inclusive education strategies, and maintain proper records. This regulatory alignment not only strengthens school management but also provides a structured framework within which teachers operate effectively.

Additionally, SMCs are responsible for managing human and material resources within the school. This includes overseeing the use of instructional materials, classroom space, furniture, and school equipment. Effective resource allocation contributes to better lesson preparation and teaching delivery by ensuring that teachers have the tools necessary to conduct lessons effectively (Oketch & Mugisha, 2023). SMCs also play a role in making decisions regarding teacher deployment, supervision schedules, and support staff management. For instance, by ensuring that teachers are equitably assigned workload and supported with necessary teaching aids, SMCs help reduce burnout and improve productivity.

A further dimension of administrative oversight includes monitoring teacher discipline and performance. Nakimera (2022) noted that SMCs that consistently supervise teacher conduct observe improved punctuality, lesson preparation, and classroom management. The administrative presence of SMCs serves as a deterrent to professional misconduct and foster a culture of responsibility and accountability. In Lamiyo Sub County, however, weak administrative engagement by SMCs has contributed to ongoing issues of absenteeism and poor lesson coverage, reflecting a broader pattern of governance challenges in rural schools (MoES, 2023).

Moreover, administrative functions extend to organizing staff meetings, supporting school development planning, and facilitating communication between school leadership and the wider community. SMCs act as intermediaries between the school and stakeholders such as parents, local

authorities, and NGOs, which is vital for mobilizing resources and addressing school-level concerns. When SMCs effectively manage administrative concerns and foster participatory decision-making teachers feel supported and valued, which enhances their commitment and performance (UNESCO, 2021).

Despite the critical role SMCs play in school administration, numerous challenges hinder their effectiveness. In many rural contexts like Agago District, SMC members often lack formal training in educational management, financial literacy, and policy implementation (Blackman, 2018). This skills gap limits their ability to execute administrative responsibilities efficiently. To bridge this gap, capacity-building initiatives are necessary to equip SMC members with the knowledge and tools required for effective school governance. Training in areas such as budgeting, procurement, human resource management, and school planning would significantly enhance their impact on school performance.

2.3.2 Supervisory Roles of SMCs

Supervision is another critical function of SMCs. Their responsibilities include monitoring teacher attendance, lesson planning, and assessing overall instructional quality (Lee, 2019). Research reveals that schools with active SMCs report lower rates of teacher absenteeism and higher levels of classroom engagement (Nakimera, 2022).

In Uganda, inadequate supervision has been cited as a key reason for declining teacher performance. According to UNEB (2020), ineffective supervision in Agago District greatly contributes to decline in Primary Leaving Examination (PLE) results. SMCs play a crucial role in ensuring that teachers adhere to lesson plans and deliver quality education (UNESCO, 2021).

A study by Ogwang (2018) found that teacher supervision enhances accountability and fosters a sense of responsibility among educators. In schools where SMCs conduct regular supervision, students perform better due to improved instructional quality (UNICEF, 2018). However, inadequate training for SMC members remains a challenge, limiting their ability to execute supervisory duties effectively (Blackman, 2018).

The supervisory roles of School Management Committees (SMCs) are fundamental to maintaining instructional quality, promoting teacher accountability, and ensuring that school activities align with national education goals. Supervision by SMCs typically includes monitoring teacher attendance, reviewing lesson planning, overseeing classroom instruction, and ensuring timely implementation of school activities. When effectively executed, these functions contribute significantly to the performance of teachers in primary schools. According to Lee (2019), active supervision builds a culture of responsibility and improves teacher work ethic, particularly when it includes regular classroom observations, feedback sessions, and follow-ups on areas of concern.

One of the most immediate and visible aspects of supervision is checking teacher attendance. In many Ugandan primary schools, absenteeism continues to undermine educational progress, especially in rural districts like Agago. A study by Ogwang (2018) highlights that the presence of supervisory mechanisms such as daily attendance tracking by SMCs leads to a notable reduction in teacher absenteeism. This is supported by Nakimera (2022), who found that where SMCs conduct random checks and communicate absences to district education officers, teacher punctuality improves, thus ensuring consistency in instruction and better student engagement.

To enhance the supervisory capacity of SMCs, there is need for structured training programs that equip members with skills in classroom observation, performance evaluation, and constructive

feedback. Additionally, developing simplified supervision checklists, regular engagement with head teachers, and collaboration with district education officers may strengthen the effectiveness of SMC oversight. When these supervisory structures are well-functioning, they improve not only teacher accountability and instructional quality but also foster a positive school culture that benefits learners. Ultimately, robust supervision by SMCs serves as a cornerstone of effective school governance and quality education delivery in Uganda's primary schools.

2.3.3 Consultative Roles of SMCs

Consultation is essential in promoting a collaborative approach to school governance. SMCs engagement with teachers, parents, and local authorities creates an enabling environment for education (UNESCO, 2021). Through stakeholder meetings, SMCs address grievances, resolve conflicts and develop action plans for school improvement (GoU, 2018).

Research by UNICEF (2018) has shown that effective consultative practices enhance teacher morale and professional development. Teachers in schools where SMCs hold regular consultation meetings report higher job satisfaction and commitment (TISSA, 2018). Moreover, engagement of teachers in decision-making processes fosters a sense of ownership and responsibility, leading to better performance (UNICEF, 2018).

However, studies have identified challenges in consultative processes. Blackman (2018) found that some SMCs lack the necessary skills to facilitate constructive dialogue, resulting in ineffective consultation. Furthermore, cultural and political influences sometimes hinder objective decision-making (Blackman, 2018). Addressing these challenges requires capacity-building initiatives for SMC members to enhance their consultative roles.

Consultation is a key governance function of School Management Committees (SMCs) that plays a pivotal role in building inclusive, collaborative, and responsive school environments. Through consultative processes, SMCs engage with various stakeholders including teachers, parents, local government authorities, and community leaders to promote shared decision-making, resolve conflicts, and plan for school development. Effective consultation strengthens relationships among stakeholders, improves transparency, and fosters a sense of collective responsibility for the quality of education. UNESCO (2021) emphasized that stakeholder engagement is foundational for school success, as it encourages dialogue and collaboration, leading to more informed and widely accepted decisions.

One critical aspect of consultation is involving teachers in decision-making processes that affect their professional practice and working conditions. Teachers who are consulted and engaged in school governance are more likely to demonstrate commitment, innovation, and accountability. According to UNICEF (2018), when teachers are given a platform to voice their concerns and contribute to school planning, their job satisfaction and performance improve significantly. This consultative approach empowers teachers to take ownership of school goals, resulting in more deliberate lesson planning, enhanced classroom management, and strengthened student engagement. It also creates an open feedback loop between school leadership and staff, allowing timely identification of challenges and collaborative solutions.

Consultative roles also extend to engagement with parents and the wider community. SMCs that facilitate regular stakeholder meetings and community dialogues foster stronger parental involvement in school affairs. Mwesigwa and Kamoga (2023) found that in schools where consultative practices are actively promoted, parental participation increases, which in turn

improves student discipline and attendance. Parents when consulted become more willing to support teachers through monitoring homework, ensuring student punctuality, and providing resources. In rural settings like Lamiyo Sub County, where community-school linkages are often weak, strengthening consultative mechanisms may bridge the gap between home and school, aligning efforts to support teaching and learning.

However, despite its benefits, effective consultation remains underutilized in many Ugandan primary schools due to various challenges. Blackman (2018) noted that many SMC members lack the interpersonal and facilitation skills required to lead productive consultations. Cultural norms, political influence, and low literacy levels among some members further limit the depth and openness of dialogue. In some cases, consultative meetings are symbolic or top-down, with limited opportunities for genuine teacher input. These limitations undermine the potential of consultation to support teacher performance and school development.

To address these gaps, training and capacity-building for SMC members is essential. This includes developing skills in conflict resolution, meeting facilitation, participatory planning, and inclusive communication. Encouraging regular, structured consultation with teachers and parents through school open days, performance review meetings, and joint planning sessions may enhance trust and collaboration. When SMCs fulfill their consultative roles effectively, they foster a democratic school culture where teachers feel supported and motivated, and stakeholders work together toward improving learning outcomes. Ultimately, consultation serves as a powerful tool for strengthening governance, enhancing teacher performance, and ensuring accountability within Uganda’s primary education system.

2.4 Level of School Management Committees' Oversight on Teachers' Performance

School Management Committees play crucial roles in ensuring teachers' adherence to professional standards. A recent study by Nakimera (2022) suggests that effective SMC oversight leads to improved teacher commitment and accountability. This oversight includes regular monitoring of teacher attendance, evaluation of lesson plans and ensuring financial accountability in schools. However, data from the Ministry of Education and Sports (MoES, 2023) indicates that many rural schools still experience weak oversight structures.

