



Original Article

## School Management Committee's Participation and Effectiveness of School Management in Primary Schools

Gloria Lamaro<sup>1\*</sup> & Jimmy Lukwiya<sup>1</sup>

<sup>1</sup> Gulu University, P. O. Box 166, Gulu, Uganda.

\* Author for Correspondence Email: [g.lamaro@gu.ac.ug](mailto:g.lamaro@gu.ac.ug)

Article DOI: <https://doi.org/10.37284/eajes.7.4.2424>

Date Published: **ABSTRACT**

19 November 2024

Keywords:

*School Management  
Committee  
Participation and  
Effectiveness of School  
Management.*

This study investigates the relationship between School Management Committee (SMC) participation and the effectiveness of school management in primary schools within Gulu District, Uganda. The challenge of improving parental involvement at the basic educational level is pivotal for enhancing educational outcomes. The objective was to establish the correlation between SMC participation and school management effectiveness. Employing both qualitative and quantitative methods, including in-depth interviews, focus group discussions, direct observation, and documentary analysis, the study sampled 352 participants. Data analysis, using the Pearson Correlation Coefficient, reveals a significant positive correlation between SMC participation and school management effectiveness. Recommendations include developing enhanced management strategies and exploring additional variables like gender, political situation, and religion.

### APA CITATION

Lamaro, G. & Lukwiya, J. (2024). School Management Committee's Participation and Effectiveness of School Management in Primary Schools. *East African Journal of Education Studies*, 7(4), 599-606. <https://doi.org/10.37284/eajes.7.4.2424>

### CHICAGO CITATION

Lamaro, Gloria and Jimmy Lukwiya. 2024. "School Management Committee's Participation and Effectiveness of School Management in Primary Schools". *East African Journal of Education Studies* 7 (4), 599-606. <https://doi.org/10.37284/eajes.7.4.2424>

### HARVARD CITATION

Lamaro, G. & Lukwiya, J. (2024) "School Management Committee's Participation and Effectiveness of School Management in Primary Schools", *East African Journal of Education Studies*, 7(4), pp. 599-606. doi: 10.37284/eajes.7.4.2424

### IEEE CITATION

G. Lamaro & J. Lukwiya "School Management Committee's Participation and Effectiveness of School Management in Primary Schools" *EAJES*, vol. 7, no. 4, pp. 599-606, Nov. 2024. doi: 10.37284/eajes.7.4.2424.

### MLA CITATION

Lamaro, Gloria & Jimmy Lukwiya. "School Management Committee's Participation and Effectiveness of School Management in Primary Schools". *East African Journal of Education Studies*, Vol. 7, no. 4, Nov. 2024, pp. 599-606, doi:10.37284/eajes.7.4.2424

## INTRODUCTION

In Uganda, enhancing parental involvement in school activities remains a critical challenge, particularly at the foundational educational stages. Effective leadership is crucial for educational outcomes globally, necessitating skilled and

committed teachers supported by competent school management. The historical context of education in Uganda highlights the evolution of educational management from clan-based systems to formal structures (Chairperson, Secretary, Treasurer, Parents' Representatives, Teacher Representatives,

Local Government Representative, Community Leaders/Representatives, Students' Representatives and Women's Representative) influenced by European missionaries and subsequent governmental involvement. Despite legislative mandates such as the Education Act of 2008 outlining SMC roles, the extent of SMC influence on primary school management effectiveness in Gulu District remains uncertain. This study addresses this gap through comprehensive research.

**Purpose of the Study**

This study aims to investigate how School Management Committee (SMC) participation impacts the effectiveness of school management in primary schools within Gulu District, Uganda. The objective is to provide insights that can enhance the management effectiveness of primary education institutions in the region.

**Objectives of the Study:**

- To establish the relationship between SMC participation and the effectiveness of school management in primary schools in Gulu District.

**Research Question**

What is the relationship between the level of SMC participation and the level of effectiveness of school management in primary schools in Gulu District?

