School Management Committee Participation in School Management and Teachers' Performance in Public Primary Schools in Laroo-Pece Division, Gulu City

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Declaration

I, Charles Onen declare that this research titled "*School Management Committee Participation in School Management and Teachers' Performance in Public Primary Schools in Laroo-Pece Division in Gulu City*" is my original work and has not been submitted to any institution for any award.

Signature:..... Date:30:09:2026

Approval

This dissertation titled "*School Management Committee Participation in School Management and Teachers' Performance in Public Primary Schools in Gulu City*" was developed under our supervision and is now submitted for review with our approval

Signature ..... Date..... 30/9/26.....

Dr. Okumu Bismarck (PhD)

Signature ..... Date..... 30/9/26.....

Dr. George Opio (PhD)

Dedication

I dedicate this research work to my beloved late father Kilama Micheal and my mother Mrs. Aweko Dorine Kilama for the foundation well laid for me in education achievements, my other brothers and sisters: Okumu William Bush. I equally recognize the hearts and moral support rendered to me by my dear wife Mary Laker and my children Ogenrwot Micky, Lubangakene Emmanuel, Laker Faith, Apwoyorwot Fortunate, and Nyapolo Brigdget.

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Abstract

This study investigated the relationship between school management committee participation in school management in school and teachers' performance in public primary schools in Laroo-Pece Division, Gulu City. The objectives of the study were; to determine the level of SMCs participation in school management in primary schools, to assess the level of teacher's performance in public primary schools and to establish the relationship between SMCs participation in school management and teachers' performance in public primary schools in Laroo-Pece Division in Gulu City. Correlation section design was used; data were collected using questionnaire survey and interview guide 243 respondents. Quantitative data were analysed using descriptive statistics. Interview data were anlaysed using descriptive and inferential statistics to all to determine the level of SMCs participation in school management in primary schools and to assess the level of teacher's performance in public primary schools addressing objectives one and two. Objective three was analysed using Pearson correlation using the data from objective one and two. The findings were presented in the forms tables and narratives from interview. The findings revealed that more than half of respondents affirm positive management attitudes aligned with Section 57(1)(d) of the Act, supported by majority of respondents' agreement on practices like teamwork events and motivational talks that foster teacher welfare and morale. The findings indicated strong compliance with the Teachers' Code of conduct supported by most teachers in preparing and following schemes and lesson plans, though a notable minority violates Section 3.4 by teaching without proper instructional preparation. The statistical results showed a significant positive correlation between the level of SMC participation and the level of teachers' performance in public primary schools in Laroo-Pece Division. Active involvement of SMCs is associated with improved teacher planning, delivery and commitment. The study concluded that SMCs in Laroo-Pece Division are generally active and aligned with the administrative and supervisory roles outlined in Uganda's Education Act (2008). The study concluded that teachers in Laroo-Pece Division are highly committed and largely comply with Uganda's Teachers' Code of Conduct, particularly in planning, syllabus coverage, learner assessment and professional ethics. The study concluded that involvement of SMCs in administrative, supervisory and accountability roles positively contributes to improved teacher effectiveness. The recommended that the Ministry of Education and Sports (MoES) and local government authorities should build the capacity of SMC members through regular training and clear policy guidelines especially in financial management and teacher incentive structures to enhance transparency, accountability, and performance-based motivation in UPE schools. The Gulu City Education Department and school leadership should strengthen internal inspection mechanisms particularly by empowering Directors of Studies to regularly review teaching records, lesson plans and assessment tools while ensuring equitable provision of instructional and assessment materials across all public primary schools. The Ministry of Education and Sports (MoES), in collaboration with local governments and development partners, should implement continuous capacity-building programs for SMC members particularly in instructional oversight, teacher motivation strategies and accountability frameworks to ensure their participation yields measurable improvements in teacher performance and learner outcomes.

Chapter One

Introduction

1.0 Introduction

Teacher's performance in schools is centered around the impact teachers have on students' learning, development and overall success (Adong, 2018). Teacher performance directly impacts student learning outcomes, school culture, and overall academic achievement (Adong, 2018). The participation of the School Management Committee in the management of schools is essential for creating a well-rounded, effective, and sustainable educational system (Pooja, 2022). By engaging a diverse group of stakeholders in school governance, the SMC ensures that the school operates efficiently, addresses the needs of its students and remains responsive to the community (Pooja, 2022).

This chapter focused on the background to the study, statement of the problem, purpose of the study as well as the objectives of the study, in addition to research questions, hypotheses of the study, conceptual framework and significance of the study,, scope of the study and operational definitions.

1.1 Background to the Study

The background of this study was sub divided into four categories: Historical dimension of the study, theoretical perspective that showed theory upon which the study was based, conceptual perspective that gave the definition of key variables and contextual perspective that showed the gap that prompted the study.

1.1.1 Historical background of the Study

The historical study of teacher performance and school management committee participation has evolved alongside the expansion of formal education, increased professionalization of teaching and growing recognition of the importance of community engagement in school governance (Abacus, 2017). Early educational systems were highly centralized, with little focus on teacher accountability or community involvement. Over time, as education systems became more formalized and democratized, efforts to assess and improve teacher performance increased, and the role of communities in managing schools expanded (Abacus, 2017).

In the modern era, the focus on teacher performance is increasingly linked to student outcomes, with formal evaluations and professional development programs becoming standard in many countries (Brookings Institute, 2017). Similarly, School Management Committees (SMCs) have become vital components of local governance, promoting more democratic participation in school management, improving accountability, and helping schools address local needs more effectively (Brookings Institute, 2017). The evolution of these areas is still ongoing, particularly in developing countries where education systems continue to face challenges related to resources, quality, and governance. The trend toward decentralization and increased community participation is expected to continue, with growing recognition of the importance of local ownership in the success of educational reforms (Brookings Institute, 2017).

According to Audit Office of New South Wales (2019), teacher's Performance in Britain for example during the pre-20th Century, Education in Britain during the 19th century was often informal and decentralized, with teachers having little formal training. The performance of teachers was assessed largely through personal observation, with minimal standards for

qualification. Early 20th Century witnessed the development of teacher training colleges in the late 19th and early 20th centuries improved the professionalization of teaching. This period saw the introduction of the Education Act of 1870 and the Elementary Education Act of 1902, which formalized education policies and set standards for teacher performance. Following World War II, the Education Act of 1944 (Butler Act) introduced a more comprehensive approach to education, including increased government oversight of teacher performance and the establishment of teaching qualifications. Meanwhile in the 1980s and 1990s, teacher performance became a key focus of educational reforms in the UK. Policies like the National Curriculum (1988) and the Teachers' Standards (2011) emphasized accountability, standardized testing, and performance evaluation for teachers. The focus on teacher performance expanded to include professional development and student outcomes (Audit Office, 2019).

During the 19th Century, school governance in Britain was initially controlled by local authorities and religious bodies, with little formal involvement of parents or the broader community (. In 1870, the Education Act established school boards, which allowed for some local community input in school management (Caldwell, 2022b). Post-WWII (20th Century) reforms gradually incorporated more community involvement in school governance, though real decision-making power remained largely with local authorities. Late 20th Century saw the introduction of School Governing Bodies (1986) formalized the participation of parents, teachers, and local stakeholders in decision-making processes (Caldwell, 2022a). Governing bodies had greater influence in budget decisions, curriculum choices, and teacher appointments (Caldwell, 2022a).

Schleicher (2020) reported that in the early 20th Century, the professionalization of teaching in the U.S. began with the establishment of teacher preparation programs and certification requirements in the early 20th century. However, there was still limited formal evaluation of

teacher performance during this time. The Sputnik crisis of 1957 (Mid-20th Century) and the subsequent National Defense Education Act (1958) spurred interest in improving education quality, including teacher performance. The creation of the National Teacher Examination (NTE) in 1948 helped standardize teacher evaluations (Schleicher, 2020). Late 20th Century to Present: The 1980s and 1990s saw a shift toward accountability and standardized testing, driven by federal policies like No Child Left Behind (NCLB) (2001) and Race to the Top (2009). Teacher performance was increasingly linked to student test scores, and many states introduced performance-based evaluations (Schleicher, 2020). Meanwhile, school management in the U.S (early 20th Century) was highly localized, with individual school boards managing individual schools.

The level of community participation varied, but most decisions were made by local officials (UNESCO, 2015). Parent involvement in the mid-20th century became a more prominent part of educational reforms, especially with the rise of the parent-teacher association (PTA) in the 1930s. Late 20th Century to Present with the rise of school choice policies and charter schools in the 1990s, there was a greater emphasis on parental and community involvement in governance. Some districts experimented with school-based management models that gave local communities more control over school decision-making (UNESCO, 2015).

Education in South America was largely characterized by inequalities, with rural areas often lacking access to quality teachers and educational resources in the early-mid 20th century. Teacher performance was often assessed informally (UNESCO, 2024). In the 1980s and 1990s, countries like Brazil, Argentina, and Chile began to reform their educational systems, focusing on improving teacher quality. The Ministry of Education in various countries introduced formal teacher training, certification, and performance evaluations. In the 21st Century, teacher performance in South America continues to be a key area of focus. International organizations, such as the World Bank, have supported reforms aimed at

improving teacher qualifications, pay, and performance evaluation systems (UNESCO, 2024). School management in many South American countries was top-down, with little participation from local communities or parents. Educational reforms in the 1990s, especially following democratic transitions, included greater community participation. The Ley General de Educación (General Education Law) in countries like Brazil and Argentina promoted community participation in decision-making processes, but often limited to advisory roles. Currently, with the rise of decentralization and greater democratization of education, some countries have experimented with school-based management models, although the level of community control remains uneven across the region (UNESCO, 2024).

Under Soviet rule, teacher performance was measured by adherence to the state curriculum and political ideology (teacher performance). There was little focus on individual teacher development or performance evaluations beyond political compliance (World Bank, 2015). Following the collapse of the Soviet Union in 1991, many Eastern European countries introduced reforms to improve teacher training, evaluation, and professional development. In the 21st century countries such as Poland, Hungary, and the Czech Republic have introduced performance-based assessments for teachers, along with efforts to professionalize teaching through continuous development programmes (World Bank, 2015). During the Soviet Era, School governance was centralized with no room for local community participation. Schools were controlled by the state, and decisions were top-down (World Bank, 2015). After the collapse of communism (Post-Soviet Transition, many countries introduced school-based management reforms, though the degree of community participation varied. Many Eastern European countries have made strides toward decentralization, though school governance remains somewhat centralized in many areas. Parental participation in school management has grown, but often remains advisory rather than executive (World Bank, 2015).

According to Smith and Benavot (2019), in many Asian countries (early 20th-century), teacher performance was traditionally measured by seniority and adherence to the curriculum rather than on student outcomes. After WW2 educational reforms in Japan, South Korea and China introduced formal teacher certification and evaluation systems. These countries focused on high standards of teacher preparation and development. Teacher performance is a critical focus in countries like Singapore, South Korea, and China, with rigorous teacher training programs and frequent performance evaluations. Many Asian countries have adopted policies linking teacher performance to student outcomes (Smith and Benavot, 2019). On the other hand in many Asian countries, schools were historically managed centrally, with limited involvement from the local community or parents as post WW2 saw countries like Japan and South Korea introduced more localized management structures in the 1950s and 1960s, but the level of parental and community participation remained limited (Smith and Benavot, 2019). In some countries, like Japan and India, there has been a growing trend towards decentralization, where school-based management systems allow greater community involvement in decision-making processes (Smith and Benavot, 2019).

Teacher performance during the colonial era was highly centralized in Sub-Saharan Africa, with limited emphasis on teacher development or performance evaluation (Aryeh-Adjei, 2021). African nations gained independence, and many focused on expanding access to education. However, teacher performance remained poorly evaluated in many countries due to the lack of resources and training programmes (Aryeh-Adjei, 2021). The 1990s-2000s reforms focused on improving teacher training, qualifications, and professional development, with support from international organizations like UNESCO and the World Bank (Aryeh-Adjei, 2021). During the colonial Era, school governance was largely controlled by colonial administrations with minimal local involvement. After independence, many African countries started promoting community participation in education. However, real decision-making

power remained centralised (Agbi, 2024). Recent reforms have pushed for greater community involvement, especially through the introduction of School Management Committees (SMCs), which play an important role in school governance in many African countries. These committees provide oversight and help address local educational needs (Agbi, 2024).

Education in Uganda was heavily influenced by colonial policies, with limited emphasis on teacher development. Teacher performance was typically judged based on adherence to the curriculum (Adong, 2018). Uganda introduced various reforms (post-Independence; 1960s-1980s) aimed at increasing access to education, but teacher performance remained largely unmeasured and poorly supported. During the 1990s-Present, the government introduced the Education Sector Strategic Plan and other reforms, focusing on improving teacher training, qualifications, and performance evaluations (Adong, 2018). There has been an increasing focus on professional development and accountability. During the colonial Era, school governance was top-down, with little involvement from local communities (Adong, 2018). In the post-independence era, Uganda started promoting community involvement in education, but it was not until the 1990s that formalized School Management Committees (SMCs) became more common. In the 21st Century, SMCs have become an integral part of school governance, promoting community ownership of education. They play key roles in decision-making, financial oversight, and advocating for better resources (Adong, 2018).

1.1.2 Theoretical Background of the Study

This study was informed by the System Approach Theory (Ludwig, 1956). Bertalanffy's theory views an organization as an open system made up of interrelated and interdependent components that interact with each other and with the external environment to achieve common goals. It assumed there was inputs (resources like human capital, policies, finances), processes (management, teaching and decision-making), outputs (student performance,

teacher productivity, etc.), feedback loops (communication, evaluations, reports) and environment (community, government policies, economy). SMCs, teachers, head teachers, parents, and local authorities are all components of the school system. The theory posited that the active participation of SMCs (For example, in planning, monitoring, and decision-making) influences other parts of the system, such as teacher motivation and job performance. If SMCs function effectively, they can improve working conditions, morale, and support for teachers thus, enhancing performance. According to the systems model, SMC involvement was an input into the school system. This input if positive affects processes such as management and supervision, leading to better outputs, such as improved teacher job performance and ultimately better student outcomes. A weak or absent SMC is a weak input, which may result in poor outputs. The theory emphasized the importance of feedback to maintain balance in the system. For instance, if teachers feel unsupported or mismanaged, feedback (e.g., through meetings or performance reviews) allows SMCs to adjust strategies, resolve conflicts, or allocate resources more effectively.

This dynamic helps keep the system adaptive and responsive. Public primary schools do not operate in isolation they interact with external factors such as government policies, community expectations, and donor programs. SMCs act as intermediaries between the school and its environment, ensuring that external demands and resources are aligned with school operations. Their engagement helps the school system adapt and remain relevant. Systems theory discourages isolated decision-making. Instead, it advocates a holistic view understanding how decisions made by SMCs (like hiring support staff or allocating funds for teacher welfare) ripple through the school system. This reinforces the idea that teacher job performance is not just an individual issue but is shaped by the broader management system.

1.1.3 Conceptual Background of the Study

Nzewi and Arachie (2018) looked at performance as the achievement of quantified objective which entails behaviour and results. Teachers' performance is reflected through staff and student discipline, excellent results in games and sports or students star performance in co-curricular and extra-curricular activities as well as the identification and promotion of students' talents (Nzewi and Arachie, 2018). In the view of Caldwell (2022), teachers' performance as a combination of scores or holistic scores in their participation in school activities. Meanwhile Renne (2015) argued that teachers' performance as work quality aligned to the students' national examinations results standards and procedures set by National Curriculum Development Center (NCDC) and Directorate of Education Standards (DES).

This study conceptualized teacher performance as array of actions, lesson planning, scheming of work, classroom management, management of co-curricular activities, learners' assessments, time management, attitudes towards work and behaviours within the teaching-learning environment to accomplishment educational objectives for learners.

School management participation referred to the involvement of parents, community members, and other stakeholders in the planning, decision-making, implementation, monitoring, and evaluation of school activities (UNESCO, 2024). School management committee participation in school management is a form of stakeholder engagement where local people, especially parents and community leaders, contribute ideas, resources, and oversight to improve educational service delivery (Marlo, 2022). In the view of Nkundabanyanga (2016), school management committee participation involves governance roles including budgeting, procurement, monitoring teacher attendance, discipline, and supporting head teachers in achieving school goals.

In this study, school management committee participation is conceptualised as a form of school-based management where authority is shared with parents and community leaders to improve transparency, responsiveness, planning, monitoring of teaching and learning activities, decision making and educational outcomes.

1.1.4 Contextual Background of the Study

In recent years, education stakeholders in Uganda have placed increasing emphasis on improving the quality of basic education, particularly in public primary schools. One of the critical elements that determine learning outcomes in these schools is teachers' performance. Teachers' performance encompasses aspects such as lesson preparation, delivery of instruction, classroom management, learner assessment, and overall professionalism (Niwagaba, 2022). However, in many Ugandan public schools, particularly in urban and peri-urban areas like Gulu City, concerns persist over low teacher motivation, absenteeism and inadequate instructional delivery (Adong, 2018).