A case study by Mwesigwa and Kamoga (2023) found that primary schools with active SMC involvement report better teachers' discipline and student performance. The study conducted in eastern Uganda showed that schools where SMCs hold monthly teacher evaluations have a 20% improvement in student literacy rates. However, in Lamiyo Sub-county, interviews with stakeholders reveal that SMC meetings are irregular and lack substantive follow-ups, limiting their impact on teacher performance. This gap in oversight mechanisms needs to be addressed to enhance the effectiveness of governance structures.

The level of oversight exercised by School Management Committees (SMCs) is a critical determinant of teacher performance in primary schools. Oversight refers to the extent and frequency with which SMCs monitor and evaluate the actions, attendance, and instructional effectiveness of teachers. Where oversight is consistent and well-structured, teachers tend to exhibit greater professionalism, punctuality, and commitment to their roles. According to Nakimera (2022), SMCs that regularly engage in teacher supervision and performance tracking create a culture of accountability that improves both teaching quality and student outcomes.

However, in many rural Ugandan schools, the level of SMC oversight remains low due to structural, logistical, and knowledge-based limitations.

One of the key indicators of SMC oversight is the frequency of school visits and teacher evaluations. In well-functioning schools, SMCs are actively involved in reviewing teacher lesson plans, conducting classroom observations, and giving feedback on teaching practices. A study by Mwesigwa and Kamoga (2023) reveals that schools with monthly SMC meetings and routine teacher assessments record a 20% increase in student literacy rates. These results underscore the direct impact that consistent oversight has on both teacher performance and learner achievement. According to MoES (2023), unfortunately, in many rural areas like Lamiyo Sub County, SMC meetings are often irregular and lack substantive engagement with teaching staff, limiting their influence on classroom dynamics and instructional quality.

High teacher absenteeism rates are a persistent issue in many Ugandan primary schools and are often linked to weak supervisory mechanisms. Karamagi et al. (2023) conducted a meta-analysis and found that schools with active SMC involvement report a 30% reduction in teacher absenteeism. By maintaining attendance registers, conducting unannounced visits and holding teachers accountable for missed lessons, SMCs reinforce the importance of presence and time-on-task. In contrast, schools where oversight is lax tend to normalize absenteeism, which contributes to poor curriculum coverage and diminished learner performance.

More so, the level of oversight influences the use and management of instructional materials. SMCs that actively supervise the distribution and application of teaching resources help in ensuring that these materials are used effectively to enhance instruction. Oketch and Mugisha (2023) found that schools with high SMC oversight demonstrate better use of textbooks and

teaching aids, as teachers feel more accountable for utilizing the resources provided. Conversely, in schools with low SMC engagement, materials are often underutilized, mismanaged, or even lost due to lack of supervision and follow-up. This negatively impacts lesson quality and deprives learners of essential tools for academic success.

Another dimension of oversight is related to the enforcement of professional conduct and adherence to curriculum standards. SMCs that take an active role in evaluating teacher ethics, discipline, and classroom behavior create a structured work environment that promotes consistency and integrity. According to Nakimera (2022), schools where SMCs enforce codes of conduct experience improved teacher discipline, classroom engagement, and student-teacher interaction. These positive outcomes are rarely observed in schools with passive SMCs, where limited oversight creates room for unprofessional behavior and minimal instructional accountability.

Despite the proven benefits of strong SMC oversight, several challenges continue to undermine its effectiveness. In many rural settings, SMC members are either unaware of their full responsibilities or lack the capacity to execute them effectively. Blackman (2018) noted that many SMCs in Uganda operate without adequate training in supervision, performance evaluation or school governance. Additionally, logistical challenges such as poor road access, lack of transport, and minimal communication infrastructure hinder regular school visits and follow-ups. To improve the level of oversight, it is essential to provide targeted capacity-building programs, clearer role definitions, and incentives for active participation. When SMCs are empowered and well-supported, their oversight becomes more meaningful, contributing significantly to improved teacher performance and better learning outcomes.

2.5 Relationship between SMC Oversight and Teachers' Performance

There is substantial evidence supporting a positive correlation between strong School Management Committee (SMC) oversight and teacher performance in primary schools. A meta-analysis by Karamagi et al. (2023), which examined 50 Ugandan primary schools, revealed that active SMC participation resulted in a 30% reduction in teacher absenteeism and a 25% increase in lesson preparation rates. These findings suggest that when SMCs are actively involved in routine monitoring, including performance appraisals and classroom supervision, teachers respond with increased diligence, improved punctuality, and greater instructional effort. Structured monitoring frameworks such as performance contracts and weekly reports were identified as effective tools.

Further supporting this correlation, Aanyu et al. (2023) found that schools where SMCs hold regular engagement sessions with teachers demonstrate stronger adherence to curriculum standards, better learner discipline, and higher levels of professional ethics among teachers. In such settings, SMCs serve not only as oversight bodies but also as supportive partners in school improvement. Teachers in these schools reportedly appreciated the guidance provided through consultations, feedback, and recognition of good performance, which foster a sense of purpose and collaboration. These dynamics create an enabling environment for professional development and enhance teaching quality.

On the contrary, limited or weak SMC oversight often results in declining standards of education and teacher inefficiency. Tumusiime and Nsubuga (2022) observed that schools with inactive or passive SMCs experience higher dropout rates, irregular teacher attendance and widespread instructional gaps. These schools lack clear accountability structures, which allow teachers to operate with minimal supervision or performance evaluation. In Lamiyo Sub-county SMC

involvement is minimal, with no regular follow-up on teacher performance or implementation of meeting resolutions. This lack of oversight contributes to lax attitudes among teachers and poor learner outcomes in national examinations (UNEB, 2023).

Another crucial factor that influences the relationship between SMC oversight and teacher performance is the training and technical capacity of SMC members. Al-Hassan (2023) argued that oversight effectiveness depends largely on whether SMCs understand pedagogical practices, performance metrics, and the principles of instructional supervision. In schools where SMCs are trained in these areas, evaluations are conducted more objectively and decisions regarding in-service training, teacher rewards and support mechanisms are evident. In contrast, untrained or undertrained SMC members often resort to superficial checks or subjective evaluations that may not bring out meaningful improvements in teacher performance.

MoES (2023) emphasized the importance of collaborative oversight between SMCs and school leadership, particularly in areas such as instructional planning, budget prioritization, and performance reviews. In schools where SMCs work in tandem with head teachers and department heads, there is a noticeable improvement in teacher morale and instructional consistency. These partnerships ensure that expectations are clearly communicated, resources are appropriately allocated, and performance targets are shared and monitored. Collaborative oversight models help in building a sense of shared responsibility and reduce friction between governance structures and teaching staff leading to more coherent school management.

The relationship between SMC oversight and teacher performance is both significant and complex. Strong SMC oversight fosters accountability, professional growth, and instructional effectiveness, all of which are essential for improving education quality in Uganda’s primary schools. However,

the impact of this oversight is highly dependent on the competence, commitment, and consistency of the SMC members. Comparing this to Lamiyo Sub County, teachers report minimal engagement with SMCs, and there is little follow-up on agreed action plans. The absence of clear reporting and evaluation mechanisms reduces the potential benefits of SMC oversight in improving teaching standards.

2.6 Conclusion

The reviewed literature underscored the importance of SMC oversight in enhancing teacher performance. Empirical studies suggest that active SMCs contribute to better teacher accountability, improved lesson planning, and increased student performance. However, challenges such as inadequate training and governance issues hinder their effectiveness.

2.7 Research Gap

Despite numerous studies on School Management Committee oversight and school governance in Uganda and other developing countries (Aanyu et al., 2023; Mwesigwa & Kamoga, 2023; Nakimera, 2022; Karamagi et al., 2023), existing literature has largely concentrated on urban and peri-urban schools, general school administration, student academic performance, and head teacher effectiveness. Limited empirical attention has been given to how School Management Committees specifically influence teachers' performance in rural post-conflict primary school settings.

Additionally, most previous studies have focused on isolated aspects such as teacher absenteeism, financial accountability, or school infrastructure without comprehensively examining the administrative, supervisory, and consultative oversight roles of SMCs and how these collectively

affect teacher performance indicators such as lesson preparation, classroom management, attendance, and participation in co-curricular activities.