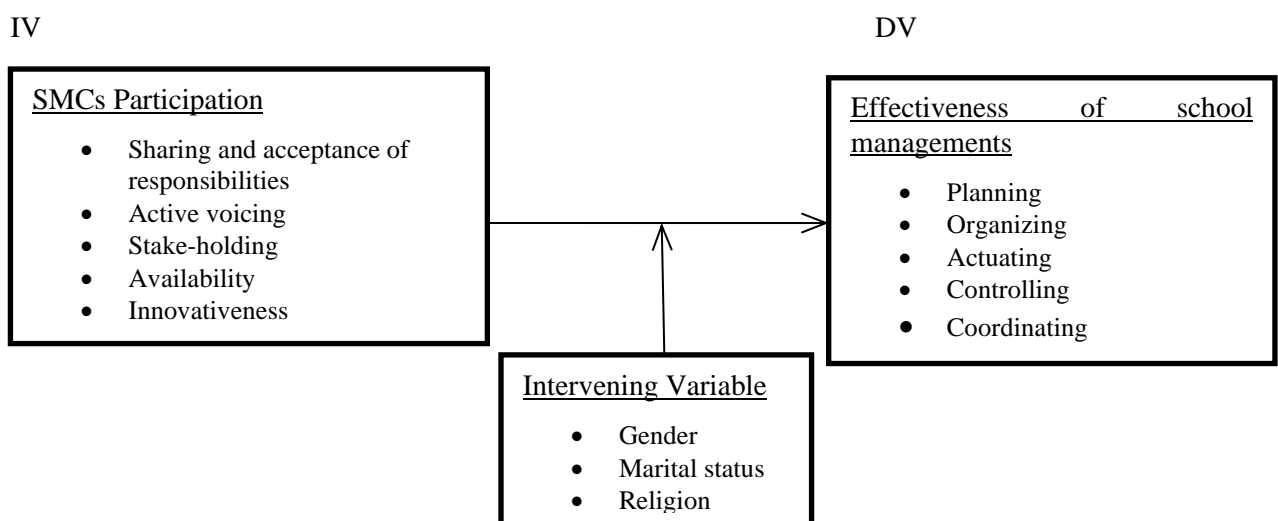
**Scope of the Study**

This study examines the relationship between SMC participation and school management effectiveness in primary schools in Gulu District, focusing specifically on Aswa County. Gulu District is geographically bounded by Kitgum District to the East, Amuru District to the West, Oyam District to the South, and Nwoya District to the North. The study considers data collected between 2000 and 2014 due to identified ineffectiveness in school management during this period, marked by incidents such as pupil and teacher strikes. Data collection occurred from May 2015 to August 2015.

**Conceptual Framework**

In the conceptual framework (Figure 1), the study identifies two main variables: the independent variable, SMC's Participation, which includes organizing and participating in management meetings, monitoring school performance, planning and overseeing resource utilization, mobilizing school resources, initiating development activities, programming, and ensuring accountability. The dependent variable, Effectiveness of School Management, encompasses planning, organizing, actuating, and controlling functions within primary schools. Intervening variables not directly studied but hypothesized to influence this relationship include gender, marital status and religion.

**Figure 1: Conceptual Framework Showing the Relationship between SMCs Participation and Effectiveness of School Management**



Source: Researcher (2018)

## LITERATURE REVIEW

The relationship between School Management Committee (SMC) participation and the effectiveness of school management in primary schools has garnered increasing research attention. Kruger et al. (2007) highlight the impact of school leadership on school management effectiveness, emphasizing strategies employed by principals to enhance schools' management performance amidst contextual factors like school size and location. Conversely, Sun et al. (2005) argue that diverse educational contexts worldwide dictate varying indicators of school effectiveness.

Nicolai (2003) underscores the role of community participation in enhancing management effectiveness by fostering better role allocation and communication within educational organizations. Alfolayan (2009) asserts that the management approach of school principals hinges on participatory contributions from staff, manifesting in leadership styles ranging from authoritarian to democratic.

According to Green (2003), SMCs facilitate effective school management through regular meetings and the formulation of governance frameworks. They oversee school policies, and resource allocation, and ensure compliance with educational regulations (Young, 2005; Slotnick, 2005). However, their advisory role in decision-making varies (Grinnel, 2005), with implications for school-based management and self-evaluation (Ritche, 2005; Kibuka, 2012).

Overall, while literature underscores the importance of SMCs in school management, specific studies on

their impact in Uganda, particularly in Gulu District, remain limited. This study addresses this gap by exploring the relationship between SMC participation and school management effectiveness.

## METHODOLOGY

**Research Orientation:** This study employs both qualitative and quantitative research paradigms. Quantitative methods address the first two research questions, while qualitative approaches complementarily explore varied perspectives (Wiersma and Jurs, 2005), addressing the third research question.

**Research Design:** A cross-sectional survey research design was chosen to gather comprehensive data from a large sample within a specified timeframe. This design allows for detailed descriptions of respondents' perceptions regarding SMC participation and school management effectiveness in primary schools of Gulu District. It is cost-effective and inclusive, suitable for establishing prevalent phenomena across sampled populations (Odiya, 2009).