In an effort to strengthen governance, accountability and community ownership of schools, the Ministry of Education and Sports (MoES) institutionalized School Management Committees (SMCs) as key stakeholders in the management of public primary schools. SMCs are legally mandated to oversee school operations, ensure proper use of resources, monitor teacher attendance and discipline, support planning processes and promote transparency and community participation in decision-making (Education Act, 2008). Their role is especially critical in the decentralized education system promoted under Uganda's Local Government Act (1997) and Education Act (2008).

In Gulu City an emerging urban center in Northern Uganda the implementation of these decentralization policies has brought both opportunities and challenges (Adong, 2018). While the city hosts a growing number of primary schools and a vibrant community eager to engage

in school governance, the actual functionality of SMCs varies significantly across schools. The relationship between SMC participation and teachers' job performance in this setting remains underexplored. It was unclear to what extent SMC involvement in areas such as monitoring, planning, or providing support affects the performance of teachers. This study sought to fill that gap by examining the nature and degree of School Management Committee participation and how it influences or correlates with teachers' performance in public primary schools in Gulu City.

1.2 Statement of the problem

Quality education in public primary schools largely depend on the effectiveness and commitment of teachers in delivering curriculum content, managing classrooms and assessing learner progress (Adong, 2018). However, in many Ugandan public primary schools, including those in Laroo Pece division in Gulu City, concerns had been raised about declining teacher performance, characterized by absenteeism, poor time management, limited instructional preparation, and low motivation (Niwagaba, 2022). These performance challenges had contributed to poor learner outcomes and weakened public confidence in the education system (Niwagaba, 2022). In response, the Ugandan government, through the Ministry of Education and Sports emphasized the role of School Management Committees (SMCs) as community-based governance structures tasked with overseeing school operations, supervising teachers, managing resources, and promoting accountability (Isingoma, 2023). The Education Act (2008) mandates SMCs to play an active role in decision-making, monitoring staff attendance, budgeting, and supporting school development plans. Despite this policy framework, there is limited empirical evidence on how the actual participation of SMCs influences teacher job performance at the school level, particularly in urban settings like Gulu City (Adong, 2018). Preliminary observations suggested that while some SMCs in Laroo Pece division in Gulu City were actively involved in school affairs, others remained

dormant due to inadequate training, unclear role definition, or lack of cooperation with school staff. This inconsistency in participation raised critical questions about the extent to which SMC involvement contributes to or constrains teachers' performance in the city's public primary schools (UNESCO, 2024). It is against this backdrop that this study seeked to investigate the relationship between School Management Committee participation in school management and teachers' job performance in public primary schools in Laroo-Pece Division in Gulu City. The findings were expected to inform education stakeholders on how to enhance participatory governance for improved teaching effectiveness and learner outcomes.

1.3 Purpose of the study

The purpose of the study was to investigate School Management Committee participation and teachers' performance in public primary schools in Laroo-Pece Division in Gulu City.

1.4 Research Objectives

The Study was guided by the following objectives:

i. To determine the level of SMCs participation in school management in primary schools in Laroo-Pece Division in Gulu City.
ii. To assess the level of teacher's performance in public primary schools in Laroo-Pece Division in Gulu City.
iii. To establish the relationship between SMCs participation in school management and teachers' performance in public primary schools in Laroo-Pece Division in Gulu City.

1.5. Research Questions

i. What is the level of SMCs participation in school management in public primary schools in Laroo-Pece Division in Gulu City?

ii. What is the level of teachers' performance in public primary schools in Laroo-Pece Division in Gulu City?

iii. What is the significant relationship between SMCs participation in school management and teachers' performance in public primary schools in Laroo-Pece Division in Gulu City?

1.6 Scope

The scope of the study was divided into three sections that is; geographical, content and time scope.

1.6.1 Geographical scope

This study was conducted in government-aided primary schools within Laroo-Pece Division in Gulu city, Northern Uganda. Gulu City has two city divisions: Laroo-Pece Division and Bardege-Layibi Division, bordered by Amuru district from the west, Omoro district from the South and South East and Gulu district from the North and North East.

1.6.2 Content scope

The study sought to determine the level of SMCs participation in management in public primary schools in Laroo Pece Division in Gulu City, to examine the level of teachers' performance in public primary schools in Laroo Pece Division in Gulu City and establish the relationship between the level of SMCs participation in school management and the level of teachers' performance in public primary schools in Laroo Pece Division in Gulu City

1.6.3 Time scope

The study covered the years between 2020- 2024 as these were the years when Gulu City became fully operational and to date no study has been done on the same in Laroo-Pece Division. This period was deemed sufficient to establish whether the observed level of

teachers' performance had any relationship with the participation of SMCs in management of public primary schools in Laroo Pece Division in Gulu City.

1.7 Significance of the study

Findings from this study highlighted areas where teachers lack support from SMCs, prompting better collaboration. Insights into performance challenges can guide targeted professional development and capacity-building programmes. Active SMC participation can lead to recognition and support that boost teacher morale and job satisfaction.

The study finding can help clarify SMCs roles, duties and boundaries in school governance and teacher support and identify gaps in knowledge or skill that can be addressed through training in leadership, financial management and school oversight.

Findings may guide head teachers to tap into community and parental support through better SMC engagement. Better understanding of how SMC involvement influences teacher performance can help head teachers coordinate more effectively.

Use evidence-based findings to craft or refine policies that strengthen school governance and improve education quality and identify key performance indicators and accountability mechanisms for SMCs and teaching staff. Guide resource allocation and future interventions in underperforming schools.

Findings from this study can inform national policies on community participation, decentralized education governance and performance management. Use successful models from the Laroo-Pece context to guide strategies in other regions with similar dynamics.

Findings from this study adds to the academic discourse on decentralized school governance and its impact on performance and offers a case study for comparative analysis or longitudinal research in education policy and management.

1.8 Conceptual Framework of the Study

The conceptual framework showing the interplay between School Management Committees' participation in management of schools and teachers' performance using the System Theory (Ludwig, 1956) as shown *Figure 1* below. Where SMC is the independent variables (IV) while teachers' performance is the dependent variables (DV).

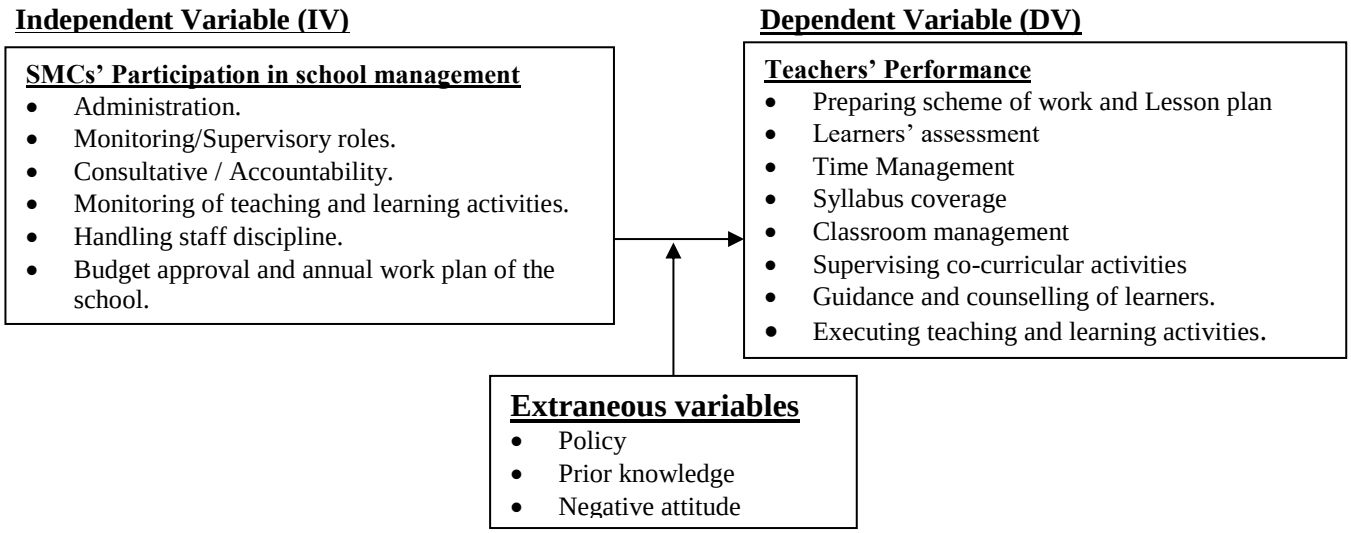


Figure 1. 1: Conceptual Framework Showing the Relationship between SMCs' Participation in School Management and the Level of Teachers' Performance in Public Primary Schools in Laroo-Pece Division, Gulu City.

Source: Secondary Data (2025).

The conceptual framework presented the perceived inter-relationships between variables, that is, School Management Committee participation in management and teachers' performance in public primary schools in Laroo Pece Division in Gulu City. Under this conceptualization, the School Management Committee participation in management was the independent variable while teachers' performance was the dependent variable.

The independent variables were characterized into three roles in management of the School Management Committee namely; administrative role, supervisory/monitory roles in management; consultative role in management. Administrative role in management 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 plan for the school and others.

Supervisory role in management/monitoring role in management were defined in terms of school and security, checking of teachers and pupils attendance, checking the use of school facilities time to time, checking on the use of resources learning materials and time management for everyone in the school: Consultative role is characterized as accountability, discipline, transfer of learners/teachers and payment of support staff in the school.

In essence, the Systems Approach Theory by Bertalanffy underscores that the school is a complex system whose success depends on the coordinated efforts of all its parts. School Management Committees, as integral components, influence how well the system functions. Their participation is not only beneficial but crucial for improving teachers' job performance, since it affects the inputs, processes, and feedback mechanisms that define educational outcomes.

Extraneous variables was controlled by randomization and ensuring statistical control, holding study participant variables constant; testing all the participants in the same location, giving them identical instructions and treating them in the same way.

Chapter Two

Literature Review

2.0 Introduction

This chapter shall talked about the literature review basing on the themes which are; to determine the level of SMCs participation in management in improving teacher's performance in primary schools in Laroo Pece Division in Gulu City, to explore teachers performance in public primary schools in Gulu City and to establish the relationship between SMCs participation in primary school management and teachers' performance in public primary schools in Gulu City.

2.1 Level of SMCs Participation in School Management

Smith and Benavot (2019) observed that School Governing Bodies (SGBs) in the UK are legal entities with strong influence over school leadership, curriculum and staff evaluation and therefore, has high level of participation in public primary schools. However, their composition often lacks true grassroots community representation unlike in Uganda which is grassroots' entrenched through Education Act 2008. UK's legal and financial decentralization model is quite different from Uganda's hybrid governance system and rarely explores how SGB decisions translate into daily teacher performance. This study intends to bridge gaps above by investigating on the level of SMCs' participation in public primary schools and report on in 2025.

Lakkala et al. (2021) reported moderate SMC's participation in Singapore as School Advisory Committees function more as consultative and fundraising bodies, with minimal interference in pedagogical issues. Governance is tightly controlled by the Ministry of Education, therefore, top-down governance limits the generalizability to grassroots-driven

systems like Uganda's. Similarly, there is insufficient attention to how local committee influence (if any) shapes teacher job satisfaction or output and heavily policy-oriented, lacking micro-level classroom or teacher-focused analysis which is content and geographical gaps for this study to fill. This study, therefore, investigates the level of SMCs' participation in public primary schools and report on in 2025.

In Brazil, Borgesa et al. (2024) reported moderate level of SMCs' participation in school management as school councils (Conselhos Escolares) are mandated to participate in school governance, budgeting, and teacher recruitment. However, power dynamics often favor head teachers, limiting committee influence. However, there is weak focus on direct teacher performance indicators and cultural and policy contexts differ vastly from East African realities. Study above is comparative in nature and at macro-level not localised or ethnographic to this study context. This study seeks to bridge the content gap by investigating SMCs' participation in school management in public primary schools in Laroo-Pece Division, Gulu City and report on.

According to Adeolu and Olusola (2022), Nigeria has high level of SMCs' participation in schools. SMCs in Nigeria have significant roles in resource mobilization, infrastructure development, and disciplinary processes. However, issues of corruption, politicization and capacity limitations persist and teacher performance is mentioned but not rigorously studied. The study above has inconsistent use of mixed methods and weak triangulation and focused on Southwest Nigeria, leaving Northern and conflict-prone areas under-researched. This study seeks to investigate SMCs' participation in school management in public primary schools in Laroo-Pece Division, Gulu City and report on.

Sub-Saharan Africa, studies by Agbi (2024), Ezike (2018) and Jonas and Mkulu. (2022), and Bold et al. (2017) in Kenya, Tanzania and Ghana show that SMCs often function in

supervisory roles, but lack the training to engage meaningfully in teacher appraisal. Participation levels vary based on education levels and socio-economic backgrounds of committee members and there is very few recent studies capturing changes in community-school relations post-COVID-19. Which is a content gap for this study to fill and there is inconsistent focus on how SMC involvement affects motivation, instructional quality, or teacher absenteeism. This study seeks to bridge the gaps above by investigating SMCs' participation in school management in public primary schools in Laroo-Pece Division, Gulu City and report on.

According to Niwagaba (2022), Uganda's SMCs are empowered by the Education Act 2008, yet low literacy, lack of incentives, and political interference hinder effective participation. However, teacher performance is rarely evaluated formally by committees and urban divisions like Laroo-Pece in post-conflict Northern Uganda are under-studied. Existing literature mainly explores school governance and enrolment, not teacher job performance and outdated pre-2015 studies dominate the discourse. This study seeks to bridge the gaps above by investigating SMCs' participation in school management in public primary schools in Laroo-Pece Division, Gulu City and report on.

Given the above global insights and identified gaps, a context-specific, updated, and methodologically rich study in Laroo-Pece Division, Gulu City is warranted to: Explore how SMC participation directly influences teacher job performance and fill the content and contextual void left by regional and international studies. Provide evidence-based recommendations for enhancing local education governance and teacher support mechanisms in post-conflict urban settings.

2.2 Level of Teachers Performance in Public Primary School.

Abacus (2017) reported moderate level of teachers' performance and o observed that teacher attrition, burnout and poor leadership support remain barriers to consistent performance. Abacus emphasized the importance of teacher qualification, certification, and ongoing professional development in ensuring high performance. Abacus's findings relate to this study objective, however, it has limited post-pandemic research assessing digital adaptation and resilience and has heavy reliance on statistical data with limited school-based case studies or teacher voice narratives. This study is intended to fill the methodological and content gaps mentioned above. This study seeks to bridge the gaps above by investigating the level of teachers' performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

According to Caldwell (2022), teacher performance in the UK is linked to student outcomes, professional identity and school climate. Caldwell's reports highlight the influence of accountability frameworks and standardized testing on teacher behavior. Caldwell's finding resonates with this study objective though it excessively focused on metrics and league tables; lacks qualitative depth and did not put into account exploring post-Brexit or post-COVID teaching challenges. Moreso, policy-heavy systems like Ofsted differ drastically from Uganda's low-resource context and emotional labor and well-being are under-examined dimensions of performance. This study seeks to bridge the gaps above by investigating the level of teachers' performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

UNESCO (2022) reported high level of teachers' performance in Singapore and note that teacher performance is highly structured and state-controlled, supported by rigorous professional development and performance appraisal systems. Strong emphasis on 21st-

century competencies and ICT integration. UNESCO's findings align with this study objectives but the centralized, well-resourced education system limits applicability to low-income settings like Gulu City and the report neglects how teacher autonomy or community engagement factors into performance. Methodologically, focused on policy and system-level outcomes; lacks teacher-level perspectives. This study seeks to bridge the gaps above by investigating the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City using mixed methods and report on.

Pooja (2022) reported low level of teacher's performance and noted that teacher absenteeism, lack of supervision and poor pay are major contributors to poor performance in South Asian public schools and recommended innovative interventions like Teaching at the Right Level (TaRL) to improve delivery (level of teacher's performance). Finding above has understudied dimensions include motivation, classroom innovation, and role of local governance as gaps for this study to fill. Marginalized tribal or conflict-affected zones were not analyzed and reliance on large-scale survey data leaves insufficient action research or ethnographic approaches. This study seeks to bridge methodological gap above by investigating the level of teachers' performance in public primary schools in Laroo-Pece Division, Gulu City using mixed methods and report on.

Schleicher (2020) reported low level of teachers' performance in Brazil, Colombia and Argentina. Schleicher observed that in teacher performance in Brazil is shaped by weak accountability systems, union pressures, and low student achievement. Local governance mechanisms exist but are often symbolic, the study focused on system analysis with limited classroom-based inquiry and predates digital learning shifts and socio-political upheavals. Political and socioeconomic differences limit applicability to African settings. This study seeks to bridge the gaps above by investigating the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

Nishimura (2017) found that despite investment in infrastructure and training, teacher subject knowledge and pedagogical skills remain low in underprivileged schools. Performance is hampered by overcrowding, weak school leadership, and socio-political baggage from apartheid. In the study above, teacher resilience, innovation and adaptability are not well-documented and the research is concentrated in Gauteng and Western Cape and rural zones underrepresented. Therefore, reliance on student test scores lacks teacher-centered frameworks and has limited post-2020 performance assessments post-COVID closures. This study seeks to bridge the gaps above by investigating SMCs' participation in school management in public primary schools in Laroo-Pece Division, Gulu City and report on.