Furthermore, few studies have been conducted in Northern Uganda, particularly in Lamiyo Sub County, Agago District, where post-conflict educational challenges, weak governance structures, and limited institutional support continue to affect primary school performance. Therefore, this study seeks to fill this gap by examining the influence of School Management Committees' oversight on teachers' performance in primary schools in Lamiyo Sub County, Agago District.

Chapter Three: Methodology

3.0 Introduction

This chapter presents the methodology that guided the proposed study on School Management Committees' Oversight and Teachers' Performance in Primary Schools in Lamiyo Sub County, Agago District. It describes the research design, study area, target population, sample size determination, sampling techniques, data collection methods and tools, data analysis procedures, validity and reliability measures, ethical considerations, and limitations of the study.

3.1 Research Approach

This study adopted a mixed-methods research approach to gather, analyze, and interpret both quantitative and qualitative data in order to gain a deeper and more nuanced understanding of school oversight practices and teacher performance. A mixed-methods approach integrates numerical measurement with contextual insight, enabling both breadth and depth in addressing the research problem (Creswell, 2014; Tashakkori & Teddlie, 2010). This approach supports triangulation, enhancing the credibility and validity of findings by converging evidence from multiple sources (Creswell & Plano Clark, 2018).

3.1.1 Quantitative Data Collection

Quantitative data were collected using structured questionnaires administered to teachers and School Management Committee (SMC) members. The structured questionnaires were designed with predominantly closed-ended questions to generate numerical data on key variables such as teacher attendance, lesson preparation practices, classroom performance indicators, and the nature and frequency of oversight activities undertaken by SMCs. Structured questionnaires are effective

when the researcher seeks to measure and compare constructs across a relatively large sample because they provide standardized data that can be analyzed statistically (Creswell, 2014). The numerical data collected were subjected to descriptive and inferential statistical analysis, allowing for the identification of patterns, relationships, and differences across study sites. This process provided the foundation for generalizable insights into oversight practices and teacher performance.

3.1.2 Qualitative Data Collection

Qualitative insights were obtained through semi-structured interviews with head teachers and district education officials. Semi-structured interviews balance structure with flexibility, providing guiding questions that ensure coverage of core topics while permitting respondents to elaborate substantively on issues such as leadership approaches, school management strategies, monitoring challenges, and contextual influences on performance. This method is particularly useful for exploring participants' subjective experiences, perceptions, and motivations (Kvale & Brinkmann, 2009; Creswell, 2014). Through probing and follow-up questions, the interviews facilitated rich, contextualized data that complemented the numerical findings from the questionnaires.

3.1.3 Document Review

In addition to primary data collection, the study conducted a document review of relevant records to support and verify information collected through questionnaires and interviews. Documents examined included School Management Committee meeting minutes, teacher performance appraisal reports, and attendance registers. Document review serves as a valuable secondary data source that allows the researcher to triangulate findings and check for consistency between

reported practices and official records (Bowen, 2009). This method helped corroborate evidence of oversight actions, documented performance evaluations, and attendance behaviors, thereby strengthening the overall evidence base for the study.

3.1.4 Instruments Used

The instruments used in this study were carefully selected to align with the research objectives and mixed-methods design. First, structured questionnaires were used to quantify key constructs and enable statistical comparison. Second, interview guides facilitated in-depth qualitative exploration of leadership and management processes. Third, a document review checklist ensured systematic and consistent extraction of data from institutional records. The use of multiple instruments facilitated convergence of evidence and offered a balanced view of both measurable indicators and contextual dynamics.

3.1.5 Rationale for the Mixed-Methods Approach

The mixed-methods approach was adopted because it provides a more comprehensive understanding of complex social phenomena than either quantitative or qualitative methods alone (Creswell & Plano Clark, 2018). Quantitative data offered objective measures of teacher performance and oversight activities, while qualitative data illuminated the meanings, interpretations, and experiences of key stakeholders. Document review further enriched the dataset by supplying historical and administrative evidence. Taken together, these methods enabled robust triangulation, increasing confidence in the findings and supporting well-substantiated conclusions.

3.2 Research Design

The study adopts a descriptive cross-sectional survey design. This design is appropriate for collecting data at a single point in time from a large number of respondents to describe existing conditions and the relationship between School Management Committees' oversight and teacher performance. The approach allowed the integration of both qualitative and quantitative data, which provides a comprehensive understanding of the research problem.

3.3 Target Population

This study targeted 650 individuals, including primary school teachers, School Management Committee (SMC) members, head teachers, and district education officials. These categories of individuals play key roles in school governance, oversight, policy implementation, and teaching. They were well-positioned to provide the necessary information to assess the relationship between School Management Committees' oversight and teacher performance. The population was distributed as follows: 400 primary school teachers, 200 SMC members, 40 head teachers, and 10 district education officials. This distribution ensured representation across all relevant stakeholders, with the majority being teachers who are directly affected by SMC oversight.

3.4 Sample Size

The sample size for this study was determined using Krejcie and Morgan's (1970), which provides a standardized method of determining appropriate sample size based on the total population. According to the table, a target population of 650 individuals corresponds to a recommended sample size of 242 respondents at a 95% confidence level and a margin of error of 5%. To enhance representativeness and account for potential non-responses or incomplete data, the researcher decided to slightly increase the sample size to 250 respondents.

This combination of sampling techniques helps in obtaining rich and balanced data.

Table 2 below presents the sample size distribution and the sampling techniques applied to each respondent category in this study.

Table 2: Sample Size Distribution and Sampling Techniques

Category	**Target Population**	**Sample Size**	**Sampling Technique**
Primary School Teachers	300	110	Simple Random Sampling
School Management Committee	270	95	Simple Random Sampling
Head Teachers	70	35	Purposive Sampling
District Education Officials	10	10	Purposive Sampling
Total	**650**	**250**	

These respondents are included in the sample for a purpose and relevance of the study for instance; Primary school teachers: they are sampled to gather insights into their experiences perceptions and challenges regarding SMC oversight and its impact on their performance. Therefore, teachers are directly affected by SMC oversight and can provide valuable information on how SMC activities influence their teaching practices, motivation and overall performance.

School Management Committees: they can help in understanding the role, activities and perceptions of members in overseeing school operations and supporting teachers. They are also key stakeholders in school governance and can provide insights into their oversight practices, challenges and interaction with teachers.

Head teachers: they can help in gathering information on the school's administrative perspective regarding SMC oversight and its impact on teacher performance and school operations. They play a crucial role in implementing SMC decisions and managing teacher performance. Their insights can highlight the effectiveness of SMC oversight and its impact on school dynamics.

District Education Officials: they help in understanding the broader policy context, support structures and challenges in implementing SMC oversight at the district level. They can also provide insights into how SMCs are supported, monitored and evaluated at the district level and how these factors influence teacher performance and school outcomes.

Including these categories allows for a comprehensive understanding of the relationships and dynamics between SMC oversight and teacher performance from multiple perspectives. This multi-faceted approach can provide richer data and more robust findings.

3.5 Sampling Techniques

The study employed both probability and non-probability sampling techniques. Simple random sampling was used to select teachers and School Management Committee members. This technique ensures that every individual in these categories has an equal chance of being selected, which minimizes bias and improves representativeness because each member of the population has a known and non-zero probability of selection (McCombes, 2023; Makwana, Engineer, Dabhi & Chudasama, 2023). On the other hand, purposive sampling was used to select head teachers and district education officials based on their specific roles, expertise, and knowledge relevant to the research objectives. Purposive sampling involves deliberate selection of individuals who are most likely to provide in-depth and relevant information on the phenomena being studied, particularly

when specific insights from informed participants are required (McCombes, 2023; Makwana et al., 2023).

3.7 Data Collection Instruments.

The study used questionnaire, interview guide and document checklists. The questionnaire was designed to collect data on the frequency and effectiveness of oversight, monitoring tools, teacher support, and performance indicators. The interview guide was tailored to key informants such as head teachers and district education officers with a focus on exploring challenges and strategies related to school oversight. The document checklists was used to assess the availability and content of key school records that relate to the performance evaluation and involvement of School Management Committees.

3.8 Data Analysis.

Data was analyzed using both quantitative and qualitative techniques. Quantitative data obtained from questionnaires was analyzed using descriptive statistics like frequencies, percentages, and means. The results are presented in tables and charts to aid in interpretation. Qualitative data from the interviews and document reviews was analyzed thematically. This process involved identifying, coding and organizing recurring themes and patterns relevant to the study objectives.

3.9 Validity and Reliability

Validity refers to the extent to which a research instrument measures what it is intended to measure. To ensure validity of the research instruments, expert judgment was used whereby four experts in the field of education and research methodology were requested to examine the questionnaires and interview guides for clarity, relevance, consistency, and appropriateness in relation to the study

objectives. The experts rated each item using a scale of “Relevant” and “Not Relevant.” Their comments and recommendations were used to revise and improve the instruments before actual data collection. The result is a number between 0 and 1, where a higher number indicates a higher level of agreement and thus a higher content validity.