**Study Population:** The target population comprises 981 participants, including head teachers, teachers, and SMC members from primary schools in Aswa County.

### Sample Size

The study had 352 sampled size derived using Krejcie and Morgan's (1970) sample size determination respondents comprising 75 head teachers, 256 teachers and 21 SMCs. The table below indicates the sampling frame and sampling techniques used in the study.

**Table 1 Sample Size**

Category	Target Population	Sample Size	Technique
Headteachers	89	75	Simple Random
Teachers	828	256	Simple Random
School Management Committee (SMC)	64	21	Simple Random
Grand total	981	352	

**Source:** *Gulu District Education Inspector Report (2014).*

### Data Collection Techniques

**Questionnaire Survey:** The study utilized a questionnaire due to its suitability for gathering information from a large sample within a limited timeframe. This method allowed literate respondents

to independently respond at their convenience (Oppenheim, 1992).

**Key Informant Interviews:** These interviews were conducted with members of the school management committees (SMCs), teachers, and head teachers.

They provided deeper insights into the variables under study, allowing for detailed explanations by the respondents.

**Focus Group Discussion:** This technique involved organizing meetings with groups of SMC members in their respective schools. It facilitated discussions guided by the research objectives on SMC participation levels, the effectiveness of school management, and their relationship.

**Document Analysis:** Public or private records were critically examined to obtain additional information on SMC participation and school management effectiveness. This method provided unobtrusive data, complementing other techniques and facilitating the triangulation of findings.

**Data Collection Instruments**

**Questionnaire:** Self-administered with closed-ended questions in three sections: A (background information), B (statements on SMC participation), and C (statements on the effectiveness of school management). A 5-point Likert scale was used for responses, ranging from strongly disagree to strongly agree, coded for easy data management (Oso and Onen, 2009).

**Focus Group Discussion Guide:** A structured guide was used to facilitate discussions among SMC members, focusing on research objectives related to school management effectiveness.

**Quality Control**

**Validity:** Content Validity Index (CVI) was computed after experts rated questionnaire items. A CVI of .759 indicated validity, meeting the criterion of 0.7 and above (Amin, 2005). Refer to Appendix C for detailed calculations.

**Reliability:** Cronbach's Alpha Coefficient determined internal consistency, yielding a

reliability of .726, which meets the threshold of 0.7 and above for acceptance (Amin, 2005). See Appendix C for further details.

**Administration Procedures:** Approvals from the District Education Officer and Head Teachers were obtained. Data collection arrangements were made with sample respondents during pre-field visits, and questionnaires and interviews were administered according to agreed schedules.

**Data Analysis:** mean value, standard deviation and Pearson Product Moment Coefficient were used to establish correlations.

**Assumptions of the Study:** The study assumed that factors such as personality, ability, gender, age, and marital status of respondents might influence the data collected. Randomization of respondents and the use of questionnaires aimed to mitigate these influences and ensure robust findings.

**Limitations and Delimitations of the Study:** The study acknowledged potential influences of variables outside its scope. Triangulation was employed to validate findings and address limitations inherent in the research design.

**Ethical Considerations:** To uphold ethical standards, the researcher introduced herself and the research team, clarified the research aims, and obtained voluntary consent from participants. Interviews and focus group discussions were carefully structured to respect respondents' privacy and avoid intrusive questioning.

**ANALYSIS**

**Demographic Characteristics of Respondents**

Respondents were asked to indicate their background information. Table 2 below presents the results.

**Table 2: Demographic Characteristics of Respondents**

		Education Level	Respondent		Total	
			Headteachers	Teachers		
Grade III	Gender	Male	Count	5	32	37
			% of Total	8.1%	51.6%	59.7%
	Female	Count	4	21	25	
		% of Total	6.5%	33.9%	40.3%	

Education Level		Respondent		Total
		Headteachers	Teachers	
Total	Count	9	53	62
	% of Total	14.5%	85.5%	100.0%
Diploma and above	Male	Count	46	104
		% of Total	30.5%	68.9%
	Female	Count	25	47
		% of Total	16.6%	31.1%
Total	Count	71	151	
	% of Total	47.0%	53.0%	
Total	Male	Count	51	141
		% of Total	23.9%	66.2%
	Female	Count	29	72
		% of Total	13.6%	33.8%
Total	Count	80	213	
	% of Total	37.6%	62.4%	

Source: Primary Data, 2015

Table 2 above shows that the majority of respondents were male (68.9%), the table further reveals that most of the respondents were holders of diplomas and above. The data presented in the table above were compiled from the questionnaire administered during the study.