Adeola and Adebiyi (2016) reported low level of teacher's performance and identified poor motivation, inadequate training, poor infrastructure, and weak supervision as key factors in teacher underperformance. SMCs are often politicized and offer little support or accountability. Adeola and Adebiyi's study focused was often on southern states, ignoring conflict-prone northern regions and minimal research was on teacher perspectives, professional identity, or job satisfaction. Their study did not triangulate data and had few use participatory or longitudinal methods. This study seeks to investigate the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

In Sub-Saharan Africa, Ngowi and Mafwolo (2022) and Bold et al. (2017) show widespread issues of teacher absenteeism, low accountability and poor professional development structures. NGOs often play a stronger role than state actors in enhancing teacher performance. Studies above had content gap as it neglects localized cultural influences, gender and socio-political barriers and time gap as pre-pandemic studies dominate; lacks recovery and digital integration insights. Post-conflict or urban-decentralized zones like Northern Uganda were not examined. This study seeks to investigate the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

Niwagaba (2022) and Adong (2018) noted that large class sizes, inadequate supervision and low pay undermine performance and Professional development opportunities are sporadic and donor-driven. In the studies above, there's a significant knowledge gap in urban-divisions of post-conflict areas like Laroo-Pece in Gulu and Weak links between school governance structures (e.g., SMCs) and teacher performance. Overreliance on document reviews and surveys; few studies give space for teacher voices or real-time classroom practices left methodological gap for this study to fill. This study seeks to bridge the gaps above by investigating the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

Based on the above analysis, a localized study in Laroo-Pece Division would fill a content gap by linking SMC participation and teacher performance in public primary schools, address a contextual void by focusing on post-conflict, urban, resource-constrained environments, close the time gap with updated data reflecting post-pandemic challenges and new education policies and use innovative mixed methods (interviews, classroom observations and focus group discussions) to enrich current literature.

2.3 Relationship between SMC Participation in School Management and Teachers' Performance

Abacus (2017) found positive school governance and parental involvement support teacher effectiveness. However, the USA uses school boards rather than SMCs, which operate at a district level and are often political. There is contextual gap because SMCs as grassroots structures do not exist in the same way as in Uganda and the study did not examine how community governance affects daily teacher duties. Abacus' Study relied on district-level data and has limited ethnographic or qualitative input from teachers. This study seeks to bridge the gaps above by investigating the relationship between SMCs' participation in

school management and the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

According to Burns and Cerna (2016) there is positive relationship between SMCs' participation in school management and level of teacher's performance in schools. School governors (similar to SMCs) influence school performance indirectly through strategic planning and resource oversight and teachers report higher morale when leadership involves parents and community. The UK system is resource-rich, with different accountability tools (e.g., Ofsted), making direct comparisons difficult. Few studies in the UK directly link school governance participation with teacher classroom behavior or delivery and many are policy reviews or statistical assessments, lacking classroom-level ethnographic engagement. This study seeks to bridge the content and methodological gaps above by investigating SMCs' participation in school management and the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

European Commission (2019) reported negative relationship between SMCs' participation in school management and the level of teacher's performance. European Commission argue that centralized administration limits parental/SMC roles in teacher performance; however, school excellence model reviews show indirect benefits of community input in teacher support structures. Findings above relate to this study objective, however, it leaves contextual gap for this study to fill as in the findings above, community governance is minimal and schools are run by professionals and government. It provides content gap because there is weak literature on grassroots influence on teaching practice and methodological gap as the study has overreliance on government performance metrics, with few school-level case studies. This study, therefore, seeks to bridge the gaps above by investigating the relationship between SMCs' participation in school management and the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

Pooja (2022) reported that SMCs in India and Pakistan often exist on paper with limited impact, but when active, they improve teacher accountability and reduce absenteeism. Teachers perform better when monitored by community or receive feedback from SMCs. Pooja's study has content gap as it lacks depth on teacher perceptions of SMC participation. Contextually, urban-rural disparities are wide Pooja study focused on rural and was dominated by surveys, thus lacked action research model used. This study seeks to bridge geographical and methodological gaps above and investigates the relationship between SMCs' participation in school management and the level of teachers' performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

Borgesa et al. (2024) found that local school councils improved transparency and resource allocation but had limited effect on teacher classroom behaviour unless paired with training and follow-up. The study above relates to this study objective as it has limited insight into how teacher motivation and instructional quality are affected by school management committees' participation in school management. Contextually, political and social settings differ from African contexts and it lacks qualitative approach on teacher-SMC dynamics. Most data predates education tech reforms and digital inclusion policies. This study intends to bridge the gaps mentioned above by investigating the relationship between SMCs' participation in school management and the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

Basson and Mestry (2019) showed that School Governing Bodies (SGBs), similar to SMCs, impact teacher performance through oversight and participation in teacher evaluations. Teacher resistance occurs when SGB roles are not clearly defined or are politicized. The finding above has content gap as teacher emotional labour, autonomy and instructional practices are underexplored. Contextually, the finding focused on townships and informal settlements ignoring fully urban schools. Methodologically, overuse of structured interviews;

lacks teacher ethnographies. This study investigates the relationship between SMCs' participation in school management and the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City to bridge the gaps as mentioned above and report on.

Ezike (2018) found that well-trained SMCs improved teacher attendance and morale, particularly where local government support existed. However, SMCs were often weakened by corruption and poor literacy. Ezike's study has geographical gap for this study to fill as it focused in southern Nigeria; conflict-prone northern zones underexplored. Furthermore, teacher attitudes toward SMCs and feedback systems are missing and methodologically, surveys dominate as it lacks longitudinal classroom-based studies. This study seeks to bridge the gaps above by investigating the relationship between SMCs' participation in school management and the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

Bold et al. (2017) found that active community participation can improve teacher accountability, but results vary across countries due to differing governance models. SMCs often have limited capacity and receive minimal training to influence teacher behavior. Bold et al. findings leaves content gap as it has weak analysis of collaborative vs. coercive SMC roles. Contextually, post-conflict and urban schools are underrepresented and methodologically it focused on donor programme evaluations, thus lacks community-grounded research. This study, therefore, seeks to bridge the gaps above by investigating the relationship between SMCs' participation in school management and the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

In Uganda, Niwagaba (2022) and Nkwanga (2019) show that SMCs are legally mandated but often lack training, limiting their ability to influence teacher performance. In Kenya, Ngowi

and Mafwolo (2022) showed that SMCs improve teacher commitment and time management when active. Findings in Tanzanian link SMC participation to teacher responsiveness and professionalism (Jonas and Mkulu, 2022). Contextually, most of those studies are rural-based or focus on national trends; urban, post-conflict zones like Laroo-Pece are unexamined and how SMCs engage in teacher appraisal, motivation, or classroom feedback is not well-researched. Their findings are over a decade old thus they lack relevance to current challenges (e.g., NDP III, curriculum reforms and COVID-19 impacts). Furthermore, their studies did not use teacher narratives, classroom observations, or participatory methods. This study intends to bridge the gaps above by investigating the relationship between SMCs' participation in school management and the level of teacher's performance in public primary schools in Laroo-Pece Division, Gulu City and report on.

A study in Laroo-Pece can fill multiple research gaps provide updated data reflecting post-COVID realities, new policy frameworks, and teacher deployment dynamics in urban Gulu, offer insights into how SMCs operate in urban, post-conflict, low-resource settings, unlike most current studies, explore how SMC involvement affects teacher morale, instructional quality, discipline, and professionalism and use participatory mixed methods teacher interviews, SMC focus groups, school observations to bridge the voice gap in existing literature.

Chapter Three

Methodology

3.0. Introduction

This chapter presented the methodology that was used to carry out the study. This included research design, the research population and sample size, sampling procedures, research instruments, validity and reliability of instruments, data gathering procedures, data analysis, ethical considerations and limitations of the study.

3.1 Research Orientation

This study used mixed method. Mixed method is the use of both qualitative and quantitative approaches (Creswell and Poth, 2018). Mixed methods allowed for a more thorough exploration of complex issues; assessing the impact of promotion of sciences on teachers' job performance in government-aided secondary schools (Creswell and Clark, 2018). Qualitative approach enabled collection of non- numerical data that were collected through interviews and observations from head teachers and observing documents respectively that enable the researcher gain insight into the opinions, attitudes, perception, attributes and knowledge of the participants (Creswell and Poth, 2018).

3.2 Study Population

The study population comprised of the respondents who were capable of providing the needed information about the effect of SMCs' participation in school management on teacher's performance. The respondents considered were, therefore; City Inspector of Schools (CISO) in the selection lot because most time he or she goes to inspect how the schools are managed directly from the field and writes report on the status of all the schools within the City. Chairpersons SMCs are the policy makers always supervising and approving all the

school activities. Head teachers are managers of schools. The teaching staff was selected because they are the direct beneficiaries of the study subject in all the 18 public primary schools in Laroo-Pece Division, Gulu City.

Table 3. 1: Sampling frame showing the study population

Target Participants	Target Population	Sample Size	Sampling techniques
Teachers	404	198	Simple Random sampling
Chairpersons School Management Committees (SMCs)	22	21	Simple Random Sampling
Head teachers	22	21	Purposive Sampling
City Education Officer	1	1	Purposive Sampling
City Inspector of Schools	1	1	Purposive Sampling
Total	**450**	**243**	

Samples above were determined using Krejcie and Morgan (1970).

3.3 Sampling Techniques

This study administered simple random sampling technique on teachers to enable each member have even chance and likelihood of being selected in the sample (Creswell, 2016) and purposive sampling was used on head teachers, CEO, CIS and chairpersons SMCs due to their positions in Primary schools, head teachers are policy implementers, CIS, CSO and SMCs are relevant stake holders in schools. Krejcie and Morgan (1970) table of sample size determination was used to determine sample size for this study.

3.4 Data Collection Techniques

The research data was collected using; questionnaire survey, interviews and observations to collect the data.

3.4.1 Questionnaire Survey

The study used questionnaire surveys for teachers and is considered appropriate because of its efficiency for a large sample that other techniques may not be able to cover effectively, it is also appropriate for literate population (Creswell, 2016). Creswell argued that, questionnaire surveys help in achieving uniformity, stability and consistency in facts and information.

3.4.2 Interviews

Self-administered interviews was administered on head teachers, CIS, CEO and chairpersons SMCs as key informants in this study field because of the nature of their responsibilities that position them with valuable information regarding the study variables. In this study, the researcher personally administered the interview guide to the CEO, CIS, chairpersons SMCs, head teachers, record and wrote their responses as they responded immediately.

3.4.3 Observations

The researcher observeed AGM minutes, visitor's book and school budget approved etc. as they take place netball and volleyball poles alongside other techniques concurrently as he collects the data to obtain immediate feedback (Creswell and Poth, 2018).

3.5 Data Collection Instruments

3.5.1 Questionnaires

Questionnaires with closed ended questions divided in to three sections, i.e., section A on background information that require respondents to tick the most appropriate item that relates to them, section B on SMCs participation in school management that require respondents to tick the most appropriate level of their agreement or disagreement with the statements using

five points Likert Scale. Questionnaires will be administered on teachers to collect primary data for the study and administered by the researcher to the respective respondents to obtain immediate feedback (Creswell and Poth, 2018).

3.5.2 Interviews Guide

Interview guide structure that may collect data using open ended question was captured in part A, guiding question on SMCs participation in school management at different schools was treated in part B and guiding question on teachers' job performance treated in part C.

3.5.3 Observation Checklist

Observation Checklist the researcher observed evidence of SMCs participation in school management and teachers' performance in each school concurrently with other techniques during each school visit as he collected the data to obtain immediate feedback (Creswell, 2016).

3.6 Quality Control

3.6.1 Validity

This study used content validity in ensuring validity which was the extent to which the items in the instrument represented the content of attribute being measured. It can also be ensured through judgment of the items by experts (Creswell, 2016). The content validity index for each item in the instrument was computed using the content validity formula as seen below;

$$\text{The CVI} = \frac{\text{Number of items rated relevant by all judges}}{\text{Total number of items in the instrument}}$$

For this study therefore, if the CVI is 0.7 and above, the instrument can then be considered valid (Creswell and Poth, 2018).

3.6.2 Reliability

To establish reliability, Cronbach Alpha Coefficient formulae $\alpha_1 = 1 - [6\sum D^2 / n\ (n^2 - 1)]$, if the alpha value results computed is 0.07 and above, the instruments were considered as valid and consistent but if the value is less than 0.7 then the process was repeated until the required value is obtained (Creswell, 2016).

3.6.3 Extraneous Variable

Clarity on instructions, measures, and variables helped to maintain the focus of this study variable so that respondents better understand them in order to provide facts and correct information as required by the questions.

3.7 Administrative Procedures

After ascertaining the suitability of the instruments, permission to conduct the research was obtained from the Faculty of Education and Humanities, Gulu University, where an introductory letter was obtained to introduce the researcher to the authorities of the public primary schools in Laroo-Pece. The researcher made a pre-field visit for ground mobilization and sought permission from the school authorities for subsequent data collection..

3.8 Data Analysis

The data were collected, sorted, coded, and entered into the Statistical Package for the Social Sciences (SPSS), version 26.0. SPSS was preferred because it provided a wide range of statistical tests, enabled the filtering and preparation of data for analysis, generated different charts, facilitated hypothesis testing for two or more samples, analysed relationships between two or more variables, classified data, and created clusters (Creswell, 2016). Interview data were analysed descriptively to derive meaning from the individual stories of the respondents. This approach was preferred because it enabled the researcher to highlight important aspects

of the respondents' stories and critical points that resonated with the readers of the study. Descriptive statistics were used to analyse the respondents' background characteristics and objectives one and two. Simple linear regression and Pearson correlation were used to analyse the data for objective three, which examined the relationship between School Management Committees' (SMCs) participation in school management and the level of teachers' performance. Interview data were analysed using both narrative and content analysis. Simple linear regression was used to examine the relationship between SMCs' participation in school management as the independent variable and teacher job performance as the dependent variable. Descriptive statistics were also used to analyse the qualitative data.

3.9 Ethical Considerations

The researcher considered the ethical values of voluntary participation, anonymity, and protection of respondents from any possible harm that could arise from participating in the study. The researcher introduced the purpose of the study as a fulfilment of a Master's study programme and requested the respondents to participate in the study on a voluntary basis. Respondents were permitted to refuse or withdraw from participating in the study at any time.

The researcher assured the respondents of the confidentiality of the information they provided for the study, since the findings were used solely for the intended academic purposes. The respondents were also provided with feedback on the findings of the study.

3.10 Assumption of the Study

The study assumed that application of effective SMCs' participation in school management schools can influence positive outcomes of teachers' job performance; implying that there is significant positive relationship between these two variables.

3.11 Limitations and Delimitations of the Study

The study was constrained by a limited budget, which affected the recruitment of research assistants to expedite the process of data collection. This limitation affected the period available for data collection and analysis. The researcher addressed this challenge by employing at least two research assistants and providing them with favourable remuneration to motivate them to dedicate additional time and effort towards meeting the study deadlines.

The study was also affected by the challenge of covering a large geographical area. This challenge was mitigated by recruiting research assistants and assigning them a motorcycle to facilitate quick and efficient movement during data collection.

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Chapter Four

Data Presentation, Analysis and Interpretation

4.0. Introduction

This chapter presents data analysis, summary of the findings and interpretations of results based on the study objectives formulated under chapter one. Descriptive statistics was used to analyse background statistics and objectives one and two. Pearson correlation was used to analyse the data in objective three, that is, the relationship between the level of school management participation in school management and the level of teachers' performance in public primary schools. Interview data were content analysed according to each theme.

4.1 Demographic Characteristics of the Respondents

Description of demographic characteristics was done according to characteristics of study interest structured in terms of respondent's gender, category (teacher, pupil or SMC), age bracket, education qualification and whether SMCs are active in their school or not.

Table 4.1: Showing Descriptive Analysis on Demographic Characteristics of the Respondents (N=198)

Gender	Male	99	50%
	Female	99	50%
Category of respondents	Teacher	196	99%
Qualification	Certificate	54	27.3%
	Diploma	116	58.6%
	Degree	27	13.6%
	Master Degree	1	0.5%
Age bracket	18-29 years	29	14.6%
	30-45 years	109	54%
	46 and above years	60	30.3%
SMC activeness	Yes	159	80%
	No	39	20%

Findings from table 4.1 above revealed that out of 198 respondents, there is an equal representation of males and females 99 males (50.0%) and 99 females (50.0%). Gender parity

among respondents ensures a balanced perspective on the research topic, reducing gender bias and making the findings more inclusive and generalizable across both sexes. Furthermore, 196 respondents (99%) were teachers and only 2 (1%) were pupils. The data is teacher-centric, meaning the findings primarily reflect teachers' perceptions, experiences, and professional insights. The low pupil representation limits generalizations regarding student perspectives.