For a content instrument to be valid, the CVI (Content Validity Index) is used to measure how well a research instrument represent the construct it aims to measure using experts opinions to assess relevance and appropriateness of items which ranges from 0 to 1 with higher values indicating greater content validity. Values of 0.7 or higher are generally considered acceptable. A CVI of 1.00 indicates perfect content validity meaning the instrument perfectly covers the domain it aims to measure. CVI is calculated by dividing the number of experts who agree that the content is valid by the total number of experts.

$$\text{CVI}=\frac{\text{Number of Experts Agreeing}}{\text{Total Number of Experts}}$$

Reliability is the extent to which a measurement instrument or procedure yields the same results on the repeated trials (Carmines, 2019). Therefore, in this study the developed tools for data collections, questionnaires and interview guides are checked if they are able to produce expected results across schools.

According to Creswell (2020) reliability of instruments is determined by test -retest reliability technique. In this study, reliability is tested using test - retest method in which instruments are administered to a sample of ten respondents in the pilot study areas. The same is on the same respondents after a fortnight. The score was analyzed using SSPS (Statistical Package for Social Sciences) to get the Cronbach reliability coefficient. Amin (2005) and Kothari (2020) states that if

the Cronbach of a pilot test is equal to or greater than 0.7 then the instrument is considered to be reliable.

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

Where by n=simple size

N=population

e=error term

Cronbach Alpha is a way of assessing reliability by comparing the amount of shared variance or covariance among items making up an instrument to the amount of overall variance, values above 0.7 are considered acceptable. The calculations involve taking the average covariance and dividing it by average total variance. Therefore, a high alpha value requires covariance to be high relative to the item variance. Value under 0.5 are considered unacceptable indicating a high unreliable test.

3.10 Ethical Considerations

This study strictly adhered to ethical research standards to ensure the protection of participants and the integrity of the research process. Ethical approval was obtained from both the university research ethics committee and the Agago District Education Office prior to data collection.

Informed consent was sought from all participants after a clear explanation of the purpose of the study, the procedures involved, and their rights as participants. Participants were informed of their right to withdraw from the study at any stage without any negative consequences.

To maintain confidentiality and anonymity, personal identifiers were not included in any part of the data analysis or final report. Data collected were securely stored and were only accessible to the researcher, ensuring that information was protected from unauthorized access.

The research adhered to the principle of beneficence, ensuring that participation posed no harm to respondents and that the findings would be used solely for academic purposes. All procedures followed the ethical guidelines for educational research, including respect for participants' privacy, voluntary participation, and the responsible handling of sensitive information (Israel & Hay, 2006; Creswell & Creswell, 2018).

3.11 Limitations and Delimitations of the Study

3.11.1 Limitations

Despite careful planning, this study faced certain limitations that may have influenced the research outcomes. First, the use of a cross-sectional survey design limited the ability to establish causal relationships between School Management Committees' oversight and teacher performance, as data were collected at a single point in time (Creswell & Creswell, 2018). Second, the reliance on self-reported data through questionnaires and interviews may have introduced response bias**,** as participants could have provided socially desirable answers rather than fully accurate information (Fowler, 2014). Third, although the study targeted a representative sample of teachers, SMC members, head teachers, and district officials, some respondents may have been unavailable or unwilling to participate, potentially affecting the generalizability of the findings. Finally, logistical constraints such as limited time and resources restricted the scope of data collection to a defined number of schools and districts, which may not fully reflect the experiences of all primary schools in the region.

3.11.2 Delimitations

Delimitations are the boundaries set by the researcher to narrow the scope of the study and focus on specific objectives. This study deliberately focused on primary school teachers, SMC members, head teachers, and district education officials**,** as these groups are directly involved in school governance, oversight, and performance monitoring. Other stakeholders, such as parents, students, or private school staff, were excluded because their involvement is indirect or limited in relation to the study objectives. The study was also confined to a specific geographic area to make data collection manageable and ensure consistency in school policies and oversight practices. Additionally, the research focused on teacher performance and SMC oversight, without examining other factors such as curriculum design or student socio-economic status, to maintain a clear and focused research scope. These delimitations were essential to ensure that the study remained feasible, relevant, and aligned with its primary objectives.

Chapter Four: Data Presentation, analysis and interpretation

4.0 Introduction

This chapter presents, analyzes, and interprets the data collected to examine the relationship between School Management Committees' oversight and teacher performance in primary schools. The purpose of this chapter is to systematically organize the findings from both quantitative and qualitative data sources, including structured questionnaires, semi-structured interviews, and document reviews, to address the study objectives.

4.1 Socio-demographic characteristics of respondents

Table 4.1: Socio-demographic characteristics of respondents

Table 4.1 below presents the socio-demographic characteristics of the 250 respondents who participated in the study, showing their distribution by sex, age category, education level, position in the school system, and years of experience.

Variable	Frequency	Percent
Sex of respondent		
Female	102	40.8
Male	148	59.2
Age Category		
20 - 29 years	97	38.8
30 - 39 years	75	30.0
40 - 49 years	51	20.4
50 and above	27	10.8
Education Level		
Primary	11	4.4
Secondary	75	30.0
Diploma	142	56.8
Bachelor degree	17	6.8
Post graduate	5	2.0
Position in the school system		
Head teacher	21	8.4
Teacher	160	64.0
SMC member	59	23.6
Local Government Official	10	4.0
Years of experience		
Less than 2 years	25	10.0
2 - 5 years	57	22.8
6 - 10 years	68	27.2
More than 10 years	100	40.0
Source: Field Data (2025)		

Study findings presented in Table 4.1 showed that slightly more than half (59.2%) of the respondents were male whereas 40.8% of the respondents were female. Regarding Age category,

more than a third (38.8%) of the respondents were aged 20-29 years. This was followed by those who were aged 30-39 years, 40-49 years and those aged 50 years and above accounting for 30.0%, 20.4% and 10.8% respectively. With reference to education level, more than half (56.8%) of the respondents had diploma qualification. This was followed by those who had secondary qualification, bachelor degree qualification, primary qualification and post-graduate qualification accounting for 30.0%, 6.8%, 4.4% and 2.0% accordingly. Concerning position in the school system, most (64.0%) of the respondents were teachers, this was followed by those who were SMC members, Head teacher, and Local Government official accounting for 23.6%, 8.4% and 4.0% individually. Looking at years of experience, more a third (40.0%) of the respondents had more than 10 years of experience. This was followed by those who has 6-10 years of experience, 2-5 years of experience and less than 2 years of experience recording 27.2%, 22.8% and 10.0% correspondingly.

4.2 Status of teacher's performance in Primary Schools

Table 4.2: Status of teacher performance in primary schools

Table 4.2 below presents the status of teacher performance in primary schools based on key performance indicators such as lesson planning, learner assessment, time management, use of teaching aids, participation in co-curricular activities, participation in school meetings, and classroom management.

	Mean	Std. Deviation	Minimum	Maximum
Lesson Planning	3.61	0.78	1.40	5.00
Learner Assessment	3.60	0.89	1.60	5.00
Time Management	3.51	0.75	1.60	5.00
Use of teaching aid	3.51	0.84	1.60	5.00
Participation in co-curricular activities	3.57	0.87	1.60	5.00
Participation in school meeting	3.58	0.90	1.60	5.00
Classroom Management	3.64	0.89	1.60	5.00
Overall, Teacher Performance	3.57	0.78	1.69	5.00

Source: Field Data (2025)

Table 4.2 below presents the mean performance scores for each indicator of teacher performance recorded among the 250 respondents in this study, including minimum and maximum values. Findings in Table 4.2 presents the mean scores of the measures of teacher performance in primary schools. Regarding the Lesson planning, the mean performance score was 3.61 with the least score being 1.40. Regarding learner assessment, the mean performance score was 3.60 with the least performance score being 1.60. Finding indicated that regarding time management, use of teaching aid, the mean performance score was 3.51 each with the least performance score being 1.60 each. Referring to participation in co-curriculum activities, participation in school meeting and classroom management, mean performance score was 3.57, 3.58 and 3.64 respectively with the least performance score being 1.60 for each of the measure of teacher performance. Study findings showed the overall mean teacher performance score was 3.57 with the least performance score being 1.69.