**Mean Value and Standard Deviation on Level of SMC Participation in Primary School in Gulu District**

Respondents were asked to give their perception of the level of SMC participation in primary schools in Gulu District; the table below provides the details of the findings.

**Table 3: Mean Value and Standard Deviation on Level of SMC Participation in Primary Schools in Gulu District**

	Strongly Disagree		Disagree		Agree		Strongly Agree		Mean	SD
	freq	percent	freq	Percent	freq	percent	freq	percent		
SMC constituted rules	11	5.1%	18	8.4%	101	47.2%	84	39.3%	3.20	.80
SMC clear roles and responsibilities	0	0.0%	22	10.3%	135	63.1%	57	26.6%	3.16	.58
SMC work independently	8	3.7%	42	19.6%	119	55.6%	45	21.0%	2.93	.75
SMC receives regular training	9	4.2%	37	17.3%	151	70.6%	17	7.9%	2.82	.62
SMC participate in meeting	1	0.5%	51	23.8%	137	64.0%	25	11.7%	2.86	.59
SMC participate in school development plan	7	3.3%	37	17.3%	145	67.8%	25	11.7%	2.87	.63
SMC implements disciplinary actions	7	3.3%	19	8.9%	152	71.0%	36	16.8%	3.01	.62
SMC are competence	0	0.0%	49	22.9%	142	66.4%	23	10.7%	2.87	.56
SMC conduct school visit	13	6.1%	30	14.0%	137	64.0%	34	15.9%	2.89	.73
SMC participate in budgeting	26	12.1%	35	16.4%	146	68.2%	7	3.3%	2.62	.73
SMC mobilize resources	21	9.8%	28	13.1%	148	69.2%	17	7.9%	2.75	.73
SMCs makes accountability	19	8.9%	42	19.6%	122	57.0%	30	14.0%	2.76	.80
Average percent		4.75%		15.97%		63.68%		15.57%		

Source: Primary Data (2015)

Analysis in Table 3 above, presents opinion scores on the status of SMC participation by head teachers and teachers in Gulu District. The analysis revealed that (89.7%) of the respondents in the study were in agreement with SMC knowledge of their roles and responsibilities; (75.7%) were involved in drawing plans for the school as shown in the table.

Considering the average percentages of agree and strongly agree combined (79.3%); disagree and strongly disagree combined (21.7%) of the 11 items in Table 3 above, It can be concluded that at least the majority of respondents were in high agreement with

SMC participation in the study area. This implies that SMC are playing their roles and therefore effectiveness of school management is expected to be high.

**Mean Value and Standard Deviation on Effectiveness of School Managements in Primary Schools in Gulu District.**

Respondents were asked about their perception of the level of effectiveness of school management in primary schools in Gulu District; Table 4 provides detailed information.

**Table 4: Mean Value and Standard Deviation on Level of Effectiveness of School Managements in Gulu District**

	Strongly Disagree		Disagree		Agree		Strongly Agree		MeanSD
	Freq	percent	freq	percent	Freq	percent	freq	percent	
There is an effective management in this school	21	9.8%	59	27.6%	98	45.8%	36	16.8%	2.69 .86
Regular meetings	18	8.4%	59	27.6%	96	44.9%	40	18.7%	2.74 .86
Team work management	18	8.4%	65	30.4%	103	48.1%	28	13.1%	2.65 .81
Democratic leadership	9	4.2%	37	17.3%	151	70.6%	17	7.9%	2.71 .93
SMC in this school have mutual support for one another (share burdens)	1	0.5%	51	23.8%	137	64.0%	25	11.7%	2.81 .81
Performance appraisal	7	3.3%	37	17.3%	145	67.8%	25	11.7%	2.84 .80
Delegation of duties	7	3.3%	19	8.9%	152	71.0%	36	16.8%	2.70 .78
Strong monitoring team	6	2.8%	68	31.8%	113	52.8%	27	12.6%	2.75 .70
transparent accountability	5	2.3%	31	14.5%	129	60.3%	49	22.9%	3.03 .68
control on decision making	3	1.4%	30	14.0%	118	55.1%	57	26.6%	3.10 .68
Average percent		4.44%		21.32%		58.04%		15.88%	

Source: Primary Data 2015

Analysis in Table 4 above, presents respondents' opinion scores on the level of SMC participation by head teachers and teachers in Gulu District. The analysis considering the average percentages of agree and strongly agree combined (73.92%); indicated that the majority of respondents were in high agreement with the effectiveness of school management in the study. The implication of this

finding in the study is that the level of effectiveness of school management in primary schools in Gulu District is high.