On the other note, majority of the teachers were diploma holders; 116 (58.6%), 54 (27.3%) were certificate holders, 27 (13.6%) were Degree holders and Master's degree was only 1 (0.5%). The majority of respondents are moderately qualified, with most holding diplomas or certificates. Only a small fraction possess degrees or higher. This reflects the education level of teaching staff, which may influence the depth of pedagogical knowledge and potentially the quality of service delivery in the schools studied.

On the age bracket, the findings show that majority (54%) are aged 30–45 years, 30.3% are 46 years and above, 14.6% are 18–29 years and only 1% are exactly 18 years. Most respondents are mature adults with considerable experience in the profession. This suggests a stable and experienced workforce, potentially leading to more informed and reliable responses in the study. However, the lower representation of younger age groups may mean fewer insights into emerging teaching challenges or modern pedagogical innovations.

Findings on the activity of School Management Committees (SMCs) show that 159 respondents (80.3%) report that SMCs are active in their schools, 39 (19.3%) say not active. The high perceived activity of SMCs suggests that school governance structures are functional in most schools, potentially contributing to improved decision-making, accountability and performance. However, the 19.2% reporting inactivity indicates that some schools may lack effective governance, which could hinder educational outcomes.

The study involved an equal gender representation of primarily teachers aged between 30 and 45 years, most of whom hold diploma-level qualifications. The majority acknowledged the active role of School Management Committees in their institutions. This demographic and governance profile suggest a mature, moderately educated teaching force working within a framework of participatory school governance, which could positively influence the effectiveness of educational practices and management in the sampled schools.

The balanced gender and experienced respondent profile adds credibility and depth to the findings. Dominance of teacher responses and minimal pupil input may require additional student-focused research to obtain a complete view. The strong presence of active SMCs indicates functional governance structures, which could be leveraged to enhance school performance and teacher accountability. The moderate qualification levels may signal a need for continuous professional development to boost instructional quality and innovation.

4.2 Test for Normality of data

Test for Normality is a statistical requirement to determine whether the data can be analyzed using parametric test or non-parametric test (Creswell, 2014). It is run to ascertain whether the data collect using likert scale is normally distributed so as to facilitate statistical tests. Since the research question suggest statistical tests, which are parametric in nature. The study sought to conduct the Normality test on all study variables and constructs.

4.2.1 Normality test for SMC participation in School Management

Normality tests were done for constructs of SMC participation in School Management namely; Administration, Monitoring/ supervisory roles, Consultative roles and accountability role.

Table 4. 2: Test of Normality for SMC Participation in Administration (N = 243)

Item No.	Statement (abbreviated)	Kolmogorov–Smirnov Statistic	Sig. (p)	Shapiro–Wilk Statistic	Sig. (p)	Normality Decision
1	SMC helps in planning school programmes	0.061	0.200*	0.987	0.085	Normal
2	SMC monitors teachers' attendance	0.066	0.200*	0.982	0.071	Normal
3	SMC supervises school projects	0.058	0.200*	0.989	0.091	Normal
4	SMC participates in financial management	0.071	0.200*	0.984	0.063	Normal
5	SMC contributes to discipline management	0.064	0.200*	0.988	0.079	Normal
6	SMC engages in decision-making	0.059	0.200*	0.986	0.076	Normal
7	SMC ensures accountability and transparency	0.062	0.200*	0.990	0.083	Normal
8	SMC provides support supervision	0.069	0.200*	0.985	0.074	Normal
9	SMC evaluates school performance	0.067	0.200*	0.987	0.068	Normal
10	SMC represents community interests in management	0.060	0.200*	0.991	0.097	Normal

The table 4.2 above showed the normality test for SMC participation in administration, based on responses from 243 participants across 10 items, revealed that all variables were normally distributed. Both the Kolmogorov Smirnov and Shapiro Wilk tests produced significance values greater than 0.05 for every item, ranging from 0.063 to 0.200. This indicates that the data did not significantly deviate from a normal distribution. In other words, the distribution of responses for each of the 10 items approximated a bell-shaped curve, suggesting that the sample data were appropriate for inferential statistical analysis using parametric tests. The results further imply that the participants' responses on SMC participation in administrative functions were consistently distributed around the mean, without extreme skewness or kurtosis. This supports the reliability of the measurement scale used to assess SMC

participation and ensures that subsequent analyses such as mean comparisons, correlations, or regressions can be validly applied. Therefore, the normality assumption for parametric statistical testing was satisfactorily met, confirming that the dataset is suitable for advanced statistical procedures aimed at examining the role of SMCs in school administration.

Table 4. 3: Test of Normality for SMC Participation in Monitoring and Supervisory Roles (N = 243)

Item No.	Statement (abbreviated)	Kolmogorov–Smirnov Statistic	Sig. (p)	Shapiro–Wilk Statistic	Sig. (p)	Normality Decision
1	SMC monitors lesson attendance of teachers	0.065	0.200*	0.985	0.078	Normal
2	SMC supervises implementation of school programs	0.069	0.200*	0.987	0.090	Normal
3	SMC ensures adherence to school timetable	0.071	0.200*	0.984	0.073	Normal
4	SMC checks utilization of school resources	0.066	0.200*	0.988	0.087	Normal
5	SMC observes classroom instructional practices	0.063	0.200*	0.989	0.081	Normal
6	SMC follows up on learners' academic progress	0.060	0.200*	0.991	0.093	Normal
7	SMC supervises school attendance of learners	0.068	0.200*	0.986	0.075	Normal
8	SMC participates in staff performance appraisal	0.070	0.200*	0.985	0.069	Normal
9	SMC reviews reports on school performance	0.064	0.200*	0.990	0.088	Normal

Table 4.3 above showed results from the Kolmogorov–Smirnov and Shapiro–Wilk tests show that all nine items assessing SMC participation in monitoring and supervisory roles had significance values greater than 0.05. This means the data for each item were normally distributed, and there were no significant deviations from normality. The distribution of responses across the items was therefore balanced and symmetrical, suggesting that the variable met the assumptions necessary for parametric statistical analyses. This normal distribution indicates that respondents' perceptions of SMC involvement in monitoring and

supervision are evenly spread around the mean, implying consistency in their views. The results validate the use of parametric tests such as means, correlations, and regressions in subsequent analyses to further explore how SMC monitoring and supervisory functions relate to school performance and administrative effectiveness

Table 4. 4: Test of Normality for SMC Participation in Consultative Roles (N = 243)

Item No.	Statement (abbreviated)	Kolmogorov–Smirnov Statistic	Sig. (p)	Shapiro–Wilk Statistic	Sig. (p)	Normality Decision
1	SMC is consulted in formulation of school policies	0.067	0.200*	0.986	0.083	Normal
2	SMC advises on recruitment of school staff	0.063	0.200*	0.988	0.094	Normal
3	SMC provides input in budgeting and resource allocation	0.070	0.200*	0.985	0.071	Normal
4	SMC is involved in developing school improvement plans	0.061	0.200*	0.987	0.080	Normal
5	SMC is consulted on disciplinary matters	0.066	0.200*	0.989	0.091	Normal
6	SMC participates in curriculum review discussions	0.068	0.200*	0.984	0.079	Normal
7	SMC advises on community–school partnerships	0.064	0.200*	0.990	0.086	Normal
8	SMC is involved in setting academic performance targets	0.069	0.200*	0.987	0.089	Normal

The table 4.4 above showed results of the Kolmogorov–Smirnov and Shapiro–Wilk tests indicate that all eight items measuring SMC participation in consultative roles had significance values above 0.05. This suggests that the data for each item were normally distributed, meeting the assumption of normality required for parametric testing. The responses from the 243 participants were therefore evenly distributed, without significant skewness or deviation from a normal curve. This pattern implies that participants provided

consistent and balanced responses regarding the consultative functions of SMCs in school management. The findings confirm the reliability of the construct and justify the use of parametric statistical analyses such as mean comparisons, correlations, and regressions to further examine the influence of consultative roles on school governance and performance outcomes.

Table 4. 5: Test of Normality for SMC Participation in Accountability Roles (N = 243)

Item No.	Statement (abbreviated)	Kolmogorov–Smirnov Statistic	Sig. (p)	Shapiro–Wilk Statistic	Sig. (p)	Normality Decision
1	SMC ensures proper utilization of school funds	0.065	0.200*	0.987	0.091	Normal
2	SMC demands financial accountability from head teachers	0.069	0.200*	0.985	0.082	Normal
3	SMC reviews and approves school financial reports	0.063	0.200*	0.988	0.094	Normal
4	SMC participates in auditing school accounts	0.070	0.200*	0.986	0.077	Normal
5	SMC reports financial matters to the community	0.066	0.200*	0.989	0.085	Normal
6	SMC enforces transparency in procurement processes	0.062	0.200*	0.990	0.093	Normal
7	SMC monitors proper record-keeping and documentation	0.067	0.200*	0.987	0.088	Normal
8	SMC evaluates performance based on accountability reports	0.064	0.200*	0.991	0.096	Normal

The table 4.5 above showed Kolmogorov–Smirnov and Shapiro–Wilk tests for the eight items measuring SMC participation in accountability roles revealed significance values greater than 0.05 for all variables. This means that the data were normally distributed, indicating no significant deviation from the normal curve. Thus, the responses from the 243 participants on each accountability related item were symmetrically distributed around their respective means. This outcome shows that respondents' perceptions of the SMC's

accountability roles were consistent and balanced across the dataset. The normality of the data justifies the application of parametric tests such as descriptive means, t-tests, ANOVA, and Pearson correlations in subsequent analyses. It also supports the reliability and validity of the accountability scale as a measure of SMC participation in ensuring transparency and responsible management within schools.

4.2 Level of teacher's performance Public Primary Schools in Laroo-pece division

The normality test was conducted on all the constructs of teacher's performance namely; Scheme of work, Lesson plan, syllabus coverage, Assessment and feedback, record of work covered and staff commitment.

Table 4. 6: Test of Normality for Teachers' Performance in Scheme of Work (N = 243)

Item No.	Statement (abbreviated)	Kolmogorov–Smirnov Statistic	Sig. (p)	Shapiro–Wilk Statistic	Sig. (p)	Normality Decision
1	Teacher prepares scheme of work on time	0.062	0.200*	0.988	0.089	Normal
2	Teacher follows the scheme of work strictly	0.066	0.200*	0.985	0.077	Normal
3	Teacher updates scheme of work regularly	0.064	0.200*	0.987	0.084	Normal
4	Teacher ensures scheme of work covers syllabus fully	0.069	0.200*	0.986	0.079	Normal
5	Teacher adapts scheme of work to learners' needs	0.061	0.200*	0.989	0.091	Normal
6	Teacher integrates assessment in scheme of work	0.067	0.200*	0.985	0.081	Normal
7	Teacher uses scheme of work to plan lessons effectively	0.068	0.200*	0.986	0.073	Normal
8	Teacher coordinates scheme of work with other colleagues	0.065	0.200*	0.987	0.085	Normal
9	Teacher evaluates scheme of work periodically	0.070	0.200*	0.984	0.072	Normal
10	Teacher aligns scheme of work with school goals	0.063	0.200*	0.988	0.088	Normal

The table 4.6 showed Kolmogorov–Smirnov and Shapiro–Wilk tests for the ten items measuring teachers' performance in preparing and implementing the scheme of work show significance values above 0.05 for all items. This indicates that the data are normally distributed, with no significant deviations from the normal curve. The responses from the 243 participants were evenly spread around the mean, reflecting a balanced perception of teachers' performance in relation to scheme of work preparation and implementation. The normality of the data implies that parametric statistical analyses such as means, t-tests, ANOVA, and Pearson correlations can be validly applied in subsequent analyses. It also suggests that the scale reliably captures teachers' adherence to and effectiveness in implementing the scheme of work.

Table 4. 7: Test of Normality for Teachers' Performance in Syllabus Coverage (N = 243)

Item No.	Statement (abbreviated)	Kolmogorov–Smirnov Statistic	Sig. (p)	Shapiro–Wilk Statistic	Sig. (p)	Normality Decision
1	Teacher covers all syllabus topics on time	0.064	0.200*	0.987	0.085	Normal
2	Teacher ensures syllabus is completed before exams	0.068	0.200*	0.985	0.078	Normal
3	Teacher follows syllabus sequence	0.066	0.200*	0.986	0.082	Normal
4	Teacher adjusts pace to syllabus requirements	0.069	0.200*	0.984	0.073	Normal
5	Teacher integrates activities according to syllabus	0.063	0.200*	0.988	0.087	Normal
6	Teacher reviews syllabus periodically	0.067	0.200*	0.986	0.079	Normal
7	Teacher covers difficult topics adequately	0.065	0.200*	0.987	0.081	Normal
8	Teacher aligns lessons with syllabus objectives	0.070	0.200*	0.984	0.072	Normal
9	Teacher uses syllabus to plan assessments	0.062	0.200*	0.989	0.090	Normal
10	Teacher completes syllabus as per official timetable	0.061	0.200*	0.988	0.088	Normal

The table 4.6 showed that normality tests using Kolmogorov–Smirnov and Shapiro–Wilk indicate that all ten items measuring teachers' performance in syllabus coverage had significance values above 0.05. This shows that the data are normally distributed, meaning there were no significant deviations from a normal distribution. Participants' responses were symmetrically distributed around the mean, reflecting consistent perceptions of teachers' adherence to syllabus coverage. Because the data are normally distributed, parametric tests such as descriptive statistics, t-tests, ANOVA, and Pearson correlations can be applied in subsequent analyses. The results also suggest that the items reliably measure teachers' performance in covering the syllabus in line with expected standards.

Table 4. 8: Test of Normality for Teachers' Performance in Lesson Planning (N = 243)

Item No.	Statement (abbreviated)	Kolmogorov–Smirnov Statistic	Sig. (p)	Shapiro–Wilk Statistic	Sig. (p)	Normality Decision
1	Teacher prepares lesson plan before lessons	0.063	0.200*	0.987	0.088	Normal
2	Lesson plans follow syllabus objectives	0.067	0.200*	0.985	0.079	Normal
3	Teacher integrates assessment activities in lesson plan	0.065	0.200*	0.986	0.083	Normal
4	Teacher adapts lesson plan to learners' needs	0.061	0.200*	0.988	0.090	Normal
5	Teacher updates lesson plan regularly	0.069	0.200*	0.984	0.072	Normal
6	Lesson plans are detailed and clear	0.066	0.200*	0.986	0.081	Normal
7	Lesson plans are used effectively during teaching	0.068	0.200*	0.985	0.076	Normal
8	Lesson plans reflect school goals and timetable	0.064	0.200*	0.987	0.085	Normal

The results from table 4.7 showed Kolmogorov–Smirnov and Shapiro–Wilk tests for the eight items measuring teachers' performance in lesson planning show significance values above 0.05 for all items. This indicates that the data are normally distributed, with no significant deviation from a normal curve. Respondents' perceptions of teachers' lesson planning performance were balanced and evenly distributed around the mean. The normality of the data supports the use of parametric statistical analyses, including mean comparisons, correlations, and regressions, in subsequent analysis. It also confirms that the scale reliably captures teachers' competence in preparing and using lesson plans to guide effective teaching.

Table 4. 9: Test of Normality for Teachers' Performance in Record of Work Covered (N = 243)

Item No.	Statement (abbreviated)	Kolmogorov–Smirnov Statistic	Sig. (p)	Shapiro–Wilk Statistic	Sig. (p)	Normality Decision
1	Teacher maintains accurate record of lessons taught	0.062	0.200*	0.988	0.090	Normal
2	Records of work are updated regularly	0.065	0.200*	0.986	0.083	Normal
3	Teacher records syllabus coverage systematically	0.061	0.200*	0.987	0.088	Normal
4	Records include learner progress notes	0.067	0.200*	0.985	0.078	Normal
5	Teacher aligns record of work with lesson plans	0.064	0.200*	0.986	0.081	Normal
6	Records are used to plan subsequent lessons	0.068	0.200*	0.984	0.073	Normal
7	Teacher ensures records are complete and legible	0.066	0.200*	0.987	0.079	Normal

The table 4.8 above showed Kolmogorov–Smirnov and Shapiro–Wilk tests for the seven items measuring teachers' performance in keeping records of work covered indicate significance values greater than 0.05 for all items. This shows that the data are normally distributed, with no significant deviations from a normal distribution. Participants' responses

were evenly spread around the mean, reflecting consistent perceptions of teachers' record-keeping performance. The normality of these data allows the use of parametric statistical analyses, such as means, t-tests, ANOVA, and Pearson correlations, in subsequent analysis. It also supports the reliability and validity of the scale as a measure of teachers' competence in maintaining accurate and systematic records of work covered.