4.3 Level of school management committee oversight on teacher's performance in Primary Schools

4.3.1 Awareness on the role of school management committee in overseeing teacher's performance.

Figure 1 below illustrates the level of respondents' awareness of the role of SMCs in overseeing teacher performance, expressed as a percentage distribution.

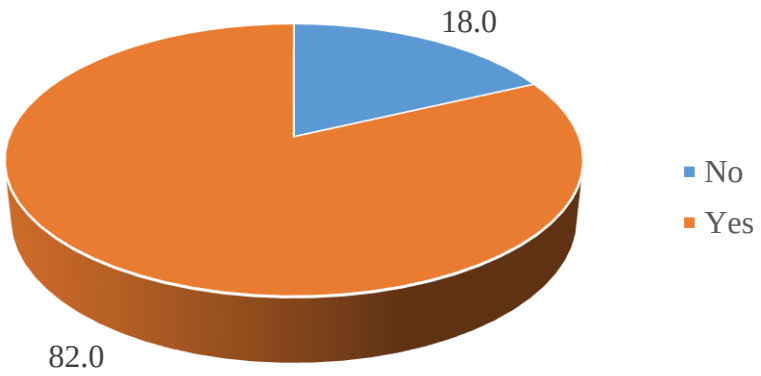


Figure 1: Awareness on SMC role in overseeing teacher's performance

Findings revealed that majority (82.0%) of the respondents were aware on the role of SMC in overseeing teacher's performance whereas (18%) weren't aware.

4.3.2 Frequency of SMC oversight visits to schools

Figure 2 below shows the frequency of SMC oversight visits to schools as reported by respondents, indicating how regularly SMCs engage in on-site monitoring.

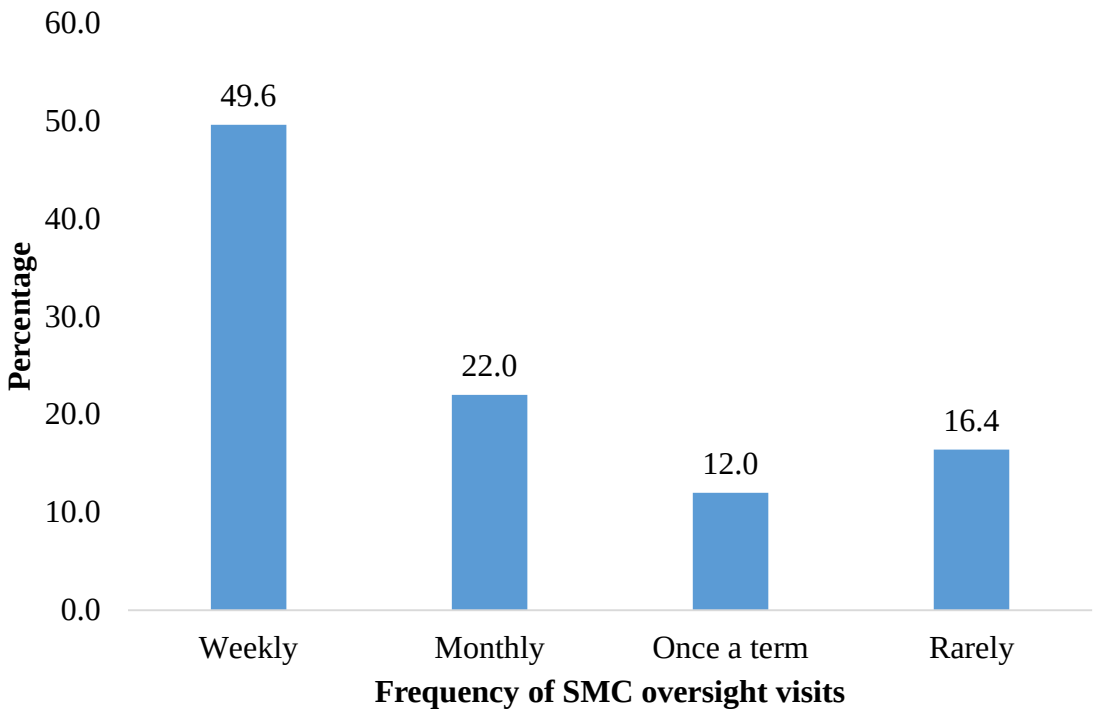


Figure 2: Frequency of SMC oversight visits to schools

Findings in Figure 2 on the frequency of SMC oversight visit revealed that nearly half (49.6%) of the respondents indicated that SMC had weekly oversight visits to their school. This was followed by those who indicated that SMC had monthly oversight visits to their school, those who indicated that SMC rarely had oversight visit to their school and those who indicated that SMC had oversight visit to their school once a term accounting for 22.0%, 16.4% and 12.0% respectively.

4.3.3 Key responsibilities SMC perform in schools

Table 4.3 below summarizes the key responsibilities of SMCs as reported by respondents, showing the frequency and percentage of each responsibility cited. Table 4.3: Key responsibility of SMC in schools

Key responsibility of SMC	Frequency	Percent
Monitoring teacher performance	155	25.5%
Evaluating teaching quality	86	14.2%
Supporting professional development	83	13.7%
Allocating resources	142	23.4%
Handling disciplinary issues	141	23.2%

Source: Field Data (2025)

Findings in Table 4.3 on the key responsibility of SMC in schools, a quarter (25.5%) of the respondents noted that the key responsibility of SMC was monitoring teacher performance. This was followed by allocating resources, handling disciplinary issues, evaluating teaching quality and supporting professional development accounting for 23.4%, 23.2%, 14.2% and 13.7% respectively.

4.3.4 Adequacy of SMC support to improve teacher's performance

Figure 3 below illustrates the adequacy of SMC support in improving teacher performance, showing the percentage distribution of respondents' perceptions. Findings in Figure 3 on the adequacy of SMC support to improve teacher's performance, nearly two-third of the respondents indicated that the SMC support to improve teacher's performance was adequate.

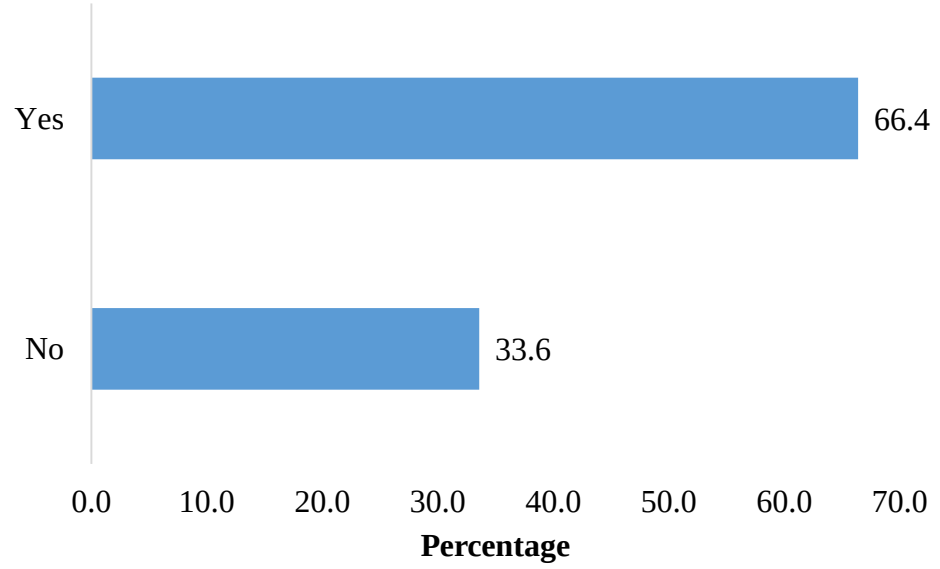


Figure 3: Adequacy of SMC support to improve teacher's performance.

Figure 3 below illustrates the adequacy of School Management Committee (SMC) support in improving teachers' performance, showing the percentage distribution of respondents' perceptions regarding the level of support provided by the SMC.

4.3.5 Effectiveness of SMC in addressing challenges faced by teachers

Figure 4 below illustrates the level of effectiveness of the School Management Committee (SMC) in addressing challenges faced by teachers, showing the percentage distribution of respondents' perceptions on how effectively the SMC responds to issues affecting teacher performance.