**Pearson Correlations on Relationship between SMC Level of Participation and Level of Effectiveness of School Managements in Primary Schools in Gulu District**

**Table 5: Pearson Correlation on Relationship between SMC Participation and Effectiveness of School Managements in Primary Schools in Gulu District**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.540	.214		7.199	.000
SMC Participation	.436	.073	.379	5.956	.000

a. Effectiveness of school management

Source: Primary Data 2015

It can be seen from *Table 5* above that, there is a positive and statistically significant relationship between SMC participation and the effectiveness of school management in primary schools in Gulu District. Increased participation by the School Management Committee correlates with improved school management effectiveness in primary schools in Gulu District.

## DISCUSSION OF RESULTS

### *Relationship between the Level of SMC Participation and the Level of Effectiveness of School Management in Gulu District*

The findings reveal a significant relationship ( $r = 0.719$ ) between SMC participation and the effectiveness of school management in primary schools across the Gulu District. This indicates that SMCs are actively fulfilling their mandated roles under the Education Act of 2008, particularly in planning, coordinating, and decision-making processes to achieve educational goals. This aligns with Bogler's (2001) assertion that SMC involvement in decision-making, communication, and planning is crucial for ensuring efficiency and effectiveness in school management systems. Thus, continuous SMC participation is essential for enhancing the effectiveness of primary school management in the Gulu District.

Obwogi (2011) similarly reported significant correlations between SMC participation and school management effectiveness in primary schools in Nigeria, supporting the current study's findings. Conversely, Samuel (2008) and Beardwell and Claydon (2007) found no correlation between SMC participation and school management effectiveness in Eastern Uganda. However, our study distinctly establishes a significant correlation in the Gulu District.

## CONCLUSIONS

The study confirms a strong relationship (significant correlation at  $p < 0.05$ ) between SMC participation and the effectiveness of school management in primary schools within the Gulu District. This underscores the importance of SMC involvement in enhancing school management outcomes.

While the study findings contradict earlier reports from the study area, which suggested otherwise

(Kruger et al., 2007), it's important to note that those reports might have been based on anecdotal evidence without robust fieldwork involving various stakeholders, as detailed above.

## Recommendations

**Policy Makers:** The Ministry of Education, Science, Technology, and Sports, along with non-governmental organizations, should collaborate on developing joint planning, monitoring, and support supervision schedules to bolster support for all education stakeholders.

**Policy Implementers:** School managers and stakeholders should intensify their participation to ensure the achievement of school goals, building on the findings of this study.

## Further Research Areas

Future research should explore the influence of additional variables such as community attitudes, political dynamics, and economic factors on school management effectiveness. Additionally, extending the scope of study beyond Gulu District could provide broader insights into the dynamics of SMC participation and school management effectiveness across different contexts.

## REFERENCES

- Alfolayan, T.A.F (2009). *Principalship; Introduction to the Study of Administration of Post Primary Institution in Nigeria*. A.B.U Zaria Institute of Nigeria: ABU Publisher.
- Amin, M. E. (2005) *Social Science Research: Conception, Methodology and Analysis*. Kampala:
- Bogler, R. (2001). *The Influence of Leadership Styles on Teachers' Job Satisfactory*; University Council for Educational Administration
- Green M.J (2003) *Administration and Management Guide*
- Krejcie and Morgan Model (1970). *Determining Sample Size for Research Activities*. (Educational and Psychological Measurement, 30, pp.607-610).
- Krüger, M. L., Witziers, B., & Slegers, P. (2007). The impact of school leadership on

school level factors: validation of a causal model. *School effectiveness and school improvement*, 18(1), 1-20. <https://doi.org/10.1080/09243450600797638>.

Nicolai, S. (2003). *Steps in Planning within Education in Emergencies: A Tool for Starting and Managing Education in Emergencies*, UK: SC.

Norwegian Refugee Council (NRC, 2009) *Field Report 6<sup>th</sup> July 2010*: Gulu District Inspectorate Report.

Oakley (1989) and Odiya James (2009). *A Guide for Research Writing Community Participation*.

Oppenheim, A.N (1992). *Questionnaire Design, Interviewing and Attitude Measure*. London: printer

Ritche.J. (2005). *Qualitative Research Practice. A Guide for Social Science Students and Researchers*. London: Sage Publications.

Sun, H., Creemers, B. P. M. and de Jong, R. (2005). Contextual Factors and Effective School Variables and Physical Activity in Preschool Children. *Journal of Developmental and School Leadership on Level Factors: Validation of Causal Model*.