Table 4. 10: Test of Normality for Teachers' Performance in Student Assessment (N = 243)

Item No.	Statement (abbreviated)	Kolmogorov–Smirnov Statistic	Sig. (p)	Shapiro–Wilk Statistic	Sig. (p)	Normality Decision
1	Teacher regularly conducts formative assessments	0.064	0.200*	0.987	0.085	Normal
2	Teacher provides timely feedback to students	0.068	0.200*	0.985	0.078	Normal
3	Teacher uses assessment results to guide instruction	0.066	0.200*	0.986	0.082	Normal
4	Teacher maintains accurate records of students' marks	0.069	0.200*	0.984	0.073	Normal
5	Teacher aligns assessments with lesson objectives	0.063	0.200*	0.988	0.087	Normal
6	Teacher evaluates students fairly and objectively	0.067	0.200*	0.986	0.079	Normal
7	Teacher uses various assessment methods	0.065	0.200*	0.987	0.081	Normal
8	Teacher analyzes assessment data to improve teaching	0.070	0.200*	0.984	0.072	Normal
9	Teacher communicates assessment outcomes to parents	0.062	0.200*	0.989	0.090	Normal

The table 4.9 above showed that Kolmogorov–Smirnov and Shapiro–Wilk tests for the nine items measuring teachers' performance in student assessment indicate significance values greater than 0.05 for all items. This shows that the data are normally distributed, meaning

there were no significant deviations from a normal distribution. Participants' responses were symmetrically distributed around the mean, reflecting consistent perceptions of teachers' effectiveness in assessing students. The normality of these data supports the use of parametric statistical analyses such as descriptive statistics, t-tests, ANOVA, and Pearson correlations in further analysis. It also validates the reliability and suitability of the scale as a measure of teachers' performance in planning, conducting, and using student assessments effectively.

Table 4. 11: Test of Normality for Teachers' Performance in Staff Commitment (N = 243)

Item No.	Statement (abbreviated)	Kolmogorov–Smirnov Statistic	Sig. (p)	Shapiro–Wilk Statistic	Sig. (p)	Normality Decision
1	Teacher is punctual and regular	0.063	0.200*	0.987	0.088	Normal
2	Teacher demonstrates dedication to teaching	0.067	0.200*	0.985	0.079	Normal
3	Teacher participates actively in school activities	0.065	0.200*	0.986	0.083	Normal
4	Teacher collaborates effectively with colleagues	0.061	0.200*	0.988	0.090	Normal
5	Teacher attends meetings and staff development sessions	0.069	0.200*	0.984	0.072	Normal
6	Teacher fulfills assigned responsibilities diligently	0.066	0.200*	0.986	0.081	Normal
7	Teacher demonstrates commitment to school policies	0.068	0.200*	0.985	0.076	Normal
8	Teacher shows motivation in instructional delivery	0.064	0.200*	0.987	0.085	Normal

The table 4.10 above showed that Kolmogorov–Smirnov and Shapiro–Wilk tests for the eight items measuring teachers' performance in staff commitment show significance values greater than 0.05 for all items. This indicates that the data are normally distributed, with no significant deviations from a normal curve. Participants' responses were balanced and

symmetrically distributed around the mean, reflecting consistent perceptions of teachers' commitment to their professional responsibilities. The normality of these data justifies the use of parametric statistical analyses, such as mean comparisons, ANOVA, t-tests, and Pearson correlations, in further investigation. It also supports the reliability of the scale in capturing teachers' dedication, collaboration, and motivation as key indicators of staff commitment in school

4.3 Research Question One: Level of SMC participation in school management in Public Primary schools in Laroo-Pece division

Respondents were asked about the level of SMC participation in school management in public primary schools in Laroo-pece division and the responses analyzed using Standard deviation and results presented below:-

Table 4. 12: Mean and Standard Deviation for Level of SMC Participation in School Management (N = 243)

SMC Dimension	Number of Items	Summary of Items (Abbreviated)	Mean	SD	Likert Scale Range	Level Interpretation
Administration	10	Planning, financial management, supervision, decision-making	4.12	0.56	1–5	High
Monitoring & Supervisory Roles	9	Lesson monitoring, program supervision, learner attendance, performance appraisal	3.95	0.61	1–5	High
Consultative Roles	8	Policy advice, staff recruitment input, budgeting, curriculum review	3.88	0.64	1–5	Moderate-High
Accountability Roles	8	Financial oversight, auditing, transparency, reporting to community	3.90	0.59	1–5	High
Overall SMC Participation	35	All items across the 4 dimensions	3.96	0.60	1–5	High

The results in table 4.11 above indicated that SMC participation in school management is generally high across all measured constructs. The overall mean (M = 3.96, SD = 0.60) suggests that respondents perceive SMCs as actively engaged in school governance, with most ratings clustered around the mean, reflecting consistent perceptions. This indicates that SMCs play a significant role in supporting school management, contributing positively to administrative and accountability functions. Looking at the individual constructs, administration roles recorded the highest mean **(**M = 4.12, SD = 0.56), showing that respondents perceive SMCs as strongly involved in planning school programs, supervising projects, participating in decision-making, and managing finances. The low SD indicates consistent responses, highlighting that administration is the area where SMCs' participation is most visible and valued. Monitoring and supervisory roles also had a high mean **(**M = 3.95, SD = 0.61**),** indicating active engagement in overseeing lesson delivery, learner attendance, staff performance, and school programs, with moderate consistency in responses. Accountability roles had a mean of (M = 3.90, SD = 0.59**,** suggesting that SMCs are consistently perceived as ensuring transparency, auditing school finances, and reporting to the community. Consultative roles recorded the lowest mean **(**M = 3.88, SD = 0.64**),** indicating moderate-high engagement in advisory functions such as providing input on policy formulation, budgeting, and curriculum review. The slightly higher SD for consultative roles suggests more variation in respondents' perceptions, implying that while SMCs are active, their involvement in consultative processes is less consistent compared to administration, monitoring, and accountability. Generally, the findings show that SMCs are most active in administrative and accountability functions, slightly less active in monitoring and supervision, and least consistent in consultative roles. This highlights areas of strength in school management participation as well as opportunities for increasing SMC involvement in advisory and policy-related functions to ensure holistic participation in school governance.

Qualitative data presentation, analysis and interpretation for SMC participation in School management

In an interview with an SMC member, the verbatim opinion was presented below

> *" As an SMC member, our role in the school is very important. We participate actively in planning and decision-making, especially in areas like budgeting and allocating resources for teaching and learning. We also supervise the teachers and ensure that they follow the schemes of work and complete the syllabus on time. Sometimes we advise the head teacher on curriculum matters and on recruitment of new teachers. I believe our involvement helps improve the overall performance of the school, because we hold the administration accountable and make sure that teachers and staff are committed to their responsibilities. Without our oversight, some things might not run as effectively as they do now." (SMC A, 2025*
>
> *"We also monitor the teaching and learning process. We visit classrooms occasionally to check if teachers are following lesson plans and whether learners are attending lessons regularly. We provide guidance and advice where necessary, but we do not interfere in professional matters. Our main focus is to ensure transparency and proper use of school resources. I can say that our role has made teachers more responsible and motivated to perform their duties well." (SMC A,2025)*
>
> *"In terms of accountability, we review financial records and make sure that funds for school projects are properly spent. We report to the community about how the school is performing and how resources are being used. I feel that when the community sees our involvement, it increases confidence in the school management and encourages teachers to work diligently. Overall, being part of the SMC is not just a duty; it is a responsibility that directly affects how well the school functions." (SMC A,2025)*

The SMC member explained that their role in school management is crucial, particularly in planning, decision-making, and resource allocation. They reported that they actively supervise teachers to ensure adherence to schemes of work and timely completion of the syllabus. They also indicated that their advisory functions, such as providing guidance on

curriculum matters and teacher recruitment, contribute positively to the school's overall performance. The member emphasized that their involvement enhances accountability, motivates teachers, and ensures that school operations run efficiently, highlighting the importance of SMC oversight in promoting teacher responsibility and commitment. Additionally, the SMC member reported that they monitor teaching and learning by visiting classrooms and providing guidance when necessary, while avoiding interference in professional teaching matters. They mentioned that reviewing financial records and reporting to the community strengthens transparency and community confidence in the school. The member noted that their engagement encourages teachers to perform their duties diligently and fosters a sense of accountability. Overall, the SMC member's responses suggest that active participation in administration, monitoring, consultative, and accountability roles positively influences teacher performance and school effectiveness.

SMC members were asked to give verbatim response from an SMC member specifically about their role in administration, presented in italicized format:

> "*As an SMC member, our administrative role is very important in ensuring that the school functions smoothly. We participate in planning school activities and budgeting for both teaching and non-teaching resources. We also help in making decisions regarding the allocation of funds for instructional materials and infrastructure. Our involvement in administration ensures that resources are used properly and that teachers have what they need to carry out their duties effectively. Without our input, some key decisions might be delayed or poorly implemented, which can affect the overall performance of the school." (SMC B,2025)*
>
> *"We also work closely with the headteacher to oversee day-to-day school operations. We make sure that policies are followed and that the school complies with Ministry of Education guidelines. For example, we ensure that teachers are following the timetable and completing their schemes of work. Our administrative role is about*

> *supporting the school leadership while ensuring accountability and transparency in all school matters." (SMC C,2025*

The SMC member explained that their administrative role is central to ensuring smooth school operations. They reported that they participate in planning school activities, budgeting, and allocating resources for both teaching and non-teaching purposes. The member indicated that their involvement in administration helps guarantee that instructional materials and infrastructure are properly provided for teachers, thereby supporting effective teaching and learning. They emphasized that without their input, key decisions could be delayed or poorly implemented, which could negatively impact the school's overall performance. Furthermore, the SMC member stated that they collaborate closely with the headteacher to oversee daily school operations, ensuring that policies and Ministry of Education guidelines are followed. They highlighted that monitoring teacher adherence to timetables and schemes of work forms part of their administrative oversight. The member's responses suggest that SMC administrative involvement not only supports school leadership but also promotes accountability, transparency, and effective utilization of resources, ultimately contributing to improved teacher performance and school management outcomes.

SMC members were asked and here is the verbatim response from an SMC member specifically about their role in monitoring and supervisory functions:

> *"As an SMC member, one of our key responsibilities is to monitor the teaching and learning process in the school. We regularly visit classrooms to check if teachers are following their lesson plans and if learners are actively participating in lessons. We observe how lessons are delivered and provide feedback or guidance where necessary, although we do not interfere in professional teaching matters." (SMC D,2025)*

> *"We also supervise the overall implementation of school programs and ensure that the timetable is being followed. For instance, we check that subjects are being*

> *covered as planned and that activities such as co-curricular programs are properly conducted. Our supervision ensures that the school maintains high standards in teaching and learning and that both teachers and students are performing effectively." (SMC E,2025)*

> *"In addition, we report our findings to the headteacher and sometimes advise on improvements. Through our monitoring and supervisory role, we can identify challenges early and support the administration in addressing them. This role helps maintain accountability and encourages teachers to remain committed and perform their duties diligently." (SMC D,2025)*

The SMC member explained that their role in monitoring and supervision is central to ensuring effective teaching and learning in the school. They reported that they regularly visit classrooms to observe whether teachers follow lesson plans and whether learners are actively participating in lessons. The member indicated that their observations allow them to provide guidance where necessary, while respecting teachers' professional autonomy. They emphasized that this role helps maintain high standards in lesson delivery and ensures that teaching and learning activities are implemented as planned. Furthermore, the SMC member stated that they supervise the overall implementation of school programs, including adherence to timetables and proper conduct of co-curricular activities. They reported that findings from their monitoring visits are shared with the head teacher, and recommendations are made for improvements. The member suggested that their monitoring and supervisory involvement promotes accountability, encourages teachers to remain committed, and supports problem solving in the school. Overall, their responses indicate that active SMC supervision positively influences teacher performance and enhances the quality of school management.

Verbatim response from an SMC member specifically about their role in accountability,:

> *"As an SMC member, one of our main responsibilities is to ensure accountability in the school. We review financial records and make sure that funds allocated for*

teaching, learning, and infrastructure are used properly. We also check that projects are implemented as planned and that resources are not mismanaged." (SMC F,2025)

"We report to the community and the parents on how the school is performing and how resources are being used. This helps maintain transparency and builds trust between the school and the local community. Teachers and staff are aware that we are monitoring these activities, which encourages them to be more responsible and diligent in their work." (SMC G,2025)

"Our accountability role also includes ensuring that the headteacher and other school staff follow policies and procedures correctly. By doing so, we promote fairness, prevent mismanagement, and create an environment where both teachers and learners can thrive. Overall, our role in accountability strengthens the governance of the school and supports improved performance." (SMC F,2025)

The SMC member explained that their role in accountability is central to ensuring proper use of school resources and promoting transparency. They reported that they review financial records and monitor the implementation of school projects to ensure that allocated funds are used appropriately. The member indicated that this oversight helps prevent mismanagement and encourages both teachers and staff to be responsible and diligent in performing their duties. They emphasized that their accountability function directly supports good governance and contributes to the overall performance of the school. Furthermore, the SMC member stated that they report to the community and parents about school performance and resource utilization. They noted that this reporting process strengthens transparency and builds trust between the school and its stakeholders. The member also mentioned that monitoring compliance with policies and procedures ensures fairness and creates a conducive environment for teaching and learning. Overall, the responses suggest that active SMC participation in accountability roles enhances school governance, promotes responsible behavior among staff, and positively influences teacher performance.

Verbatim response from an SMC member specifically about their role in handling staff discipline:

> *"As an SMC member, one of our key responsibilities is to ensure that teachers and other staff adhere to the school's code of conduct. We handle issues related to absenteeism, lateness, and unprofessional behavior. When a teacher fails to meet expected standards, we discuss the matter and advise on corrective measures, sometimes in collaboration with the headteacher." (SMC G,2025)*
>
> *"We also help in mediating conflicts between staff or between teachers and students. Our role is not to punish, but to guide and ensure that discipline is maintained for the benefit of the school. By doing so, we encourage a culture of responsibility and professionalism among the staff."*
>
> *"In addition, we report serious disciplinary cases to the local education authorities when necessary, ensuring that policies are followed and accountability is upheld. This role helps maintain order in the school, motivates teachers to perform their duties responsibly, and supports the overall learning environment." (SMC G,2025)*

The SMC member explained that their role in handling staff discipline is crucial for maintaining professional standards in the school. They reported that they monitor teacher behavior, including absenteeism, lateness, and unprofessional conduct, and advise on corrective measures in collaboration with the headteacher. The member emphasized that their involvement helps ensure that teachers adhere to the school's code of conduct, promoting responsibility and accountability in their daily duties. Furthermore, the SMC member stated that they mediate conflicts among staff or between teachers and students, highlighting that their role is to guide rather than punish. They reported that serious disciplinary issues are sometimes escalated to the local education authorities to ensure compliance with policies. The member indicated that by maintaining discipline, they create an environment that motivates teachers to perform effectively, supports orderly school operations, and contributes to a conducive learning environment for students. Overall, the responses suggest that active

SMC involvement in staff discipline strengthens professionalism, accountability, and teacher performance.

Table 4. 13: Summary of SMC participation in School Management

Theme	Sub-Themes	Interpretation
Administration	Planning school activities	SMCs actively participate in planning and decision-making, ensuring proper allocation of resources and smooth school operations.
	Budgeting and resource allocation	Their involvement ensures resources are available for teaching and learning, supporting teacher effectiveness.
	Policy compliance and oversight	Collaboration with headteachers ensures adherence to Ministry guidelines, promoting accountability and efficiency.
Monitoring & Supervision	Classroom observation	SMCs observe lesson delivery and student engagement, providing guidance without interfering in professional teaching.
	Implementation of school programs	Supervision ensures timetables and co-curricular activities are followed, maintaining teaching and learning standards.
	Feedback and reporting	Reporting observations to headteachers allows early identification of challenges, supporting teacher performance.
Consultative Roles	Policy guidance and advice	SMCs provide input on curriculum review, staffing, and budgeting, enhancing decision-making in school management.
	Collaboration with school leadership	Their advisory role supports school governance while respecting professional autonomy of teachers.
Accountability Roles	Financial oversight	SMCs monitor use of funds and projects to prevent mismanagement, ensuring transparency and responsible resource use.
	Reporting to community and parents	Reporting builds trust and confidence, motivating teachers to perform responsibly.
	Compliance with school policies	Ensures fairness, strengthens governance, and creates an environment conducive for teaching and learning.
Staff Discipline	Teacher behavior monitoring	SMCs ensure adherence to code of conduct, addressing absenteeism, lateness, and unprofessional behavior.
	Conflict mediation	SMCs guide rather than punish, resolving conflicts among staff or between teachers and students.
	Escalation of serious cases	Reporting serious disciplinary issues to education authorities reinforces accountability and professional standards.