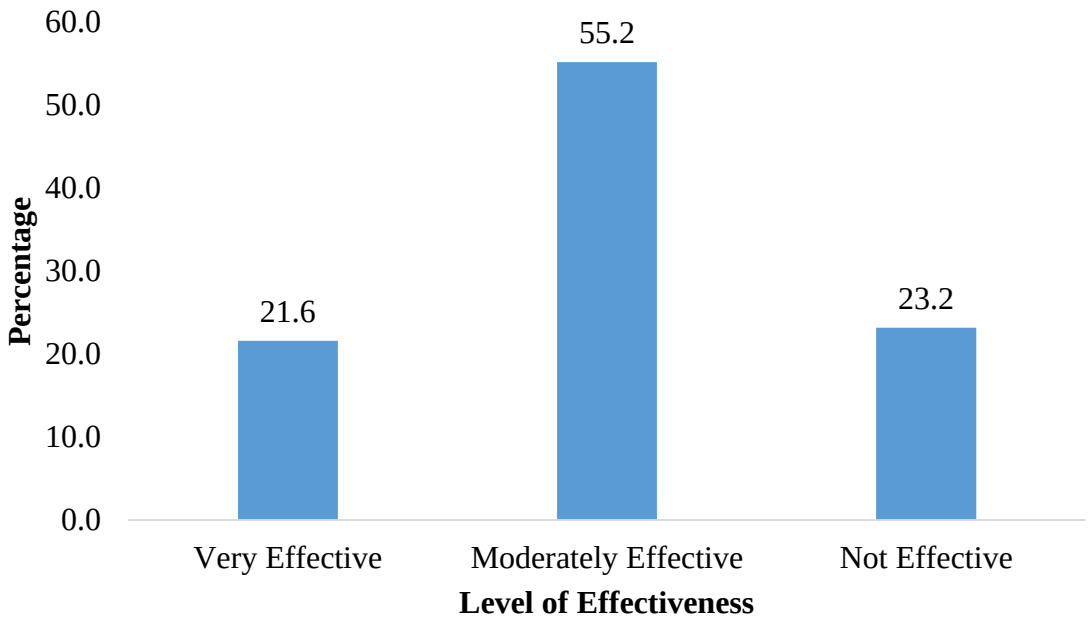


Figure 4: Level of effectiveness SMC in addressing challenges of teachers

Regarding effectiveness of SMC in addressing challenges of teachers, more than half 55.2% of the respondents indicated that SMC were moderately effective in addressing the challenges faced by teachers. This was followed by those who indicated that SMC were not effective in addressing the challenges of teachers and those who indicated that SMC were very effective in addressing the challenges of SMC accounting for 23.2% and 21.6% accordingly

4.4 Relationship between school management committee oversight and teacher's performance

To examine the relationship between SMC oversight and teacher's performance, the study performed a Pearson bivariate correlation analysis and findings were presented in Table 4.4. The study findings indicated that there was a positive low significant correlation between SMC oversight and Time management ($r = 0.126$, $p<0.05$). Similarly, study findings revealed that there was a positive low significant correlation between SMC oversight and use of teaching aid ($r = 0.127$, $p<0.05$).

Additionally, study findings revealed there was a positive low insignificant correlation between SMC oversight and lesson planning ($r = 0.051$); learner assessment ($r = 0.032$); participation in co-curriculum activities ($r = 0.50$); participation in school meetings ($r = 0.031$); and overall teacher performance ($r = 0.058$) respectively. Surprisingly, the study findings revealed that there was a negative insignificant correlation between SMC oversight and classroom management ($r = 0.030$).

Table 4.4: Pearson Correlation showing relationship between SMC oversight and teacher's performance

Table 4.4 below presents the Pearson bivariate correlation coefficients showing the relationship between SMC oversight and each indicator of teacher performance in primary schools in Lamiyo Sub County.

	SMC Oversight	Lesson Planning	Learner Assessment	Time Management	Use of teaching aid	Participation in co-curriculum Activities	Participation in School Meeting	Classroom Management	Overall, Teacher Performance
SMC Oversight	1								
Lesson Planning	0.051	1							
Learner Assessment	0.032	0.848**	1						
Time Management	0.126*	0.750**	0.754**	1					
Use of teaching aid	0.127*	0.726**	0.778**	0.811**	1				
Participation in co-curriculum activities	0.050	0.800**	0.822**	0.807**	0.828**	1			
Participation in School Meeting	0.031	0.798**	0.843**	0.762**	0.830**	0.899**	1		
Classroom Management	-0.030	0.793**	0.862**	0.785**	0.810**	0.875**	0.878**	1	
Overall, Teacher Performance	0.058	0.889**	0.923**	0.879**	0.901**	0.941**	0.940**	0.938**	1

* Correlation is significant at the 0.05 level (2-tailed), ** Correlation is significant at the 0.01 level (2-tailed)

Table 4.4 presents the Pearson bivariate correlation analysis showing the relationship between School Management Committee (SMC) oversight and teacher performance indicators in primary schools in Lamiyo Sub County. The findings indicate that SMC oversight had a weak positive relationship with lesson planning ($r = 0.051$), learner assessment ($r = 0.032$), participation in co-curricular activities ($r = 0.050$), participation in school meetings ($r = 0.031$), and overall teacher performance ($r = 0.058$). These correlation coefficients are positive but very low, implying that improvements in SMC oversight were associated with only slight increases in these aspects of teacher performance.

The findings further revealed that SMC oversight had a weak but statistically significant positive relationship with time management ($r = 0.126$, $p < 0.05$) and use of teaching aids ($r = 0.127$, $p < 0.05$). This suggests that where SMCs provided closer supervision, monitoring, and support, teachers were slightly more likely to improve their punctuality, effective use of instructional time, and utilization of teaching and learning materials in the classroom. However, the relationships remained weak, indicating that SMC oversight alone was not a strong determinant of teacher performance.

The results also showed a weak negative relationship between SMC oversight and classroom management ($r = -0.030$). This negative coefficient implies that increased SMC oversight was associated with a slight decline in classroom management practices, although the relationship was extremely weak and statistically insignificant. Therefore, the finding suggests that SMC oversight had almost no meaningful influence on teachers' classroom management abilities.

In addition, the table demonstrates strong positive correlations among the different indicators of teacher performance themselves. Lesson planning was strongly associated with learner assessment ($r = 0.848$, $p < 0.01$), participation in co-curricular activities ($r = 0.800$, $p < 0.01$),

participation in school meetings ($r = 0.798$, $p < 0.01$), and classroom management ($r = 0.793$, $p < 0.01$). Similarly, learner assessment had strong positive relationships with classroom management ($r = 0.862$, $p < 0.01$), participation in school meetings ($r = 0.843$, $p < 0.01$), and participation in co-curricular activities ($r = 0.822$, $p < 0.01$). These findings indicate that teacher performance dimensions are closely interrelated, meaning that improvement in one aspect of performance is likely to contribute positively to other aspects.

The strongest relationships in the table were observed between overall teacher performance and participation in co-curricular activities ($r = 0.941$, $p < 0.01$), participation in school meetings ($r = 0.940$, $p < 0.01$), and classroom management ($r = 0.938$, $p < 0.01$). This implies that teachers who actively participated in school activities, attended meetings, and effectively managed classrooms were more likely to demonstrate better overall performance. Overall, the findings suggest that although SMC oversight had only a weak direct relationship with teacher performance, the various components of teacher performance were strongly connected to one another and collectively contributed to improved teaching effectiveness in primary schools in Lamiyo Sub County.

Chapter Five: Discussion, conclusion and recommendation

5.0 Introduction

This chapter analyzed the research findings based on the study objectives. It interpreted key results, highlighting their implications, and compared them with previous studies to demonstrate consistencies or disparities.

5.1 Discussion

5.1.1 Status of Teachers' Performance in Primary Schools

In this study conducted in Lamiyo Sub County, Agago District, it was found that the overall mean teacher performance score was 3.57 out of 5.00, indicating a moderate level of performance among primary school teachers. Specifically, classroom management recorded the highest mean score (3.64), followed by lesson planning (3.61) and learner assessment (3.60). Time management (3.51) and use of teaching aids (3.51) were comparatively lower, suggesting that while teachers demonstrate reasonable competence in core instructional activities, they face challenges in managing instructional time efficiently and in deploying diverse teaching resources. Participation in co-curricular activities (3.57) and school meetings (3.58) were at moderate levels. The minimum overall performance score of 1.69 signals that a subset of teachers performed considerably below expectations, pointing to significant variation in teacher effectiveness across the five government-aided primary schools in Lamiyo Sub County. These results imply that while foundational teaching activities are being carried out, the absence of consistent and technically sound SMC oversight limits teachers' growth in areas requiring external accountability — particularly time management and use of teaching resources. This is consistent with Tadesse and Mengistu (2020), who emphasized that teacher performance depends on both internal motivation and external supervision. Oketch and

Mugisha (2023) similarly found that only a minority of Ugandan teachers consistently prepare lesson plans, citing lack of oversight as a key barrier a pattern reflected in the moderate scores in this study. Stronge et al. (2011) identified instructional planning and classroom management as core pillars of teacher effectiveness, both of which ranked highest here, suggesting teachers are fulfilling foundational duties but need stronger governance support to advance beyond a moderate threshold. For policy, these findings imply that improving teacher performance in Lamiyo Sub County requires targeted, competency-based oversight that specifically addresses time management and resource utilization.

5.2 Level of School Management Committees' Oversight on Teachers' Performance

The study found that the majority of respondents (82.0%) were aware of the role of School Management Committees (SMCs) in overseeing teachers' performance, indicating that SMC structures were well recognized in primary schools within Lamiyo Sub County. In addition, many respondents reported that SMCs conducted weekly and monthly visits, showing that SMCs were actively involved in school supervision. The major responsibilities performed by SMCs included monitoring teacher performance, allocating resources, and handling disciplinary issues. However, fewer respondents indicated that SMCs were actively involved in evaluating teaching quality and supporting professional development. This implies that SMC oversight focused more on administrative supervision than on instructional improvement.

The findings further revealed that although many respondents considered SMC support adequate, the effectiveness of SMCs in addressing teacher challenges was largely rated as moderate. This suggests that while SMCs were structurally present in schools, their actual contribution to improving teacher performance remained limited. The moderate effectiveness may have resulted from inadequate training, limited technical knowledge, and insufficient facilitation of SMC members.

These findings are consistent with Nakimera (2022), who found that untrained SMC members often struggle to provide effective supervision despite being active in schools. Similarly, Mwesigwa and Kamoga (2023) established that SMCs improved teacher discipline and school accountability where members had adequate training and support. Blackman (2018) also observed that many SMCs in Uganda focused more on administrative duties than on instructional supervision.

The implication of these findings is that the Ministry of Education and Sports should strengthen the capacity of SMC members through regular training in supervision, teacher support, and school management to improve the quality of oversight in primary schools.

5.3 Relationship between School Management Committee Oversight and Teachers' Performance

The study established that there was a weak but positive significant relationship between SMC oversight and teacher performance indicators such as time management ($r = 0.126$, $p < 0.05$) and use of teaching aids ($r = 0.127$, $p < 0.05$). This means that increased SMC supervision slightly improved teacher punctuality and the use of instructional materials. However, other indicators such as lesson planning, learner assessment, participation in school meetings, and overall teacher performance showed weak and insignificant relationships with SMC oversight. Classroom management even showed a weak negative insignificant relationship.

These findings imply that SMC oversight mainly influenced visible and easily monitored teacher behaviours, while its effect on more technical aspects of teaching remained limited. The weak relationships suggest that SMCs lacked adequate capacity to influence broader instructional performance.

The findings agree with Karamagi et al. (2023), who found that active SMC oversight improved teacher accountability and reduced absenteeism where proper accountability systems existed. Similarly, Aanyu et al. (2023) established that regular SMC engagement improved teacher professionalism and commitment. However, Tumusiime and Nsubuga (2022) observed that weak SMC supervision often limits improvements in school performance.

The findings support the Principal-Agent Theory, which argues that effective monitoring is necessary to improve employee performance. The implication is that SMCs should be equipped with stronger supervisory and instructional management skills to enable them contribute more effectively to teacher performance improvement in primary schools.

5.5 Recommendations

The following recommendations are directly grounded in the qualitative findings from interviews and focus group discussions conducted in Lamiyo Sub County, Agago District. They respond to the key challenges identified, particularly weak supervision structures, limited SMC capacity, poor feedback mechanisms, and logistical constraints affecting School Management Committee (SMC) effectiveness.

The Ministry of Education and Sports (MoES) should introduce a compulsory monthly school visit schedule for all SMCs, supported by a standardized teacher observation checklist. Findings from this study revealed that SMC visits were irregular and largely symbolic, with limited engagement in classroom teaching and learning processes. Teachers and head teachers consistently reported that visits focused more on attendance than instructional quality. Establishing structured monthly visits would ensure regular interaction between SMCs and schools, improve accountability, and shift oversight from passive monitoring to active instructional supervision.

The District Education Office (DEO) in collaboration with institutions such as Uganda Management Institute (UMI) and National Teachers' Colleges should conduct targeted training for all SMC members in Lamiyo Sub County. The qualitative findings showed that many SMC members lacked a clear understanding of their roles, especially in teacher appraisal, financial oversight, and disciplinary procedures. As a result, oversight practices were often inconsistent and informal. Practical training workshops will strengthen governance skills and enable SMCs to perform their duties more confidently and effectively.

Head teachers in all government-aided primary schools should establish termly joint performance review meetings involving teachers, SMC members, and school leadership teams. The study findings indicated that teachers rarely received structured feedback following SMC visits, which reduced the usefulness of oversight activities. These meetings should be used to review lesson observations, identify performance gaps, and agree on corrective action plans. This would improve communication, enhance teacher accountability, and promote continuous professional improvement.

The Ministry of Education and Sports, together with Agago District Local Government, should allocate a dedicated budget line for SMC operations in rural schools. Respondents highlighted that lack of transport, poor road networks, and limited facilitation significantly restricted SMC members' ability to conduct regular school visits. Without financial support, even well-designed oversight frameworks remain ineffective. Providing operational funding will improve mobility, increase visit frequency, and strengthen overall SMC functionality.

MoES should develop and distribute simplified teacher performance monitoring tools tailored for SMC members, preferably translated into Acholi language. The findings revealed that many SMC members struggled to interpret formal evaluation guidelines, leading to superficial assessments. A simplified handbook with clear observation checklists and rating guides would

improve the quality of teacher monitoring and ensure more meaningful feedback during school visits.

5.5.2 Areas for Further Research.

This study focused on the influence of SMC oversight on teacher performance in five government-aided primary schools in Lamiyo Sub County, Agago District. While the findings provide valuable insights, several important questions could not be fully addressed within the scope of this study and warrant further investigation.

Future research should examine the long-term effects of SMC capacity-building programmes on teacher performance outcomes in post-conflict districts in Northern Uganda, using longitudinal research designs that track changes over multiple academic years. This study captured a cross-sectional snapshot and could not assess whether SMC interventions produce sustained improvements.

A comparative study across post-conflict districts in Northern Uganda (such as Kitgum, Gulu, and Pader) would allow researchers to identify district-specific governance factors that moderate or mediate the SMC-teacher performance relationship, providing a stronger basis for regional education policy.

Future research should explore the gender dimensions of SMC effectiveness, particularly the role of female SMC members in supporting female teachers' professional development and addressing gender-specific barriers to performance in rural primary schools. This study did not disaggregate findings by gender, and this gap is particularly relevant given Uwezo Uganda's (2025) finding that SMC leadership in Uganda remains predominantly male.

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Appendix I: Research Questionnaire

Dear Respondent,

I am Lanka Obicci, 22/U/1565/MED/PS a student of Gulu University. Currently, I am conducting this research as part of my Master Degree of Education in Education Management at Gulu University. This study aims to assess the role of School Management Committees (SMCs) in overseeing teachers' performance in primary schools in Lamiyo Sub County, Agago District.

Your responses will be treated with confidentiality and used strictly for academic purposes.

Section A: Demographic Information

(Please tick [✓] or fill in the appropriate response.)

1. Gender:

   ☐ Male

   ☐ Female

2. Age:

   ☐ 20–29

   ☐ 30–39

   ☐ 40–49

   ☐ 50 and above

3. Highest Level of Education:

   ☐ Primary

☐ Secondary

☐ Diploma

☐ Bachelor's Degree

☐ Postgraduate

4. Position in the School System:

   ☐ Head Teacher

   ☐ Teacher

   ☐ SMC Member

   ☐ Local Government Official

5. Years of Experience in the Education Sector:

   ☐ Less than 2 years

   ☐ 2–5 years

   ☐ 6–10 years

   ☐ More than 10 years

Section B: School Management Committees' Oversight

(Tick the most appropriate response.)

6. Are you aware of the role of the School Management Committee (SMC) in overseeing teachers' performance?

   ☐ Yes

   ☐ No

7. How often does the SMC visit your school for oversight purposes?

   ☐ Weekly

   ☐ Monthly

   ☐ Once a term

   ☐ Rarely

8. What key responsibilities does the SMC perform in your school? *(Tick all that apply.)*

   ☐ Monitoring teacher attendance

   ☐ Evaluating teaching quality

   ☐ Supporting professional development

   ☐ Allocating resources

   ☐ Handling disciplinary issues

9. Does the SMC provide adequate support for teachers to improve performance?

   ☐ Yes

   ☐ No

10. In your opinion, how effective is the SMC in addressing challenges faced by teachers?

    ☐ Very effective

    ☐ moderately effective

    ☐ Not effective.