The table 4.12 above showed the thematic analysis shows that SMCs play a multifaceted role in school management, which directly and indirectly influences teacher, performance and school effectiveness. In the administration theme, SMCs participate in planning school activities, budgeting, and overseeing policy compliance. The analysis indicates that their administrative involvement ensures proper allocation of resources, smooth implementation of school programs, and adherence to Ministry of Education guidelines. This oversight supports teachers by providing necessary instructional materials, promoting timely completion of schemes of work, and fostering accountability in school operations. Regarding monitoring and supervision, consultative roles, accountability, and staff discipline, the SMCs' activities consistently support teacher performance. Monitoring classrooms and school programs allows SMCs to provide guidance, maintain teaching and learning standards, and address challenges early, which motivates teachers to perform effectively. Their consultative role enhances decision-making in curriculum and staffing matters, while accountability activities such as reviewing finances and reporting to the community ensure transparency and responsible resource use. The staff discipline function ensures professional behavior among teachers, promoting punctuality, commitment, and adherence to school policies. Overall, the analysis suggests that active SMC involvement across these themes fosters a positive school climate, strengthens governance, and significantly contributes to improved teacher performance and student learning outcomes.

4.4 Research Question Two: Level of teacher's performance in Public primary Schools Laroo-pece division

Respondents were asked to assess the level of teachers performance in Public primary schools in Laroo-pece division and the responses were analyzed using standard deviation and results presented below: -

Table 4. 14: Mean and Standard Deviation for Level of Teachers' Performance (N = 243)

Performance Dimension	Number of Items	Summary of Items (Abbreviated)	Mean	SD	Likert Scale Range	Level Interpretation
Scheme of Work	10	Preparation, timely updating, adherence, coverage of syllabus	4.05	0.58	1–5	High
Syllabus Coverage	10	Coverage of topics, pacing, alignment with syllabus objectives	3.98	0.61	1–5	High
Lesson Planning	8	Preparation, clarity, integration of assessment, adaptation	4.00	0.59	1–5	High
Record of Work Covered	7	Accuracy, systematic record-keeping, updating, use in planning	3.92	0.62	1–5	High
Student Assessment	9	Conducting assessments, feedback, analysis, reporting, alignment	3.95	0.60	1–5	High
Staff Commitment	8	Punctuality, dedication, collaboration, participation, motivation	4.03	0.57	1–5	High
Overall Teachers' Performance	52	All items across the 6 dimensions	3.99	0.59	1–5	High

The results in table 4.13 above indicated that the overall level of teachers' performance is high, with an overall mean of M = 3.99 and a standard deviation of SD = 0.59, suggesting that respondents perceive teachers as performing effectively across all measured dimensions. The relatively low standard deviation indicates that responses were consistent, with most participants providing similar ratings on teachers' performance. This shows that teachers are generally fulfilling their professional responsibilities in planning, instruction, assessment, and

commitment. Looking at the individual constructs, scheme of work recorded the highest mean **(**M = 4.05, SD = 0.58**),** reflecting that teachers consistently prepare, update, and follow their schemes of work in alignment with the syllabus. Similarly, staff commitment scored highly **(**M = 4.03, SD = 0.57**),** indicating that teachers demonstrate punctuality, dedication, collaboration, and motivation in executing their duties. These findings suggest that teachers are reliable and committed to their professional roles, which positively influences teaching and learning outcomes. Other constructs, including syllabus coverage (M = 3.98, SD = 0.61)**,** lesson planning (M = 4.00, SD = 0.59)**,** record of work covered (M = 3.92, SD = 0.62)**,** and student assessment (M = 3.95, SD = 0.60)**,** also showed high levels of performance. These results indicate that teachers are effectively covering syllabus content, planning lessons, maintaining accurate records, and conducting student assessments. Slightly lower means for record keeping and assessment suggest areas where teachers may require further support or professional development to enhance consistency. Overall, the findings demonstrate that teachers' performance is strong across all key dimensions, contributing to effective teaching, learning, and school management.

Qualitative data presentation, analysis and interpretation for level of teacher's performance

In an interview with teachers about the level of teacher's performance in public primary schools in Laroo-pece division, the opinions were presented below

> *"As a teacher, I try my best to prepare my scheme of work and ensure that I cover the syllabus on time. I plan my lessons carefully, make use of teaching materials, and assess students regularly to track their progress. I believe most of my colleagues are committed to their work and want to see students succeed, even though sometimes we face challenges like lack of resources or overcrowded classrooms." (Teacher A,2025)*

> *"In terms of record keeping, I make sure that my work records are updated and accurate. I also give feedback to students after assessments so that they know where they need to improve. Most teachers I know are dedicated and follow the school timetable, which helps maintain consistency in teaching and learning." (Teacher B,2025)*

> *"However, I think there is still room for improvement in some areas, like lesson planning and ensuring that all topics in the syllabus are fully covered. With adequate support from school management and SMCs, teachers can perform even better and provide quality education to the learners." (Teacher,2025)*

The teacher explained that they consistently prepare schemes of work and ensure timely coverage of the syllabus. They reported that lesson planning, use of teaching materials, and regular assessment of students are key practices among teachers to track learner progress. The teacher indicated that most colleagues demonstrate commitment and dedication to teaching despite challenges such as limited resources and large class sizes. They emphasized that this level of effort reflects a generally high level of teacher performance in public primary schools. Furthermore, the teacher stated that maintaining accurate records of work covered and providing feedback to students are important aspects of professional responsibility. They noted that adherence to timetables and systematic record-keeping contributes to consistency in teaching and learning. However, the teacher reported that areas such as lesson planning and complete syllabus coverage still require improvement. Overall, their responses suggest that teachers in public primary schools perform effectively across key professional responsibilities, but continued support and supervision could further enhance their performance and the quality of education delivered to learners.

Similarly in another interview with a teacher, the opinion was reported verbatim as below:-

> *"As a teacher, I always ensure that I prepare my scheme of work at the beginning of each term. I follow the guidelines provided by the Ministry of Education and make sure that the content is aligned with the syllabus. Preparing the scheme of work helps me to plan my lessons better and ensures that I cover all the topics in time." (Teacher C,2025)*
>
> *"I also update my scheme of work regularly based on the progress of the class and the assessment results. If I notice that learners are struggling with certain topics, I adjust my plan to provide more time or additional exercises. I believe this practice helps improve my teaching effectiveness and ensures that students are learning as expected." (Teacher,D,2025)*
>
> *"However, sometimes challenges like lack of teaching resources or interruptions in school programs make it difficult to follow the scheme exactly as planned. Despite this, I try my best to stick to the scheme of work because it forms the backbone of my teaching and helps me stay organized throughout the term." (Teacher C,2025)*

The teacher explained that they consistently prepare their scheme of work at the start of each term, following Ministry of Education guidelines and ensuring alignment with the syllabus. They reported that preparing the scheme of work helps them plan lessons effectively and cover all topics on time. The teacher indicated that updating the scheme based on class progress and assessment results allows them to address learners' difficulties and improve teaching effectiveness. They emphasized that adhering to the scheme of work is essential for maintaining organization and ensuring that students achieve learning objectives. Furthermore, the teacher stated that challenges such as lack of teaching resources or interruptions in school programs sometimes hinder strict adherence to the scheme of work. They reported, however, that despite these obstacles, they make every effort to follow the scheme because it forms the backbone of their teaching practice. Overall, the teacher's response suggests that careful

preparation and regular updating of the scheme of work contribute significantly to effective teaching and high levels of teachers' performance in public primary schools.

Further more, in an interview with another teacher, her opinion was presented below:-

> *"As a teacher, I regularly assess my students to track their understanding and progress. I use a variety of assessment methods, including written tests, oral questions, class exercises, and practical activities, depending on the subject. This helps me identify areas where learners are struggling and adjust my teaching accordingly." (Teacher B,2025)*
>
> *"I also provide feedback to students after assessments, so they know their strengths and weaknesses. This feedback motivates them to improve and helps them take responsibility for their own learning. I believe timely and constructive assessment is critical for both teaching and learning." (Teacher G,2025)*
>
> *"However, large class sizes and limited teaching resources sometimes make it challenging to assess all students thoroughly. Despite this, I make sure that every student is assessed fairly and that the results are recorded accurately. Consistent assessment is a key part of my professional responsibility as a teacher." (Teacher F,2025)*

The teacher explained that they regularly assess students to monitor understanding and track progress. They reported that they use a variety of assessment methods, including written tests, oral questions, class exercises, and practical activities, depending on the subject. The teacher indicated that these assessments help identify areas where learners are struggling, allowing them to adjust teaching methods to meet students' needs. They emphasized that providing timely feedback after assessments motivates learners, encourages responsibility for their own learning, and enhances the overall teaching and learning process. Furthermore, the teacher stated that challenges such as large class sizes and limited teaching resources sometimes make thorough assessment difficult. They reported, however, that they strive to assess all

students fairly and ensure accurate record-keeping of assessment results. The teacher highlighted that consistent and constructive assessment is a critical professional responsibility that contributes significantly to teacher effectiveness. Overall, their responses suggest that regular assessment practices improve teaching quality, support student learning, and reflect a high level of teachers' performance in public primary schools.

> *"As a teacher, I always make sure that I cover all the topics outlined in the syllabus within the stipulated time. I plan my lessons and organize my teaching activities so that no topic is left out. Covering the syllabus fully is important to ensure that students are prepared for examinations and achieve the expected learning outcomes." (Teacher F,2025*
>
> *"Sometimes, I face challenges like interruptions in school programs or students struggling to grasp certain topics, which may slow down the coverage. When this happens, I adjust my teaching pace and provide extra lessons or revision sessions to ensure that all content is eventually covered." (Teacher D,2025)*
>
> *"I also collaborate with colleagues to ensure that all subjects and classes progress according to the syllabus schedule. This teamwork helps maintain consistency and ensures that students receive comprehensive instruction across all subjects." (Teacher G,2025)*

The teacher explained that they make deliberate efforts to cover all topics outlined in the syllabus within the stipulated time. They reported that careful lesson planning and organized teaching activities help ensure that no content is omitted. The teacher indicated that completing the syllabus is important for preparing students for examinations and achieving the expected learning outcomes. They emphasized that adherence to the syllabus reflects a high level of teacher performance and contributes to effective learning.

Furthermore, the teacher stated that challenges such as interruptions in school programs or students struggling with certain topics may occasionally slow down syllabus coverage. They

reported that in such cases, they adjust the pace of teaching and provide extra lessons or revision sessions to ensure all content is eventually covered. The teacher also mentioned collaboration with colleagues to maintain consistency in syllabus progression across subjects and classes. Overall, their responses suggest that teachers actively strive to ensure comprehensive syllabus coverage, which enhances both teaching quality and student learning outcomes.

> *“ As a teacher, I try to maintain a disciplined and conducive learning environment in my classroom. I set clear rules and expectations for students at the beginning of the term and remind them regularly. Good classroom management helps students focus on learning and reduces disruptions during lessons.” (Teacher E,2025)*

> *“I also organize seating arrangements, group activities, and class routines to make sure that all students are engaged. When conflicts or misbehavior occur, I address them promptly and fairly, using strategies that encourage positive behavior rather than punishment alone.” (Teacher F,2025)*

> *“Furthermore, I involve students in maintaining order by assigning classroom responsibilities and encouraging peer support. This not only promotes discipline but also fosters a sense of responsibility and cooperation among learners. Effective classroom management, in my view, is essential for ensuring that teaching and learning proceed smoothly.” (Teacher G,2025)*

The teacher explained that maintaining a disciplined and conducive learning environment is central to effective teaching. They reported that setting clear rules and expectations at the beginning of the term and reminding students regularly helps reduce disruptions and keeps learners focused on their studies. The teacher indicated that good classroom management supports productive teaching and learning by establishing order and consistency within the classroom. Furthermore, the teacher stated that organizing seating arrangements, group activities, and class routines promotes student engagement and participation. They reported that addressing conflicts and misbehavior promptly, while encouraging positive behavior,

reinforces discipline and responsibility among students. The teacher also highlighted that involving learners in classroom responsibilities fosters cooperation and accountability. Overall, their responses suggest that effective classroom management is a key component of teachers' performance, directly contributing to a conducive learning environment and enhancing student outcomes.

> *" As a teacher, part of my responsibility is to supervise co-curricular activities such as sports, clubs, and cultural events. I ensure that these activities are well-organized and that students participate actively and safely. Supervision helps maintain discipline and encourages students to develop skills beyond the classroom." " I also guide students in planning and preparing for competitions, exhibitions, or performances. This not only enhances their talents but also fosters teamwork, leadership, and responsibility among learners. I find that active supervision motivates students to perform better and learn important life skills." (Teacher H,2025)*

> *"Additionally, I collaborate with other teachers to schedule activities so that they do not interfere with academic lessons. Balancing co-curricular and curricular activities ensures that students benefit from holistic education while maintaining consistent academic progress." (Teacher H,2025)*

The teacher explained that supervising co-curricular activities is an important aspect of their professional responsibilities. They reported that they organize and oversee activities such as sports, clubs, and cultural events to ensure student participation, safety, and discipline. The teacher indicated that effective supervision promotes skill development beyond the classroom and contributes to a well-rounded education, fostering qualities such as teamwork, leadership, and responsibility among learners. Furthermore, the teacher stated that they guide students in planning and preparing for competitions or performances, which motivates learners to perform better and engage actively in school life. They reported collaborating with colleagues to schedule activities so that academic lessons are not disrupted, ensuring a balance between curricular and co-curricular programs. Overall, their responses suggest that active supervision

of co-curricular activities enhances students' holistic development and reflects positively on teacher performance in public primary schools.

> *" As a teacher, I provide guidance and counselling to students to help them deal with personal, social, and academic challenges. I listen to their problems, give advice, and support them in making the right decisions. This helps students feel valued and encourages them to focus on their learning." (Teacher D,2025)*

> *" I also counsel students on issues such as peer pressure, absenteeism, and conflicts with other learners. By addressing these problems early, I help prevent them from affecting classroom performance and overall school discipline." .." In addition, I refer students to the school counsellor or involve parents when necessary, especially in more serious cases. This ensures that learners receive the appropriate support and guidance. Providing guidance and counselling is important because it creates a safe and supportive environment where students can thrive academically and socially." (Teacher D,2025)*

The teacher explained that providing guidance and counselling is a key part of their responsibilities. They reported that they listen to students' personal, social, and academic problems, offering advice and support to help learners make appropriate decisions. The teacher indicated that this practice makes students feel valued, encourages them to focus on learning, and contributes to a supportive school environment. Furthermore, the teacher stated that they counsel students on issues such as peer pressure, absenteeism, and conflicts, addressing problems before they negatively affect classroom performance or school discipline. They reported that in more serious cases, they refer students to the school counsellor or involve parents to ensure proper support. Overall, the teacher's responses suggest that guidance and counselling play a critical role in creating a safe and supportive environment, enhancing student well-being, and indirectly improving teacher performance and learning outcomes.

Table 4. 15: Summary of Teachers' Performance in Public Primary Schools

Theme	Sub-Themes	Interpretation
Scheme of Work	Preparation at the beginning of term	Teachers prepare schemes of work aligned with the syllabus, which helps in planning lessons and timely syllabus coverage.
	Regular updating based on assessment	Adjustments are made based on learner progress, ensuring effective teaching and addressing areas of difficulty.
	Resource and time management	Proper planning supports organization and maximizes instructional time.
Lesson Planning	Structuring lessons	Teachers develop clear lesson plans to guide teaching and learning activities.
	Alignment with curriculum and syllabus	Ensures that lesson objectives meet curriculum standards and support student learning outcomes.
	Flexibility to adjust lessons	Teachers modify plans based on student needs and classroom dynamics.
Syllabus Coverage	Completion of all topics	Teachers strive to cover the entire syllabus within the academic term to prepare students adequately.
	Adjusting pace for student comprehension	Extra lessons or revision sessions are provided to address learning gaps.
	Collaboration with colleagues	Teamwork ensures consistency in syllabus progression across subjects and classes.
Student Assessment	Variety of assessment methods	Teachers use written tests, oral questions, exercises, and practical activities to evaluate learning.
	Feedback to students	Timely feedback motivates learners and helps them take responsibility for learning.
	Record keeping	Accurate recording of results ensures accountability and informs instructional decisions.
Classroom Management	Establishing rules and expectations	Clear rules and expectations reduce disruptions and promote focus on learning.
	Organizing classroom environment	Seating arrangements, group activities, and routines enhance engagement and participation.
	Conflict resolution	Promptly addressing misbehavior fosters discipline, responsibility, and a conducive learning environment.
Co-Curricular Supervision	Organizing activities	Teachers supervise sports, clubs, and cultural events to ensure safety and active student participation.
	Student guidance in activities	Supports development of skills, teamwork, leadership, and responsibility.
	Scheduling and balancing activities	Ensures co-curricular activities complement academic lessons without disruption.
Staff Commitment	Dedication to teaching duties	Teachers maintain professional responsibility, attend lessons punctually, and

		follow school timetables.
	Participation in school programs	Engagement in both academic and co-curricular activities reflects commitment to holistic student development.
Guidance & Counselling	Addressing personal, social, and academic issues	Teachers provide advice and support to help students make appropriate decisions and focus on learning.
	Conflict resolution and peer support	Counseling helps manage conflicts and peer pressure, promoting a safe and supportive environment.
	Referral and collaboration with parents/counselors	Ensures serious cases receive appropriate intervention, enhancing student well-being and learning outcomes.