SECTION C: TEACHERS' PERFORMANCE

(Use the Likert scale: 1 = Strongly Disagree, 5 = Strongly Agree.)

1. Lesson Planning

No.	Item (Question Statement)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.1	I prepare detailed lesson plans before delivering any lesson.					
1.2	My lesson plans align well with the curriculum objectives.					
1.3	I revise my lesson plans regularly based on learners' needs.					
1.4	I allocate appropriate time for different sections within a lesson.					
1.5	My lesson plans include clear learning outcomes and assessment strategies.					

2. Assessment of Learners

No.	Item (Question Statement)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.1	I regularly assess learners to track their academic progress.					
2.2	I use different assessment tools (tests, assignments, oral work, etc.).					
2.3	I give timely feedback to students based on their assessments.					
2.4	My assessments are fair and aligned with lesson objectives.					
2.5	I analyze assessment results to adjust my teaching strategies.					

3. Time Management

No.	Item (Question Statement)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.1	I start and end my lessons on time.					
3.2	I use class time efficiently to complete the planned content.					
3.3	I avoid unnecessary delays or distractions during lesson delivery.					
3.4	I complete the syllabus within the allocated time.					
3.5	I prioritize teaching tasks to meet deadlines and school goals.					

4. Use of Teaching Aids

No.	Item (Question Statement)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.1	I regularly use teaching aids to support lesson delivery.					
4.2	The teaching aids I use make learning easier for students.					
4.3	I use both traditional and digital teaching resources effectively.					
4.4	My teaching aids are appropriate for learners of different abilities.					
4.5	I prepare or select teaching aids based on the lesson topic.					

5. Participation in Co-curricular Activities

No.	Item (Question Statement)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5.1	I actively participate in organizing school co-curricular activities.					
5.2	I encourage students to join and participate in co-curricular activities.					
5.3	I believe co-curricular activities enhance holistic student development.					
5.4	I volunteer to supervise student clubs, sports, or school events.					
5.5	I work collaboratively with colleagues during co-curricular events.					

6. Participation in School Meetings

No.	Item (Question Statement)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6.1	I regularly attend scheduled school meetings.					
6.2	I actively contribute ideas during meetings.					
6.3	I implement decisions made during school meetings.					
6.4	I feel meetings improve coordination and planning among staff.					
6.5	I feel valued when my opinions are heard during meetings.					

7. Classroom Management

No.	Item (Question Statement)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7.1	I maintain discipline and order in my classroom.					
7.2	I create a safe and inclusive learning environment.					
7.3	I manage student behavior using positive reinforcement.					
7.4	I handle disruptions calmly and effectively.					
7.5	I use class routines and rules to promote effective learning.					

Section D: Challenges and Recommendations

11. What are the main challenges faced by the SMC in overseeing teachers? *(Open-ended)*

……

……

……

12. How can the SMC improve its oversight role to enhance teacher performance? *(Open-ended)*

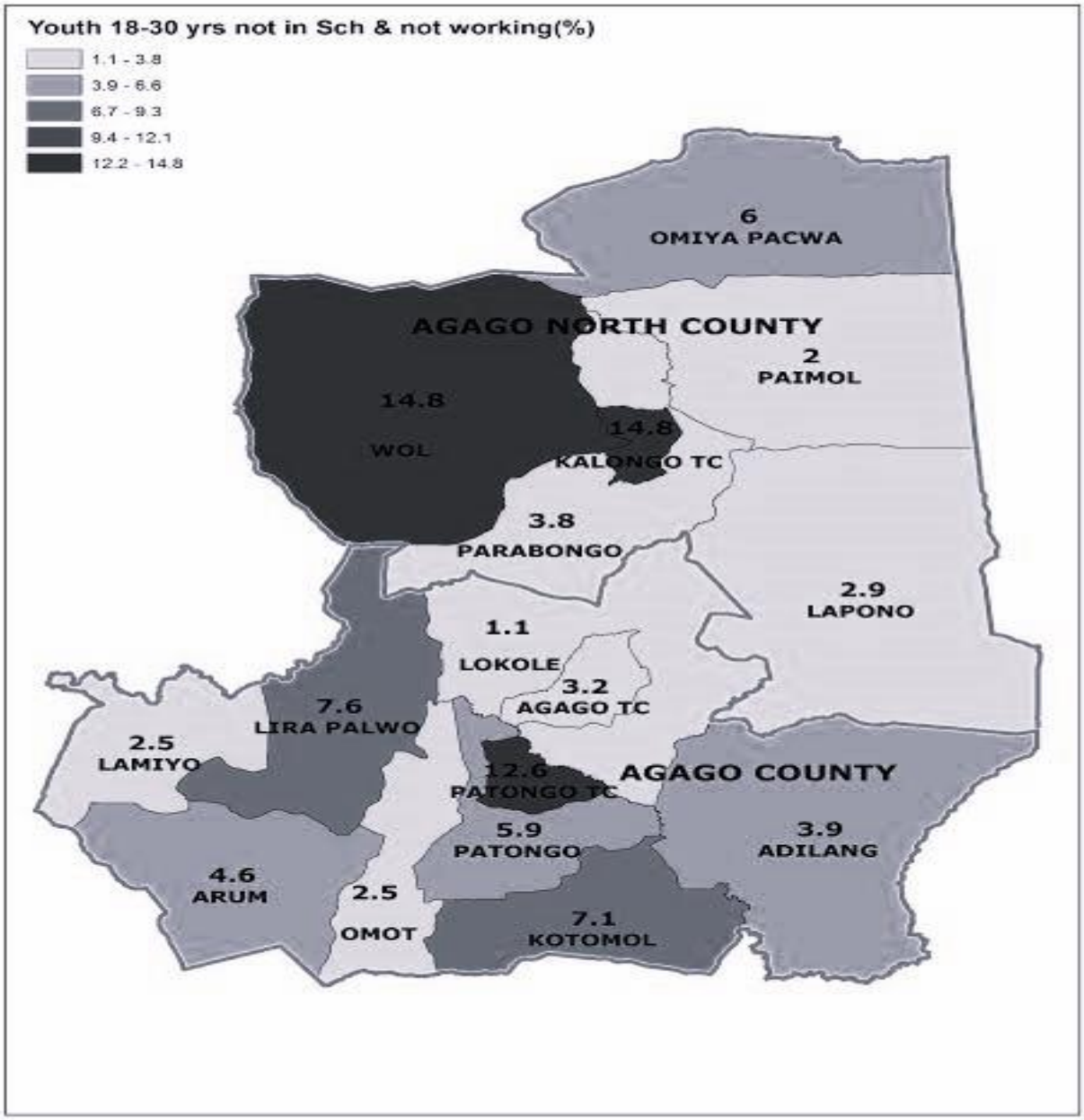
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Thank you for your participation!

Appendix II: A sketch map of Agago District showing Lamiyo Sub County



Appendix III: Introductory Letter



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OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

13th May, 2025

TO : WHOM IT MAY CONCERN

This is to introduce to you Ms. Lanka Obicci (Reg No. 22/U/1565/MED/PS) a student pursuing a programme of study leading to an award Master of Education in Education Management of Gulu University, Master of Gulu University.

She is undertaking research on the Topic:

SCHOOL MANAGEMENT COMMITEES' OVERSIGHT AND TEACHERS' PERFORMANCE IN PRIMARY SCHOOLS IN LAMIYO SUB-COUNT, AGAGO DISTRICT

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to her in relation to this research work will be highly appreciated.

GULU UNIVERSITY
20 MAY 2025
FACULTY OF EDUCATION AND HUMANITIES

Yours faithfully,

Dr. Denis Thaddeus Of oyuru

Dean, Faculty of Education and Humanities

Appendix IV: Plagiarism Check

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This form must be completed and signed for all scholarly work produced.

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Declaration.

1. I understand what plagiarism is and I am aware of the University policy on this regard,
2. I declare that this … **Dissertation** … (Proposal, thesis, essay, assignment, paper, report etc.) is my original work and has not been submitted elsewhere for examination, award of a degree or publication. Where other people's work or my work has been used, this has been properly acknowledged and referenced in accordance with Gulu University requirements,
3. I have not sought or used the services of any professional agency to produce this work,
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Signature _____ Date 8/9/2025

Originality Report

The article/thesis/document titled above have been subjected to plagiarism check and the level was found to be……**17%** (percent) this is classified as:

- ✓ Minor
- ☐ Moderate
- ☐ Serious

Yours sincerely,

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