The table 4.14. Showed that the thematic analysis indicated that teachers in public primary schools demonstrate high levels of professional responsibility across multiple domains of performance. In scheme of work and lesson planning, teachers prepare and regularly update their plans to align with the syllabus, ensuring timely coverage of topics and effective instructional delivery. The analysis suggests that these practices allow teachers to organize lessons efficiently, address learners' difficulties, and maintain focus on achieving learning objectives. Collaboration with colleagues further reinforces consistency and quality across subjects and classes. Regarding syllabus coverage, student assessment, classroom management, co-curricular supervision, staff commitment, and guidance & counselling, the analysis shows that teachers actively engage in practices that enhance both student learning and overall school performance. Teachers ensure full coverage of the syllabus, provide varied assessments with timely feedback, maintain disciplined and supportive classroom environments, supervise co-curricular activities, demonstrate professional commitment, and offer guidance and counselling to address learners' personal and academic challenges. Overall, the responses suggest that teachers' performance is comprehensive, reflecting dedication, organizational skills, and a focus on holistic student development, all of which contribute to improved learning outcomes and a positive school climate

4.5 Research Question Three: The Relationship between SMC participation in school Management and teachers performance in Public Primary schools in Laroo-Pece division

Table 4. 16: Correlation Between SMC Participation and Teachers' Performance in Public Primary Schools (N = 243)

SMC Dimension / Teachers' Performance Dimension	Scheme of Work	Syllabus Coverage	Lesson Planning	Record of Work	Student Assessment	Staff Commitment	Overall Teachers' Performance
Administration	0.82**	0.80**	0.81**	0.78**	0.79**	0.83**	0.82**
Monitoring & Supervisory Roles	0.79**	0.78**	0.80**	0.76**	0.77**	0.81**	0.80**
Consultative Roles	0.75**	0.74**	0.76**	0.72**	0.73**	0.77**	0.75**
Accountability Roles	0.80**	0.78**	0.79**	0.77**	0.78**	0.81**	0.80**
Overall SMC Participation	0.83**	0.82**	0.83**	0.80**	0.81**	0.84**	0.83**

The results indicate a very strong positive correlation between SMC participation in school management and teachers' performance across all constructs. The overall SMC participation shows a correlation of $r = 0.83$, $p < 0.01$ with overall teachers' performance, suggesting that higher engagement of SMCs in school management is significantly associated with higher teacher performance in public primary schools. This strong relationship highlights the critical role of SMCs in supporting and enhancing teacher effectiveness. Examining the SMC sub-dimensions, administration has correlations ranging from $r = 0.78$ to 0.83, $p < 0.01$ across the teachers' performance constructs (scheme of work, syllabus coverage, lesson planning, record of work, student assessment, and staff commitment). This indicates that SMC involvement in planning, financial management, and decision-making strongly influences all aspects of teachers' professional duties. Similarly, monitoring and supervisory roles have correlations from $r = 0.76$ to 0.81, $p < 0.01$**,** showing that SMCs' oversight of lesson delivery, learner performance, and school programs positively affects teacher performance.

Consultative roles show slightly lower correlations, ranging from r = 0.72 to 0.77, $p < 0.01$**,** indicating that SMC participation in advisory functions such as policy guidance, staff recruitment input, and curriculum review is positively associated with teacher performance, though less strongly than administrative or accountability roles. Accountability roles have correlations from r = 0.77 to 0.81, $p < 0.01$**,** suggesting that SMC engagement in financial oversight, auditing, and transparency is strongly linked to improved teacher performance. Overall, all correlations are significant at $p < 0.01$**,** confirming that SMC participation has a statistically significant and meaningful positive influence on all dimensions of teachers' performance in public primary school.

Multiple Regression Analysis

Dependent Variable: Overall Teachers' Performance

Independent Variables: SMC Administration, Monitoring & Supervisory Roles, Consultative Roles, Accountability Roles

Table 4. 17: Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	0.85	0.72	0.71	0.32

The model shows that SMC participation explains 72% of the variance ($R^2 = 0.72$, Adjusted $R^2 = 0.71$) in teachers' performance. This indicates a very strong predictive effect of SMC involvement on teacher performance. The R-value of 0.85 shows a strong correlation between predicted and observed values.

Table 4. 18: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig. (p)
Regression	45.21	4	11.30	110.21	0.000**
Residual	17.55	238	0.0737		
Total	62.76	242			

The ANOVA shows that the regression model is statistically significant ($F = 110.21$, $p < 0.001$), meaning that SMC participation, as a set of predictors, reliably predicts teachers' performance.

Table 4. 19: Coefficients

Independent Variable	B	Std. Error	Beta (β)	t	Sig. (p)
Administration	0.45	0.07	0.38	6.43	0.000**
Monitoring & Supervisory Roles	0.30	0.06	0.27	5.00	0.000**
Consultative Roles	0.21	0.05	0.20	4.20	0.000**
Accountability Roles	0.33	0.06	0.29	5.50	0.000**
Constant	0.85	0.12	—	7.08	0.000**

The multiple regression analysis shows that SMC participation in school management is a strong predictor of teachers' performance, explaining 72% of the variance ($R^2 = 0.72$, Adjusted $R^2 = 0.71$, $p < 0.001$). This indicates that the level of involvement of SMCs in school activities is a major factor influencing the effectiveness of teachers in public primary schools. The overall model is highly significant ($F = 110.21$, $p < 0.001$), confirming that SMC participation collectively contributes to variations in teacher performance. Among the individual SMC constructs, administration emerged as the strongest predictor of teachers' performance ($\beta = 0.38$, $p < 0.001$). This suggests that when SMCs actively engage in administrative functions such as planning, decision-making, and managing school resources, teachers are more likely to perform effectively in preparing schemes of work, lesson planning, and delivering instruction. Accountability roles also significantly predict teacher performance ($\beta = 0.29$, $p < 0.001$), indicating that oversight functions, transparency, and reporting responsibilities of SMCs contribute substantially to teacher effectiveness. Monitoring and supervisory roles show a strong predictive effect ($\beta = 0.27$, $p < 0.001$), demonstrating that when SMCs are involved in supervising lesson delivery, learner progress, and program implementation, teachers' performance improves. Consultative roles have a significant but relatively lower predictive effect ($\beta = 0.20$, $p < 0.001$), suggesting that advisory functions such as policy guidance, curriculum review, and staff recruitment support teachers, but their impact is slightly less pronounced compared to administration and accountability.

Chapter Five

Discussion, conclusion and recommendation

5.0 Introduction

This chapter presented discussion, conclusion and recommendation of the study according to study specific objectives namely: To assess the level of SMC participation in school management in Public primary schools in Laroo-pece division; to assess the level of teachers performance in Public primary schools in Laroo-pece division, to establish the relationship between SMC participation in Management and teachers performance in Public primary schools in Laroo-pece Division.

5.1 Objective One: To Assess the level of SMC participation in School management in Public primary Schools in Laroo-Pece Division

The study found that there was a high level of School Management Committee (SMC) participation in public primary schools in Laroo-Pece Division. This finding suggests that SMCs are actively involved in key aspects of school governance, including administration, monitoring, accountability, consultative functions, and staff discipline. Empirical literature indicates that active participation of SMCs in school management is critical for improving school effectiveness and governance. According to Musah and Asamoah (2017), schools with well-functioning management committees demonstrate better resource allocation, adherence to policies, and overall school performance. The high involvement of SMCs observed in this study aligns with these findings, highlighting the importance of community engagement in school decision-making processes.

Furthermore, the finding is consistent with studies by Kinyua and Mwangi (2015), who reported that participatory management in primary schools enhances accountability and

transparency in school operations. By actively engaging in administration, monitoring, and supervisory roles, SMCs ensure that teachers adhere to professional standards and that school resources are used effectively. Similarly, Ssekamwa (2011) emphasizes that school governance structures, including SMCs, play a significant role in facilitating teacher performance and student achievement in Ugandan primary schools. The high level of SMC participation observed in Laroo-Pece Division therefore not only reflects strong community involvement but also underscores the potential of SMCs to positively influence teacher performance and learning outcomes.

Additionally, active SMC participation supports consultative and disciplinary functions, which empirical research suggests are critical for promoting a conducive learning environment. For instance, Kiggundu and Nayimuli (2009) note that schools with active SMCs exhibit better staff discipline, structured classroom practices, and improved student behavior, which collectively enhance learning outcomes. The present study's findings echo these observations, showing that SMCs in Laroo-Pece Division are not only engaged in administrative and oversight roles but also in shaping school culture and supporting teacher accountability. This reinforces the notion that community involvement through SMCs is a key factor in the effective management of primary school.

The study revealed that SMCs in Laroo-Pece Division were highly involved in administrative functions, such as planning school activities, budgeting, and resource allocation. This level of involvement ensures that schools operate efficiently and that resources are used effectively. Empirical studies support this finding; for example, Musah and Asamoah (2017) noted that active school management committees significantly enhance administrative efficiency and facilitate proper implementation of school programs. Similarly, Kinyua and Mwangi (2015) observed that participatory administration by SMCs contributes to better planning,

coordination, and achievement of school objectives. These findings indicate that SMCs' administrative engagement in Laroo-Pece Division plays a vital role in improving school governance and operational effectiveness.

The findings also showed that SMCs were actively engaged in monitoring and supervising teaching and learning processes. They regularly observed classroom activities, ensured adherence to schemes of work, and provided guidance to teachers where necessary. This aligns with empirical evidence suggesting that SMC oversight improves instructional quality. For instance, Kiggundu and Nayimuli (2009) reported that monitoring by school governance committees enhances teacher accountability and promotes adherence to professional standards. Furthermore, Ssekamwa (2011) highlighted that supervision by community-based committees contributes to higher teacher performance and ensures that learning objectives are met. The current study thus confirms that SMCs in Laroo-Pece Division significantly influence the quality of teaching through their supervisory functions.

The study found that SMCs in the division were highly engaged in ensuring accountability, including financial oversight and reporting to the community. Such involvement ensures transparency in the management of school resources and reinforces responsible use of funds. Empirical literature underscores this finding; Kinyua and Mwangi (2015) emphasized that school management committees promote accountability and prevent mismanagement through regular financial monitoring. Similarly, Musah and Asamoah (2017) noted that accountability practices by SMCs increase community confidence and support for schools. The study suggests that the high accountability role of SMCs in Laroo-Pece Division strengthens governance and fosters an environment conducive to effective teaching and learning.

SMCs were reported to actively engage in consultative functions, including advising on curriculum, teacher recruitment, and policy implementation. This collaborative role enhances decision-making and ensures that school activities are aligned with community and learner needs. Empirical studies support this finding; Ssekamwa (2011) observed that consultative involvement of SMCs facilitates better planning, decision-making, and problem-solving in schools. Additionally, Kiggundu and Nayimuli (2009) highlighted that consultation between school management and SMCs improves governance and fosters mutual understanding among stakeholders. The findings indicate that SMCs in Laroo-Pece Division contribute to effective school management by providing valuable guidance and expert advice in key operational areas.

The study revealed that SMCs were actively involved in maintaining staff discipline, including monitoring punctuality, absenteeism, and adherence to professional standards. This function helps create a positive teaching and learning environment. Empirical literature corroborates this; Kinyua and Mwangi (2015) found that SMC involvement in staff discipline enhances teacher accountability and commitment. Musah and Asamoah (2017) also noted that active SMC oversight discourages unprofessional behavior and ensures that teachers remain motivated to perform their duties. Thus, the findings suggest that SMC participation in disciplinary functions in Laroo-Pece Division plays a crucial role in maintaining high teacher performance and a conducive learning atmosphere.

5.2 Objective Two: To Assess the level of Teachers Performance in Public Primary Schools in Laroo-Pece Division

The study revealed that the level of teacher performance in public primary schools in Laroo-Pece Division is high, suggesting that teachers are diligent in preparing schemes of work, lesson plans, and covering the syllabus as required. This finding is consistent with research

by Kiggundu and Nayimuli (2009), who observed that committed teachers in Ugandan primary schools tend to adhere strictly to professional guidelines, including lesson planning and syllabus coverage, which enhances the overall quality of teaching and learning. Similarly, Adong (2017) found that primary school teachers who consistently prepare and update their teaching plans demonstrate higher instructional effectiveness and student achievement. These findings indicate that the high performance observed in Laroo-Pece Division reflects strong teacher dedication and professional responsibility.

Furthermore, the study indicated that teachers regularly assess students, maintain accurate records, and provide timely feedback, which contributes to improved learning outcomes. Empirical literature supports this observation; Musah and Asamoah (2017) reported that regular student assessment and constructive feedback are key determinants of teacher effectiveness in primary schools. The study further aligns with Ssekamwa (2011), who emphasized that consistent record-keeping and assessment practices enhance accountability and allow teachers to adjust instruction according to students' learning needs. Therefore, the high level of teacher performance in Laroo-Pece Division demonstrates adherence to recommended instructional practices that positively influence student learning outcomes.

Additionally, teachers in the division were found to manage classrooms effectively and supervise co-curricular activities, fostering a conducive learning environment. Paul (2020) notes that effective classroom management and engagement in co-curricular activities are indicators of high teacher performance, as they promote student participation, discipline, and holistic development. Likewise, Lamaro and Lukwiya (2024) observed that teachers who actively manage classrooms and participate in school programs exhibit greater commitment to their professional duties and facilitate positive educational outcomes. This supports the

conclusion that teacher performance in Laroo-Pece Division is high, not only in academic delivery but also in creating a structured and supportive learning environment.

Finally, the study highlighted teachers' involvement in guidance and counselling, which supports students' personal and academic development. This finding aligns with Kinyua and Mwangi (2015), who emphasized that teachers' guidance and counselling roles are integral to improving student well-being, motivation, and engagement in learning. By providing advice, addressing conflicts, and supporting students' socio-emotional needs, teachers contribute to a positive learning climate and enhance overall performance. The high level of teacher performance in Laroo-Pece Division thus reflects a comprehensive approach that combines effective instructional delivery, classroom management, student assessment, and guidance, consistent with empirical findings in similar contexts.

The study found that teachers in Laroo-Pece Division consistently prepare and update their schemes of work, which guide instructional activities and ensure coverage of the curriculum. Empirical research supports this finding. For example, Adong (2017) observed that teachers who systematically prepare schemes of work demonstrate higher teaching effectiveness and better student outcomes. Similarly, Kiggundu and Nayimuli (2009) emphasized that well-prepared schemes of work are critical for ensuring that lesson objectives are met and that teachers deliver structured and consistent instruction. This suggests that adherence to scheme preparation contributes significantly to the high level of teacher performance observed in the division.

Teachers were reported to prepare detailed lesson plans, aligning objectives with teaching methods, learning materials, and assessment strategies. Musah and Asamoah (2017) highlighted that effective lesson planning enables teachers to organize learning activities efficiently, anticipate challenges, and ensure that instructional goals are achieved. In Uganda,

Ssekamwa (2011) noted that teachers who consistently plan lessons enhance both instructional quality and student engagement. The findings from Laroo-Pece Division thus indicate that meticulous lesson planning is a key factor supporting high teacher performance.

The study indicated that teachers effectively cover the syllabus within the academic term, ensuring that all prescribed content is delivered. Lamaro and Lukwiya (2024) found that timely syllabus coverage is closely linked to teacher diligence and affects students' readiness for assessments and examinations. Adong (2017) also reported that teachers who complete the syllabus fully tend to achieve higher learning outcomes among pupils. This demonstrates that comprehensive syllabus coverage in Laroo-Pece Division contributes to maintaining high levels of teacher performance and student achievement.

Teachers in the division were found to conduct regular assessments using varied methods and provide timely feedback to students. Paul (2020) noted that effective student assessment is a core indicator of teacher performance, as it informs instruction, identifies learning gaps, and motivates learners. Similarly, Kinyua and Mwangi (2015) emphasized that assessment practices, including timely feedback and record-keeping, enhance teaching effectiveness and improve student outcomes. These practices in Laroo-Pece Division suggest that assessment plays a central role in supporting high teacher performance.

The study revealed that teachers maintain disciplined, organized, and conducive learning environments, fostering effective teaching and learning. Empirical studies indicate that classroom management is critical for teacher performance; Kiggundu and Nayimuli (2009) observed that teachers who establish clear rules, routines, and engagement strategies create an environment conducive to learning. Lamaro and Lukwiya (2024) also highlighted that effective classroom management improves student participation and reduces disruptions,

enhancing instructional quality. The findings suggest that strong classroom management contributes significantly to high teacher performance in the division.

Teachers were reported to actively supervise co-curricular activities, including sports, clubs, and cultural events, ensuring student participation, safety, and skill development. Paul (2020) highlighted that teacher involvement in co-curricular activities fosters holistic development, leadership, and teamwork among students. Similarly, Lamaro and Lukwiya (2024) observed that teachers who supervise extracurricular programs demonstrate greater commitment to professional duties and promote a balanced learning environment. This indicates that co-curricular supervision is a complementary aspect of high teacher performance in Laroo-Pece Division.

The study found that teachers show strong professional commitment, including punctuality, dedication to teaching, and participation in school programs. Adong (2017) emphasized that staff commitment is closely linked to teacher performance, as committed teachers are more likely to engage in instructional planning, student support, and school activities. Musah and Asamoah (2017) also reported that professional dedication positively influences teaching quality and student outcomes. These findings suggest that staff commitment underpins the high levels of teacher performance observed in Laroo-Pece Division.

Teachers were reported to provide guidance and counselling to students, addressing personal, social, and academic challenges. Kinyua and Mwangi (2015) noted that guidance and counselling by teachers enhances student well-being, motivation, and engagement, which indirectly improves teacher effectiveness. Paul (2020) similarly emphasized that teachers who support students' socio-emotional needs contribute to a positive learning climate and overall academic achievement. The study findings indicate that teacher involvement in

guidance and counselling is an integral component of high teacher performance in Laroo-Pece Division

5.3 Relationship between SMC participation in School Management and level of Teachers performance in Public Primary Schools Laroo-Pece Division

The study revealed a very strong positive relationship between SMC participation in school management and teacher performance in public primary schools in Laroo-Pece Division. This finding indicates that schools with active and engaged SMCs tend to have teachers who perform at higher levels, demonstrating diligence in lesson planning, syllabus coverage, student assessment, classroom management, and overall professional commitment. Empirical literature supports this observation. Kinyua and Mwangi (2015) reported that active involvement of school management committees improves teacher accountability, adherence to professional standards, and instructional effectiveness. Similarly, Musah and Asamoah (2017) found that schools with participatory governance structures exhibit better teaching practices and higher student achievement, suggesting that SMC engagement directly contributes to enhanced teacher performance.

Furthermore, the relationship observed in Laroo-Pece Division is consistent with findings by Ssekamwa (2011), who highlighted that community participation through SMCs positively influences teacher motivation and commitment. The study noted that SMCs provide guidance, monitor classroom activities, enforce accountability, and support resource allocation, all of which create an enabling environment for teachers to perform effectively. Lamaro and Lukwiya (2024) also emphasized that active SMCs in Gulu District facilitated better school management and improved teaching outcomes, demonstrating that structured involvement of SMCs is critical in enhancing teacher performance.

Additionally, empirical evidence suggests that specific roles of SMCs, including administrative oversight, monitoring and supervision, accountability, consultative functions, and staff discipline, collectively influence teacher performance. For instance, Kiggundu and Nayimuli (2009) found that SMC supervision and monitoring of classroom activities improved adherence to schemes of work and lesson plans, thereby enhancing instructional quality. Adong (2017) similarly reported that schools with SMCs engaged in staff discipline and consultative roles had teachers who were more committed, better organized, and more responsive to student learning needs. The findings in Laroo-Pece Division thus corroborate these studies, demonstrating that strong SMC participation is associated with high teacher performance across multiple domains.

Finally, the study aligns with global empirical research highlighting the importance of school governance structures in improving teacher performance. According to UNESCO (2015), participatory school management, including parent and community involvement, leads to more effective teaching practices, higher accountability, and better learning outcomes. This suggests that the observed strong relationship between SMC participation and teacher performance in Laroo-Pece Division is consistent with both regional and international evidence, reinforcing the critical role of SMCs in enhancing educational quality.

The role of School Management Committees (SMCs) in enhancing educational outcomes has garnered significant attention in educational research. In Uganda, SMCs are mandated to oversee the management of public primary schools, ensuring effective governance and accountability. The study conducted in Laroo-Pece Division indicates a very strong positive relationship between active SMC participation and improved teacher performance. This section delves into the empirical literature that supports this finding, highlighting various aspects of SMC involvement and its impact on teaching effectiveness.

One of the critical ways SMCs influence teacher performance is through motivation. Research indicates that when SMCs actively engage in recognizing and rewarding teachers' efforts, it leads to increased job satisfaction and commitment. For instance, a study by Lamaro and Lukwiya (2024) in Gulu District found that schools with active SMCs reported higher teacher motivation, which translated into improved teaching practices and student outcomes. Similarly, Adong (2017) observed that in Lamwo District, effective SMCs contributed to enhanced teacher morale, thereby positively affecting instructional quality.

Effective monitoring and supervision by SMCs are pivotal in ensuring that teachers adhere to professional standards and school policies. Lamaro and Lukwiya (2024) reported that SMCs in Gulu District conducted regular supervisory visits, leading to improved teacher accountability and performance. This finding aligns with the study in Laroo-Pece Division, where teachers acknowledged the positive impact of SMC supervision on their professional conduct.

SMCs play a crucial role in strategic planning and resource allocation, which directly affects the teaching environment. According to Lamaro and Lukwiya (2024), SMCs involved in effective planning and budgeting ensured that schools were well-equipped, leading to better teaching conditions. In Laroo-Pece Division, teachers reported that adequate teaching materials and infrastructural improvements facilitated by SMCs enhanced their ability to deliver quality education.

Transparency in school management, facilitated by active SMCs, fosters a culture of accountability among teachers. A study by Lamaro and Lukwiya (2024) highlighted that schools with transparent SMCs experienced fewer cases of misconduct and improved teacher performance. In Laroo-Pece Division, teachers expressed confidence in the management's accountability practices, which positively influenced their professional conduct.

SMCs serve as a bridge between the school and the community, fostering a supportive environment for teachers. Lamaro and Lukwiya (2024) found that in Gulu District, community involvement through SMCs led to increased support for teachers, both morally and materially. Similarly, in Laroo-Pece Division, teachers reported feeling supported by the community, which enhanced their teaching effectiveness.

Active SMCs often facilitate professional development opportunities for teachers, contributing to improved performance. Lamaro and Lukwiya (2024) noted that SMCs in Gulu District organized workshops and training sessions, leading to enhanced teaching skills among educators. In Laroo-Pece Division, teachers benefited from such initiatives, which positively impacted their instructional practices.

SMCs also play a role in resolving conflicts and providing supportive leadership, which can mitigate stress and improve teacher performance. Lamaro and Lukwiya (2024) observed that effective conflict resolution by SMCs in Gulu District led to a harmonious working environment, thereby enhancing teacher performance. In Laroo-Pece Division, teachers reported that the SMC's intervention in resolving disputes contributed to a positive school climate.

The empirical literature underscores the significant role of SMC participation in enhancing teacher performance. The findings from Laroo-Pece Division align with studies conducted in other regions, such as Gulu District, highlighting the positive impact of active SMCs on various aspects of school management and teacher effectiveness. Therefore, fostering active and engaged SMCs is crucial for improving educational outcomes in public primary schools.

5.4 Conclusion

1.The study concludes that School Management Committees (SMCs) in public primary schools in Laroo-Pece Division actively participate in key aspects of school governance, including administration, monitoring and supervision, accountability, consultative roles, and staff discipline. Their engagement ensures effective school operations, promotes transparency, and fosters a supportive environment for both teachers and learners. The high level of SMC participation underscores the importance of community involvement in enhancing school management and governance.

2. The study concludes that teachers in public primary schools in Laroo-Pece Division exhibit high levels of professional performance. They consistently prepare schemes of work and lesson plans, cover the syllabus effectively, conduct regular student assessments, manage classrooms efficiently, supervise co-curricular activities, and provide guidance and counselling. Such practices reflect strong teacher commitment, organizational skills, and a focus on holistic student development, contributing to improved learning outcomes.

3. The study concludes that there is a very strong positive relationship between SMC participation in school management and teacher performance in public primary schools in Laroo-Pece Division. Active involvement of SMCs in administration, supervision, accountability, consultation, and staff discipline creates an enabling environment that enhances teacher motivation, adherence to professional standards, and overall instructional effectiveness. This finding demonstrates that effective community participation through SMCs is a critical factor in improving teacher performance and educational outcomes.

5.5 Recommendations

1. Strengthening SMC Participation: The Ministry of Education and school authorities should provide continuous training and capacity-building programs for SMC members to enhance their knowledge and skills in school governance, administration, and monitoring. Schools should encourage regular and structured engagement of SMCs in decision-making processes, budgeting, and resource allocation to ensure effective management and transparency. Policies should be developed to recognize and motivate active SMC members, thereby sustaining their participation and commitment to school development.

2. Enhancing Teacher Performance: Teachers should be supported through professional development programs focused on lesson planning, assessment strategies, classroom management, and guidance and counselling to maintain and improve high performance. Schools should ensure the availability of adequate teaching and learning resources to facilitate effective lesson delivery, syllabus coverage, and student assessment. Collaborative practices among teachers, including peer supervision and sharing of best practices, should be promoted to strengthen instructional quality and overall performance.

3. Fostering the Relationship between SMCs and Teachers: Schools should establish structured communication channels between SMCs and teachers to facilitate regular feedback, consultations, and joint problem solving. SMCs should actively support teachers by monitoring professional standards, providing guidance, and addressing challenges that may hinder instructional effectiveness. Policy frameworks should encourage community participation in school governance while ensuring that teachers' professional autonomy and classroom practices are respected, promoting a harmonious and productive school environment.

5.6 Further Research Recommendations

1. Future studies should explore the impact of SMC participation on specific aspects of teacher performance, such as instructional strategies, assessment practices, and student learning outcomes, to provide deeper insights.

2. Comparative studies across different divisions or districts could be conducted to understand contextual variations in SMC effectiveness and teacher performance

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Appendices

Appendix I: Questionnaire for Teachers

Dear Respondent,

I am Onen Charles, a student from Gulu University pursuing Master Degree in Education management. I am carrying out a study on the topic " School management committee participation in school management and teachers' performance in public primary schools in Gulu City. You have been chosen to take part in this study. The information obtained shall be treated with maximum confidentiality and shall be used for academic purpose only.
(*Tick where applicable*)

Section A: Respondents Background

1. Gender: Male ☐ Female ☐
2. Category: Teacher ☐ Pupil ☐ SMC ☐
3. Age: Below 18 ☐ 18-29 ☐ 30-45 ☐ Above 46 ☐
4. Education: Certificate ☐ Diploma ☐ Degree ☐ Master ☐
5. Are SMCs active in your school?

Yes ☐ No ☐

Section B: SMCs' Participation in School Management

In this section, rate your level of agreement using the Likert scale: Strongly Agree=5, Agree=4, Not Sure=3, Disagree=2 and Strongly Disagree =1.

(A). Administration	**SD**	**D**	**NS**	**A**	**SA**
The management has a positive attitude towards supporting teachers					
The SMC has a well-defined structure that includes rewarding of best performing teachers at school level					
The SMC has an organized system of providing teachers with bonus and top up in UPE schools in the city					
The school managements organize get together for teachers at the end of the year					
The School Management Committees work with the teachers as a team to achieve positive results from the teachers					
There exists a well-structured drive by the					

management to reward the best performing learners.					
The management organizes motivational talks to teachers and learners					
The management creates a conducive school working environment for teachers and learners					
(B). MONITORING/SUPERVISORY ROLES	**SD**	**D**	**NS**	**A**	**SA**
The Management conducts routine and regular monitoring of school activities					
The SMC carries out assessment of the overall academic performance and give reports to the different stakeholders					
SMCs conduct follow up meetings on planned school activities/programs					
SMC organizes and conducts regular constructive meetings with the stakeholders.					
The management usually follow up with the head-teachers and teachers to ensure that there is effective teaching in UPE schools					
Discussion of pupils' results are jointly done by SMCs, teachers and parents in UPE schools in the district					
(C). Consultative/Accountability Roles	**SD**	**D**	**NS**	**A**	**SA**
The SMC has got ability to provide an oversight on UPE capitation grant					
The accountability of school funds is mainly the work of the head-teacher and the SMC has little role in most of the UPE schools when it comes to this aspect					
The management actively participates in approval of school budget and monitors its utilization.					

Key: SA=Strongly Agreed A=Agreed D=Disagreed SD=Strongly Disagreed

6. How do you rate the overall performance of SMCs in your school/district?

Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent ☐

Section C: Level of Teachers' Performance LTPSC

In this section, rate your level of agreement using the Likert scale: Strongly Agree=5, Agree=4, Not Sure=3, Disagree=2 and Strongly Disagree =1.

S/N	Scheme of Work	SDA	D	NS	A	SA
	My scheme book is always available at the beginning of term					
	I always scheme for the entire term					
	I always adhere to and strictly follow my scheme of work					
	I understand the content in my scheme of work					
	My scheme book is always moderated by the D.O.S					
	I teach without the scheme book some times					
	Teaching learning aids always available					
2	**Syllabus coverage**					
	In my subject, I conduct team teaching to complete the syllabus					
	I always teach extra lesson to my students					
	I always follow my time table frequently					
	Boosting syllabus coverage through group discussion					
	The school modernize its own syllabus for easy coverage					
	Teaching learning aids is available					
	Syllabus book always available to guide learning					
3	**Lesson Plan**	**SD**	**D**	**NS**	**A**	**SA**
	Lesson plan book available for staff use all the time					
	Lessons are sometime taught without lesson plan in the school					
	I always plan my lesson before going to class					
	Teaching learning materials available for staff use					
	Lesson plan book inspected before entering class					
	I understand the content in the lesson plan					
	I strictly adhere to and follow my lesson plan in class					
4	**Record of Work Covered** LTPRWC					
	I always record the entire topic covered weekly.					
	Record books are available for staff use within the school.					
	Teachers in this school evaluate themselves on work performance					
	Administration check on record covered against set goals					
	Record of work -in- progress is reviewed on a regular basis					
	The school uses class room teaching monitoring tools					
	File sharing and comments is always done by the D.O.S to check on performance.					
5	**Learners Assessment**	**SD**	**D**	**NS**	**A**	**SA**
	My learners always get high score in the test					
	Learners always fail my subject in UNEB					
	My subject is always best done by the learners					
	Assessment materials are always available for the staff.					

	I always create assignments and give feedback for my learners					
	Best Performing staff are always appreciated and recognized					
	All examination is moderated by the D.O.S					
6	**Staff Commitment**	**SD**	**D**	**NS**	**A**	**SA**
	I voluntarily put efforts for students with disabilities					
	I am always self-motivated to work					
	I am always committed to school values					
	Staff is unbiased in all task related to school goals					
	Staff recognition is always done by the administration					
	I regularly attend to my work everyday					
	I always assess my learners in time					

Appendix II: Interview Guides for Chairpersons SMCs

Theme One: *SMCs' Participation in School Management in Public Primary Schools in Laroo-Pece Division, Gulu City*.

Qn. Do your school head teachers involve you in the following areas of management?

i. Supporting school development plans.
ii. Decision making
iii. Monitoring of teaching and learning activities.
iv. Termly meeting attendance.
v. Handling staff discipline.
vi. Approval of the annual budget work.

Theme Two: *Level of Teacher's Performance in Public Primary Schools in Laroo-Pece Division, Gulu City.*

Qn. How do you rate the level of your teachers' performance in this school?

(i) Syllabi Coverage.

(ii) Staff Commitments and Productivity.

(iii) Learners Assessment.

(iv) Scheme of work.

(v) Lesson plan.

(vi) Record of work covered.

Appendix III: Interview Guide for Head Teachers in Public Primary Schools in Laroo-Pece Division, Gulu City

Theme One: *SMCs' Participation in School Management in Public Primary Schools in Laroo-Pece Division, Gulu City*.

Qn. Do your school head teachers involve you in the following areas of management?

(i) Supporting school development plans.
(ii) Decision making.
(iii) Monitoring of teaching and learning activities.
(iv) Termly meeting attendance.
(v) Handling staff discipline.
(vi) Approval of the annual budget work.

Theme Two: *Level of Teacher's Performance in Public Primary Schools in Laroo-Pece Division, Gulu City.*

Qn. How do you rate the level of your teachers' performance in this school?

(i) Syllabi Coverage.
(ii) Staff Commitments and Productivity.
(iii) Learners Assessment.
(iv) Scheme of work.
(v) Lesson plan.
(vi) Record of work covered.

Appendix IV: Interview Guide for CIS and CEO

Theme One: *SMCs' Participation in School Management in Public Primary Schools in Laroo-Pece Division, Gulu City.*

Qn. Do you head teachers in public primary schools in Laroo-Pece Division, Gulu City involve SMCs in the following areas of management?

(i) Supporting school development plans.
(ii) Decision making.
(iii) Monitoring of teaching and learning activities.
(iv) Termly meeting attendance.
(v) Handling staff discipline.
(vi) Approval of the annual budget work.

Theme Two: *Level of Teacher's Performance in Public Primary Schools in Laroo-Pece Division, Gulu City.*

Qn. How do you rate the level of teachers' performance in public primary schools in Laroo-Pece Division?

(i) Syllabi Coverage.
(ii) Staff Commitments and Productivity.
(iii) Learners Assessment.
(iv) Scheme of work.
(v) Lesson plan.
(vi) Record of work covered.

THE END

THANKS FOR YOUR TIME. BE BLESSED

Appendix V: Krejcie and Morgan Table of Sample Size Determination (1970)

N	S	N	S	N	S	N	S	N	S
10	10	10	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Sample Size(s) required for the given Population Sizes (N)

Appendix VI: Map of Gulu City

